



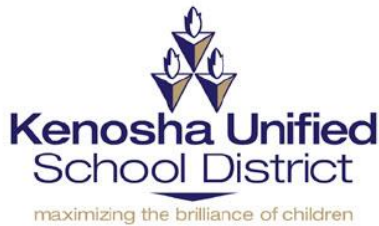
**REGULAR MONTHLY BOARD MEETING
REVISED**

August 25, 2015

7:00 PM

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

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Regular School Board Meeting
August 25, 2015
Educational Support Center
7:00 PM
REVISED

I. Pledge of Allegiance	
II. Roll Call of Members	
III. Awards/Recognition	
A. Ken Wiele - Mahone Fund Recognition	
IV. Administrative and Supervisory Appointments	
V. Introduction and Welcome of Student Ambassador	
VI. Legislative Report	
VII. Views and Comments by the Public	
VIII. Response and Comments by Board Members (Three Minute Limit)	
IX. Remarks by the President	
X. Superintendent's Report	
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B. Consent/Approve	9
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Kenosha Unified School District

Kenosha, WI

August 25, 2015

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Patrick	Andrea	Brass Community School	Grade 4	Instructional	8/25/2015	1	\$39,106.00
Appointment	Cano	Karen	Reuther Central High School	English	Instructional	08/25/2015	1	\$39,106.00
Appointment	Fedorick	Ashley	Jefferson Elementary School	Grade 2	Instructional	08/25/2015	1	\$39,106.00
Appointment	Anderson	Kailin	Jeffery Elementary School	Special Education - CDS	Instructional	08/25/2015	1	\$40,296.00
Appointment	Miller	Patience	Bullen Middle School	Social Studies Grade 6	Instructional	08/25/2015	1	\$39,106.00
Appointment	Kusters	Catherine	Somers Elementary School	Grade 1	Instructional	08/25/2015	1	\$39,106.00
Appointment	Muellemann	Melissa	Mahone Middle School	English	Instructional	08/25/2015	1	\$40,890.00
Appointment	Beltran	Yesenia	EBSOLA-Dual Language	Grade 1 Dual Language	Instructional	08/25/2015	1	\$39,106.00
Appointment	Chambers	Vanessa	McKinley Elementary	4K Teacher	Instructional	08/25/2015	0.5	\$23,119.50
Appointment	Escobedo	Julio	EBSOLA-Dual Language	Dual Spanish	Instructional	08/25/2015	1	\$39,106.00
Appointment	Braden	Jamie	KTEC	Kindergarten	Instructional	08/25/2015	1	\$39,106.00
Appointment	Koslica	Michael	Tremper High School	Special Education-Cross Categorical	Instructional	08/25/2015	1	\$39,106.00
Appointment	Meinen	Jessica	Vernon Elementary School	Early Childhood-Special Education	Instructional	08/25/2015	1	\$39,106.00
Appointment	Wertzler	Jennifer	KTEC	Grade 5	Instructional	08/25/2015	1	\$39,106.00
Appointment	Krekling	Kerin	Harborside Academy	Special Education - Cross Categorical	Instructional	08/25/2015	1	\$44,257.00
Appointment	Hogan	Lisa	Bradford High School	Special Education-CDB	Instructional	08/25/2015	1	\$75,600.00
Appointment	Kooping	Aaron	Harborside Academy	Math	Instructional	08/25/2015	1	\$39,106.00
Appointment	Santos	Amanda	KTEC	Grade 3	Instructional	08/25/2015	1	\$39,106.00
Appointment	Trottier	Mary	Special Education & Student Support	Special Health Needs Nurse	Instructional	08/25/2015	1	\$53,369.00
Appointment	Greve	Emilia	Bradford High School	Physical Education	Instructional	08/25/2015	1	\$39,106.00
Appointment	Leonard	Pamela	Harborside Academy	Special Education	ESP	08/28/2015	1	\$14.33
Appointment	Leone	Brittany	Brompton School	Reading Resource	Instructional	08/25/2015	0.8	\$45,030.00
Appointment	Rovik	Randall	Lincoln Middle School	Middle School Band/Elementary Band	Instructional	08/25/2015	1	\$72,158.00
Appointment	Kramer	Nicole	Harvey Elementary School	Special Education - CDS	Instructional	08/25/2015	1	\$39,106.00
Appointment	Fortney	Brad	Bradford High School	Special Education-Cross Categorical	Instructional	08/25/2015	1	\$43,664.00
Appointment	Engle	Taylor	KTEC	Special Education-Cross Categorical	Instructional	08/25/2015	1	\$39,106.00
Appointment	Stein	Nicole	Bradford High School	Family Consumer Education	Instructional	08/25/2015	1	\$39,106.00
Appointment	Lehman	Erinne	Lincoln Middle School	Math Grade 7	Instructional	08/25/2015	1	\$39,702.00
Appointment	Heifner	Carolyn	Special Education & Student Support	Guidance Attendance Officer	Instructional	08/25/2015	1	\$64,581.00
Appointment	Carton	Emily	Mahone Middle School	Math	Instructional	08/25/2015	1	\$39,106.00
Appointment	Bohn	Erika	Bradford High School	Family Consumer Education	Instructional	08/25/2015	1	\$39,106.00
Appointment	Mahoney	Megan	EBSOLA-CA	Early Childhood-Special Education	Instructional	08/25/2015	1	\$39,106.00
Appointment	Evans	Royette	Washington Middle School	At-Risk	Instructional	08/25/2015	1	\$62,893.00
Appointment	McLellan	Sarah	Bradford High School	Social Studies	Instructional	08/25/2015	0.67	\$37,319.67
Appointment	Wabalickis	Robin	EBSOLA-Dual Language	ESL Other Language	Instructional	08/25/2015	1	\$39,702.00
Appointment	Chilsen	Lisa	Bradford High School	Special Education-Cross Categorical	Instructional	08/25/2015	1	\$39,106.00
Appointment	Hill	Stephanie	Grant Elementary School	Grade 3	Instructional	08/25/2015	1	\$55,354.00

Kenosha Unified School District
Kenosha, WI
August 25, 2015

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Niespodziany	Rosalia	Bradford High School	Italian	Instructional	08/25/2015	0.67	\$26,201.02
Appointment	Melander	Amber	Stocker Elementary School	Grade 4	Instructional	08/25/2015	1	\$53,349.00
Appointment	Bradley	Kelly	EBSOLA-Creative Arts	Grade 3	Instructional	08/25/2015	1	\$61,634.00
Appointment	Kauffman	Matthew	Washington Middle School	Special Education & Student Support	Instructional	08/25/2015	1	\$39,106.00
Appointment	Frankson	Erin	Tremper High School	Biology	Instructional	08/25/2015	1	\$41,483.00
Appointment	Frykman	Cody	Bose Elementary School/ Grant Elementary	Early Childhood-Special Education	Instructional	08/25/2015	1	\$39,106.00
Appointment	Nickel	Amanda	Tremper High School	Biology/Chemistry	Instructional	08/25/2015	1	\$49,047.00
Appointment	Reinhart	Rebecca	Prairie Lane Elementary School	Deaf & Hard of Hearing	Instructional	08/25/2015	1	\$45,263.00
Appointment	Menor	Brandon	Bradford High School	Physical Education	Instructional	08/25/2015	1	\$39,106.00
Appointment	Straub	Patrick	ITA	English	Instructional	08/25/2015	1	\$46,990.00
Appointment	Becker	Samantha	ITA/Bradford	Spanish	Instructional	08/25/2015	1	\$39,106.00
Appointment	Anderson	Ashlyn	Jefferson Elementary School	Grade 5	Instructional	08/25/2015	1	\$39,106.00
Appointment	Weeb	Carly	EBSOLA - Creative Arts	ESL Other Language	Instructional	08/25/2015	1	\$39,106.00
Appointment	Lacroix	Kristi	Lakeview Tech	English/Language Arts	Instructional	08/25/2015	1	\$73,809.00
Appointment	Los	Steven	Washington Middle School	Special Education - IDEA	Instructional	08/25/2015	1	\$78,396.00
Appointment	Meehan-Scugli	Molly	Brompton School	Guidance Counselor	Instructional	08/25/2015	0.4	\$17,227.60
Appointment	Koel	David	Bradford High School	Art	Instructional	08/25/2015	0.67	\$52,525.32
Appointment	Lepley	Elizabeth	Bullen Middle School	Grade 6,7,8, Dual Language	Instructional	08/25/2015	1	\$44,454.00
Appointment	Theisen	Amy	Bullen Middle School	Library Media Specialist	Instructional	08/25/2015	1	\$78,396.00
Appointment	Truesdell	Julie	Wilson Elementary School	Multi-Age 2/3	Instructional	08/11/2015	1	\$40,296.00
Appointment	Sabin	Nathan	Bradford High School	Math	Instructional	08/25/2015	1	\$53,720.00
Appointment	Burch	Jessica	Bradford High School	English	Instructional	08/25/2015	1	\$43,069.00
Appointment	Neumann	Lynne	Tremper High School	Special Education	ESP	08/28/2015	1	\$15.33
Appointment	Kaminski	Kimberly	Boys & Girls Club	Special Education	ESP	08/28/2015	1	\$14.33
Appointment	DeBruin	Katelyn	Stocker Elementary School	Guidance Counselor	Instructional	08/25/2015	0.49	\$22,064.70
Appointment	Conner	Elizabeth	Stocker Elementary School	4K Teacher	Instructional	08/25/2015	0.49	\$19,161.94
Appointment	Sack	Peter	ITA	Science	Instructional	08/25/2015	1	\$41,483.00
Appointment	DenHartog	Karen	Whittier Elementary School	Information/Health Services	ESP	08/28/2015	0.85	\$14.33
Appointment	Beal	Francesca	Special Education & Student Support	Secretary III	Secretarial	08/06/2015	1	\$19.10
Appointment	Seay	Samantha	EBSOLA-Creative Arts	Library Media Specialist	Instructional	08/25/2015	1	\$57,430.00
Appointment	Skendziel	Jamie	Wilson Elementary School	Behavior Interventionist	Instructional	08/11/2015	0.4	\$23,746.40
Appointment	Maegaard	Jennifer	Nash Elementary School	ESL Other Language	Instructional	08/25/2015	0.5	\$30,192.50
Appointment	Atkins	Andrew	ITA	Dean of Students	Instructional	08/25/2015	1	\$72,803.00
Appointment	Dietz	Mindy	EBSOLA-Creative Arts	ESL Other Language	Instructional	08/25/2015	1	\$41,483.00
Appointment	Stevens	Carissa	Hillcrest School	At Risk	Instructional	08/25/2015	1	\$39,106.00
Appointment	Medina	Brunilda	EBSOLA-Dual Language	Grade 3 Bilingual	Instructional	08/25/2015	1	\$39,106.00
Appointment	Erickson	Rebecca	Lincoln Middle School	Special Education - Cross Categorical	Instructional	08/25/2015	1	\$43,319.00

Kenosha Unified School District

Kenosha, WI

August 25, 2015

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Lutzen	Theresa	Southport Elementary School	Intervention Specialist	Instructional	08/25/2015	1	\$51,129.00
Appointment	Keener	Katherine	Bradford High School	Special Education - LD	Instructional	08/25/2015	1	\$39,106.00
Appointment	Ricchio	Christine	Lance Middle School	Special Education	ESP	08/28/2015	1	\$15.33
Appointment	Minnameier	Erick	ITA	Physics	Instructional	08/25/2015	1	\$39,106.00
Appointment	Diaz	Christina	Lincoln Middle School	Special Education - IDEA	ESP	08/28/2015	1	\$15.33
Appointment	Steinmetz	Kaylynn	Tremper High School	Security	ESP	08/28/2015	1	\$15.33
Appointment	Woods	Rodena	Lincoln Middle School	In School Suspension	ESP	08/28/2015	1	\$15.33
Appointment	Peper	Anne	Bullen Middle School	Special Education - Cross Categorical	Instructional	08/25/2015	1	\$39,106.00
Appointment	DeBartolo	Katie	Special Education & Student Support	Special Education - LD	Instructional	08/25/2015	1	\$78,396.00
Appointment	Precht	Jennifer	ITA	Special Education	Instructional	08/25/2015	1	\$39,106.00
Appointment	Kupfer	Erin	Special Education & Student Support	Speech Therapist	Instructional	08/25/2015	1	\$43,069.00
Appointment	Andrews	Lyubov	EBSOLA - Creative Arts	Grade 5	Instructional	08/25/2015	1	\$42,673.00
Appointment	Neu	Allyson	Reuther Central High School	Family & Consumer Education	Instructional	08/25/2015	1	\$39,106.00
Appointment	Steffes	John	Special Education & Student Support	Speech Therapist	Instructional	08/25/2015	1	\$78,396.00
Appointment	Howe	Grant	Reuther Central High School	Social Worker	Instructional	08/25/2015	0.6	\$25,841.40
Appointment	Kosman	Joseph	KTEC	Physical Education	Instructional	08/25/2015	1	\$54,484.00
Appointment	Hildreth	Kimberly	Washington Middle School	Guidance Counselor	Instructional	08/25/2015	1	\$75,600.00
Appointment	Schultz	Marcella	Stocker Elementary School	Special Education - Title One	ESP	08/28/2015	1	\$15.33
Appointment	Lofton	Veraneek	Bradford High School	Special Education	ESP	08/28/2015	1	\$15.33
Appointment	Phillips	Abigail	Frank Elementary	Grade 2	Instructional	08/11/2015	1	\$39,106.00
Appointment	Bartel	Andrew	DOL	Physical Education	Instructional	08/25/2015	0.6	\$23,463.60
Appointment	Mansfield	William	Jefferson Elementary School	Guidance Counselor	Instructional	08/25/2015	1	\$43,069.00
Appointment	Heer	Katie	ITA	Biology/Life Science	Instructional	08/25/2015	0.5	\$21,534.50
Appointment	Paskiewicz	Katie	Bradford High School	Math	Instructional	08/25/2015	1	\$60,497.00
Early Retirement	Tuttle	David	Teaching and Learning	Curriculum Coordinator - Talent Development	Administration	08/31/2015	1	\$99,064.00
Early Retirement	Weirick	Nancy	School Leadership - Secondary	Assistant Principal	Administration	01/08/2016	1	\$118,715.00
Early, Early Retirement	Lindquist	Kim	Prairie Lane Elementary School	Kindergarten	Instructional	07/30/2015	1	\$65,005.00
Early, Early Retirement	Schuebel	Deborah	Harvey Elementary School	Grade 2	Instructional	08/07/2015	1	\$78,396.00
Early, Early Retirement	Bloedorn	Bruce	Indian Trail Academy	Business	Instructional	01/22/2016	1	\$72,158.00
Early, Early Retirement	Bloedorn	Karen	Student Support/Guidance	Guidance	Instructional	01/22/2016	1	\$78,396.00
Resignation	Fifer	Samantha	Reuther Central High School	Family Consumer Education	Instructional	07/14/2015	1	\$39,106.00
Resignation	Schlie-Reed	Jennifer	Stocker Elementary School	Library Media Specialist	Instructional	07/09/2015	1	\$58,838.00
Resignation	Lewis	Denielle	Washington Middle School	Grade 6	Instructional	07/22/2015	1	\$39,106.00
Resignation	Luellen	Pamela	Bullen Middle School	Grade 6	Instructional	07/22/2015	1	\$49,472.00
Resignation	Wittler	Denise	Bullen Middle School	Spanish	Instructional	07/24/2015	1	\$47,638.00
Resignation	Nazario Resto	Roberto	EBSOLA-Dual Language	Grade 2 - Bilingual	Instructional	08/22/2015	1	\$39,106.00
Resignation	Makowka	Michael	Frank Elementary School	Behavior Interventionist	Instructional	07/29/2015	1	\$64,581.00

Kenosha Unified School District

Kenosha, WI

August 25, 2015

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Resignation	Arbinger	Joseph	Tremper High School	History	Instructional	07/30/2015	1	\$39,106.00
Resignation	Kauffman	Matthew	Vernon Elementary School	Special Education	ESP	08/25/2015	1	\$15.33
Resignation	Rivera	Adalisse	Cesar Chavez Learning Station	Family Service Provider	Miscellaneous	07/29/2015	1	\$15.34
Resignation	Chiglo	Alexander	Bradford High School	Math	Instructional	08/04/2015	1	\$39,106.00
Resignation	Fortier	Gabriel	Finance	Secretary III (12 Month)	Secretarial	08/14/2015	1	\$21.13
Resignation	Kalina	Nicole	Tremper High School	Chemistry	Instructional	08/04/2015	1	\$39,106.00
Resignation	Robaidek	Irene	Frank Elementary School	Intervention Specialist	Instructional	07/31/2015	1	\$57,863.00
Resignation	Sundstrom	Joy	Vernon Elementary School	Special Education	ESP	08/05/2015	1	\$14.33
Resignation	Timm	Dana	Indian Trail Academy	Technology Education	Instructional	08/06/2015	1	\$41,509.00
Resignation	Mosey	Sam	Information Services	Technology Support Technician	Miscellaneous	08/19/2015	1	\$42,057.60
Resignation	Diaz	Christina	Lincoln Middle School	Scheduling Secretary 12 Month	Secretarial	08/27/2015	1	\$17.32
Resignation	Torres	Juan Rios	Information Services	Technology Support Technician	Miscellaneous	08/28/2015	1	\$20.22
Resignation	Demuysere	Kristyn	Bullen Middle School	Math	Instructional	08/12/2015	1	\$40,890.00

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JULY 28, 2015

A special meeting of the Kenosha Unified School Board was held on Tuesday, July 28, 2015, 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 6:20 P.M. with the following members present: Ms. Stevens, Mr. Kunich, Mr. Wade, Mrs. Snyder, Mr. Falkofske, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Mr. Flood arrived later.

Mrs. Coleman, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Litigation, Personnel: Position Assignments, and Property: Purchase.

Mr. Falkofske moved that the executive session be held. Mr. Wade seconded the motion.

Roll call vote. Ayes: Ms. Stevens, Mr. Kunich, Mr. Wade, Mrs. Snyder, Mr. Falkofske, and Mrs. Coleman. Noes: None. Unanimously approved.

1. Litigation

Mrs. Annie Petering, Chief Human Resources Officer, arrived at 6:21 P.M. and provided Board members with information pertaining to a student injury claim.

Mr. Wade moved to disallow the student injury claim. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Petering was excused at 6:26 P.M.

2. Personnel: Position Assignments

Dr. Savaglio-Jarvis presented Board members with a recommendation of an administrative appointment.

Mr. Michael Makowka arrived at 6:26 P.M. and answered questions from Board members.

Mr. Flood arrived at 6:28 P.M.

Mr. Makowka was excused at 6:35 P.M.

3. Property: Purchase

Mr. Patrick Finnemore, Director of Facilities, arrived at 6:36 P.M. and updated Board members on the status of a property purchase.

Mr. Finnemore was excused at 6:51 P.M.

Mr. Falkofske moved to adjourn. Mr. Kunich seconded the motion. Unanimously approved.

Meeting adjourned at 6:52 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JULY 28, 2015

A regular meeting of the Kenosha Unified School Board was held on Tuesday, July 28, 2015, at 7:00 P.M. in the Board Room of the Educational Support Center. Mrs. Coleman, President, presided.

The meeting was called to order at 7:00 P.M. with the following Board members present: Mr. Flood, Ms. Stevens, Mr. Kunich, Mr. Wade, Mrs. Snyder, Mr. Falkofske, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present.

Mrs. Coleman, President, opened the meeting by announcing that this was a regular meeting of the School Board of Kenosha Unified School District. 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.

Mrs. Tanya Ruder, Executive Director of Community Partnerships and Media Relations, presented the 2015 National Association of Biology Teachers Outstanding Biology Teacher Award and the 2015 Wisconsin Association of School Business Officials Safety Room Challenge Awards.

Dr. Savaglio-Jarvis presented an administrative appointment.

Ms. Stevens moved to appoint Michael Makowka as the Assistant Principal at Lance Middle School effective July 29, 2015. Mrs. Snyder seconded the motion. Unanimously approved.

There was not a Student Ambassador present.

Mr. Flood gave the Legislative Report.

There were no views or comments by the public.

There were no responses and/or comments from Board members.

Mrs. Coleman made Board President remarks.

Dr. Savaglio-Jarvis gave the Superintendent's Report.

The Board considered the following Consent-Approve items:

Consent-Approve item XI-A – Recommendations Concerning Appointments, Leaves of Absence, Retirements, and Resignations.

Consent-Approve item XI-B – Minutes of the 6/9/15 and 6/23/15 Special Meetings & Executive Sessions, 6/9/15 Special Meeting, and 6/23/15 Regular Meeting.

Consent-Approve item XI-C – Summary of Receipts, Wire Transfers, and Check Registers submitted by Mrs. Lisa Salo, Accounting Manager; Mr. Tarik Hamdan, Chief Financial Officer; and Dr. Sue Savaglio-Jarvis, excerpts follow:

“It is recommended that the June 2015 cash receipt deposits totaling \$3,048,661.09, and cash receipt wire transfers-in totaling \$55,220,361.64, be approved.

Check numbers 523703 through 525068 totaling \$5,180,658.33, and general operating wire transfers-out totaling \$425,658.62, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the June 2015 net payroll and benefit EFT batches totaling \$12,908,414.02, and net payroll check batches totaling \$5,882.23, be approved.”

Consent-Approve item XI-D – Policy 5120 – Student Enrollment Reporting submitted by Mr. Kristopher Keckler, Executive Director of Information & Accountability, and Dr. Savaglio-Jarvis, excerpts follow:

“Policy 5120 - Student Enrollment Reporting was last updated in 1997. Multiple areas of Policy 5120 need to reflect current enrollment options and accountability. The enrollment language for high school students referenced the previously implemented block scheduling. To remove any potential liability for loss of student membership counting for aid purposes, high school students will be counted as full time if they are enrolled for at least 6.0 credits annually. This expectation will be aligned to the Graduation Policy 6456. Wisconsin statute 118.33 (1)(b) allows for one period of release at the high school level if the student is in good standing. Also, the recent expansion of dual credit enrollment options is no longer limited to post-secondary institutions.

At its June 23, 2015, meeting the board of education approved Policy 5120 as a first reading. Administration recommends that the school board approve Policy 5120 as a second reading at the July 28, 2015, regular school board meeting.”

Consent-Approve item XI-E – Policy and Rule 6440 – Course Options Enrollment submitted by Mrs. Marsha Nelson, Career and Technology Education Coordinator; Mrs. Julie Housaman, Assistant Superintendent of Teaching and Learning; Dr. Bethany Ormseth, Assistant Superintendent of Secondary School Leadership; Mr. Keckler; and Dr. Savaglio-Jarvis, excerpts follows:

“Policy and Rule 6440 – Course Options Enrollment, is an enrollment option mandated by the State of Wisconsin. This initiative, established with WI Act 20 in late 2013, began at the start of the 2014-15 school year. Students in any grade K-12 have the opportunity to enroll in up to two courses at a time through an Institute of Higher

Education (IHE) or other DPI approved program. The Course Options Program expands the integration of post-secondary and other DPI-approved educational opportunities. A completely different program, the Youth Options Program still exists with different restrictions. Students in grades 11 and 12 are able to participate in both programs. All Course Options courses must be made available to public school students at no cost to the student. The resident district is required to pay a DPI determined amount to the educational institution. For the 2014-15 school year, KUSD had a total of 7 students enroll in a total of 10 courses through the Course Options Program. The total cost for the 2014-15 school year was \$4,462.68. At this early stage, KUSD already has 9 requests for the fall 2015-16 term.

DPI has an expectation that local school boards adopt policies and/or procedures respective to the Course Options statute. This policy recommendation was first presented last summer and was not approved by the school board. It is presented again for consideration for multiple reasons. Aside from the state expectation, a local policy allows the resident district and non-resident applicants the ability to reference and follow protocol. To be able to manage this recent initiative in a way that reduces liability, decreases task management, and improves communication are all realized if a quality local policy exists. In many enrollment appeal cases, DPI will first ascertain and review local governance policies to ensure compliance and understanding of any existing federal, state, and local laws.

At its June 23, 2015, meeting the board of education approved Policy & Rule 6440 as a first reading. Due only to the state statute and the DPI expectation, Administration recommends that the school board approve Policy & Rule 6440 as a second reading at the July 28, 2015 regular school board meeting.”

Mr. Kunich moved to approve the consent agenda as contained in the agenda. Mrs. Snyder seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced Policy and Rule 6456 – Graduation Requirements submitted by Dr. Ormseth, Mr. Keckler, and Dr. Savaglio-Jarvis, excerpts follow:

“Policy and Rule 6456 – Graduation Requirements defines the requirements for students to receive a district or school authorized diploma. The Department of Public Instruction (DPI) and the ACT assessment developers have made recent modifications to the available assessments and scoring system. DPI now dictates the newly created ACT Aspire for grades 9 and 10, which cover the core content areas. An additional mandate requires all grade 11 students to attempt the ACT and ACT WorkKeys during the designated ACT assessment date each spring. These new accountability assessments will become part of the student performance measures integrated with the school and district report cards. A new three (3) digit ACT Aspire score, with identified levels of proficiency, is aligned to the historical two (2) digit score for the ACT.

In December of 2013, Wisconsin Act 63 was approved to modify the Wisconsin high school graduation requirements starting with diploma requests for the 2016-17 school year. This law increased the math and science credit requirement from 2.0 to 3.0. KUSD already meets this requirement. The law also reinforced the expectation

that resident school boards encourage students to obtain 8.5 elective credits. KUSD currently requires 7.5 elective credits, and specifically defines an additional .5 credit of consumer education, which is viewed as an elective, and totals 8.0 overall credits in the current KUSD policy. Based on the DPI recommendation, the overall credit requirement will move from 23.0 credits to 23.5 credits starting with diploma requests in the 2016-17 school year.

Due to the continued expansion and integration of online learning, both within traditional courses and virtual course enrollments, the online learning requirement is changing from a graduation requirement to an endorsement. All conditions regarding online learning expectations remain, except for the revision to add the condition that students have to pass the respective course, not just participate in the course. Each high school administrator or designee maintains a current list of courses that meet the quality online criteria. The list is shared among the school counselors for greater coverage and accurate completion on the student transcript.

Other updates to the graduation policy include the DPI allowed authorization of a resident school district the power to grant a general diploma to students who successfully complete the Wisconsin Challenge Academy. Students participating in the STEP program (students with cognitive disabilities), who have a clearly defined graduation plan aligned to their approved individualized education plan will continue to have the ability to earn a general diploma, as noted by revised policy language.

The current acquisition cap of 28.0 credits is no longer relevant with current high school schedules. In previous years, students had the ability to enroll and attempt up to 8.0 credits a year in the normal school day. This would have allowed for up to 32.0 credits over a four-year period. In 2013-14, the high school schedule was modified to reflect a 7 period day, which allowed for up to 7.0 credits a year in the normal day. The current student schedule permits students to earn up to 28.0 credits in a four-year period during the regular school day. The enrollment status of high school students will now be aligned to the state expectation and proposed changes to KUSD Policy 5120 – Student Enrollment Reporting.

At its June 23, 2015, meeting the board of education approved Policy 6456 as a first reading. Administration recommends that the school board approve the revised Policy & Rule 6456 - Graduation Requirements as a second reading at the July 28, 2015, regular school board meeting.”

Mr. Flood moved to approve Policy and Rule 6456 – Graduation Requirements as a second reading. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced Policy and Rule 4333 – Chaperone Requirements submitted by Mrs. Petering and Dr. Savaglio-Jarvis, excerpts follow:

“Currently, the District does not have a chaperone policy. There is need for the school board to approve a chaperone policy in order to provide a safe environment for any off campus activity.

Chaperones must be responsible for keeping order and are responsible for the safety, welfare and conduct of students at all times. This chaperone policy will hold individuals, who take on the responsibility to chaperone students, accountable for their actions during the supervised activity.

After a thorough investigation, district employees serving as chaperones may be subject to disciplinary actions, up to and including termination for failing to meet the expected behaviors.

All other volunteer chaperones, after a thorough investigation, will have their services related to the trip or future chaperone activities terminated immediately for failing to meet the expected behaviors.

Any individual or other types of volunteers are responsible for the safety of the students in their charge for the entire time.

Forms have been developed to ensure that each chaperone is aware of his/her duties and responsibilities. Attachment B is the KUSD Employee Chaperone Policy Acknowledgement. Attachment C is the KUSD Volunteer Chaperone Policy Acknowledgement.

Policy and Rule 4333 was presented at the July 14, 2015, Personnel/Policy Standing Committee meeting, however, a quorum was not present so no action was taken. Administration recommends that the school board approve proposed Policy and Rule 4333 – Chaperone Requirements and Expectations as a first reading at the July 28, 2015, regular meeting and a second reading at the August 25, 2015, regular board meeting.”

Mrs. Petering was present and answered questions from Board members.

Ms. Stevens moved to approve Policy and Rule 4333 - Chaperone Requirements as a first reading with the change of “Volunteer” to “Chaperone” in the non-employee chaperone policy acknowledgment. Mrs. Snyder seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Dimensions of Learning Academy Charter Contract Renewal submitted by Ms. Lori Waters, Student Support Specialist; Ms. Diana Pearson, Dimensions of Learning Academy Principal; Dr. Floyd Williams, Assistant Superintendent of Elementary School Leadership; and Dr. Savaglio-Jarvis, experts follow:

“On April 24, 2000, the Board of Education first approved the request for charter school approval for the Dimensions of Learning Academy. This charter was renewed in 2005 and 2010.

Provided for the Board’s review is an updated contract for renewal. Specific details about the Dimensions of Learning Academy are in the attached contract.

The updated charter has minor revisions. The revisions reflect the change in language of Common Core (standards not standards and benchmarks), the move of descriptions of instructional practice from the "Mission" section, replacement of "Director" with "Principal" and others to keep current with our changes in the past five years. The charter contract renewal has been reviewed and is recommended by the staff and Advisory Council.

At the July 14, 2015, Curriculum/Program Standing Committee meeting, additional recommendations were suggested by the committee members and updated in the attached charter. The changes added were in the area of procedure for selection of a principal, student acceptance, and the exercise of purchase option. These additional changes were approved by the Dimensions' Advisory Council.

The Dimensions of Learning Academy Advisory Council and staff request that the school board approve the proposed two (2) year contract for the Dimensions of Learning Academy."

Dr. Williams was present and answered questions from Board members.

Ms. Stevens moved to approve the proposed two year contract for the Dimensions of Learning Academy. Mr. Kunich seconded the motion. Motion carried. Mr. Flood dissenting.

Mr. Tarik Hamdan, Chief Financial Officer, presented the 2015-2016 Preliminary Budget Assumption Update submitted by Mr. Hamdan and Dr. Savaglio-Jarvis, excerpts follow:

"Per Board Policy 3110, Annual Operating Budget, the Kenosha Unified School District administration continues with the process of developing a preliminary budget incorporating assumptions based on information from the recently signed biennial budget, the Department of Public Instruction guidance, and estimated district variables.

Those assumptions include:

- **Revenue (essentially flat)**
 - Increase of \$0 in per pupil funding for revenue limit calculation.
 - The state budget sets this amount at \$0 in 2015-16 and 2016-17.
 - Decrease of 175 student FTEs which decreases revenue limit authority.
 - The non-recurring declining enrollment and hold harmless exemptions will temporarily provide some offset to this loss in revenue limit authority.
- **Expenses (net decrease of \$2.1 million)**
 - Increase in health insurance premiums of 9% (projected at \$3.2 million).
 - Increase in property insurance (\$150 thousand).
 - The Local Government Property Insurance Fund (LGPIF) was forced to reevaluate premium rates due to pressure in the budget process to close down the fund in two years.

- Decrease in existing budgeted expenditures (\$5.4 million – see following chart for proposed budget reduction breakdown).

Since these budget assumptions were last presented to the board on 5/26/15 the state biennial budget has been passed and signed. The final version has restored approximately \$3.3 million of revenue in fiscal year 2015-16. Given the restored revenue, administration is recommending revisions to budget assumptions #1 and #4. These revisions would restore the reduction in the technology refresh budget and restore 4.0 teacher FTE that were to be reduced at the secondary level.

The budget projections are built based on conservative estimates. Administration will continue to analyze the projected student enrollment throughout the process and may make recommendations to modify projections. In the current proposal there will be approximately \$2.1 million of unallocated funds.

These next few weeks are critical to the district as we need a timely budget implementation in order to meet timelines and prepare for the 2015-2016 school year.

The Kenosha Unified School District's proposed budget for 2015-2016 will be prepared in accordance with the budgeting and financial operations policies of the district and will conform to State of Wisconsin requirements. It is the desire of administration to present the board of education an appropriate balanced budget, taking into consideration the beliefs, parameters and objectives of the board, while maintaining the instructional and fiscal responsibilities of administration. As always, the budget is developed and implemented with the ultimate goal of meeting the needs of all our students.

Administration requests that the board adopt these budget assumptions as the basis of the preliminary budget that will be published for the Annual Meeting of Electors and Public Hearing of the Budget that will be held on September 14, 2015.”

Mrs. Snyder moved to approve the budget assumptions as the basis of the preliminary budget that will be published for the Annual Meeting of Electors and Public Hearing of the Budget that will be held on September 14, 2015. Mr. Flood seconded the motion. Unanimously approved.

Mr. Hamdan presented the Resolution Authorizing the Transfer of Balances from Fund 80 to Fund 21 submitted by Mr. Hamdan and Dr. Savaglio-Jarvis, excerpts follow:

“Kenosha Unified School District is formally requesting from the Department of Public Instruction (DPI) the opportunity to take advantage of a one-time option to move non-levy fund balance dollars from Fund 80 to Fund 21.

Due to recent changes in state laws, some of the balances will have to be moved in order to use them for their intended purposes. The amount requested to transfer is \$10,346.56 which has accumulated from the non-levy sources of athletic field rental fees and donations.

These balances came to be as a result of a fiscal year 2005-06 management decision to create a sub account in Fund 80 (Fund 82) on the district's general ledger in order to track the rental revenue generated by renting our athletic fields out to community organizations. The net income generated by these rentals was designated to help maintain the fields which were experiencing additional wear and tear.

The transferred balances will maintain their designation and will be used at the discretion of the Coordinator of Athletics, Physical Education, Health, and Recreation for the purposes originally intended.

For the fiscal year 2015-16 and beyond, upon board approval; all facility rental fees, including the rental fees collected from community organizations will be recorded in the district's General Fund 10. All Fund 82 accounts will be deactivated for fiscal year 2015-16.

Administration requests that the Board of Education adopt the attached resolution (Attachment A) authorizing the transfer of \$10,346.56 from the Community Services Fund 80 to the Donations Fund 21 so that these funds may be used for their intended purposes."

Ms. Stevens moved to approve the resolution authorizing the transfer of \$10,346.56 from the Community Services Fund 80 to the Donations Fund 21 so that the funds may be used for their intended purposes. Mr. Flood seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Report of Contracts in Aggregate of \$25,000 submitted by Mr. Robert Hofer, Purchasing Agent; Mr. Hamdan; Ms. Susan Valeri, Director of Special Education and Student Support; Mrs. Housaman; Dr. Ormseth; and Dr. Savaglio-Jarvis, excerpts follow:

"School Board Policy 3420 requires that all contracts and renewals of contracts in aggregate of \$25,000 in a fiscal year shall be approved by the School Board except in the event of an emergency as determined and reported to the School Board monthly by the Purchasing Agent.

The contracts/agreements in aggregate of \$25,000 that have been added to the Contract Management Database subsequent to June 23, 2015, with approval of the purchasing agent are shown in the database in coral color.

The following contracts/agreements have not been added to the Contract Management Database and are being presented for board approval:

- Compass Learning—\$74,962; and
- Texas Instruments—\$52,910."

Mrs. Housaman gave a PowerPoint presentation containing information pertaining to the Compass Learning contract/agreement which covered the following topics: what is Compass?, KUSD and Compass, curriculum audit, and purchasing contracts and for the Texas Instruments professional learning services contract which

covered the following topics: secondary math audit, support from research, and the Texas Instruments proposal. She then answered questions from Board members.

Ms. Stevens moved to approve the contract/agreement with Compass Learning in the amount of \$74,962 and Texas Instruments in the amount of \$52,910 as presented. Mr. Wade seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the ALICE Response to Violent Intruder Events submitted by Mr. Patrick Finnemore, Director of Facilities, and Dr. Savaglio-Jarvis, excerpts follow:

“On April 14, 2015, KUSD Administration brought forward an initial proposal to the Planning, Facilities, and Equipment Committee recommending a plan for the district to evaluate the ALICE protocol. That plan was centered around hosting a training session for 60 people who would then be asked to evaluate the program and provide input for a formal recommendation to the School Board. The training session was held on July 21 and 22 at Bradford High School at a cost of \$14,000. The session included classroom training with numerous videos of real and simulated events – some were quite graphic. The high point of the training involved actual simulations in school settings with police or others acting as the Active Threats using air-soft pistols. The simulations were extremely well done due to the fact that they involved law enforcement experts and were held in actual classrooms at Bradford.

After the training was complete, those involved were asked to participate in an on-line survey with questions related to the quality of the training, whether or not the district should adopt the ALICE protocol, and what type of training should be given to staff and students. As of the day this report was written, 47 of the 60 participants (78.3%) had responded to the survey.

In response to the question, “Would you be in favor of recommending the ALICE program (protocol) for all KUSD buildings?” all 47 people who responded to the survey answered YES. It is not often that a survey response receives a 100% endorsement like this. In response to the question, “Overall, how would you rate the ALICE training?” 46 of the respondents said VERY GOOD (the highest rating choice offered) and 1 said GOOD (the second highest rating choice). These were the two most important questions we asked in the survey and the responses were overwhelmingly positive.

We also asked the following question: “After completing the ALICE training, how knowledgeable would you consider yourself on the ALICE program (protocol)?” 36 of the 47 people responded VERY KNOWLEDGEABLE (the highest rating choice offered), and the remaining 11 responded KNOWLEDGEABLE (the second highest rating choice). We also asked questions related to the level of training that staff and students should receive, and those responses will be used as we develop the training programs for KUSD if the board of education approves our recommendation.

Based on the overwhelming positive feedback from the survey, Administration recommends moving forward with the adoption of the ALICE protocol at KUSD. The following is a brief summary of the steps necessary for implementation:

- Hold a second two-day training administered by ALICE for the remainder of the administrative team, deans and SROs that were not part of the first group. The training session can support up to 60 participants. We recommend having the training during the month of August at Bradford High School (provided ALICE trainers are available). The cost for this training will be \$14,000.
- Purchase at least one complete package of training materials for the live simulations. The estimated cost per package is \$4,000. We are still evaluating as to whether we would need only one package or if additional packages would be necessary.
- Modify the KUSD Emergency Operating Procedures to incorporate the ALICE protocol for our response to violent intruder events.
- Develop training materials based on the information available from ALICE as well as other school districts that have implemented ALICE for trained and ALICE certified KUSD staff to provide training to all district staff. Based on approximately 3,000 employees and 60 employees per session, we would need to hold approximately 50 training sessions.
- Develop training materials/lesson plans based on the information available from ALICE as well as other school districts that have implemented ALICE for KUSD staff to provide training to all district students in an age appropriate manner.
- Develop training and informational materials based on the informational available from ALICE as well as other school districts that have implemented ALICE for parents and the general public.

The timeline for implementation is still being developed, but it is our intent to move forward with this transition as judiciously as reasonably possible.

Administration recommends board approval for KUSD to adopt the ALICE response to violent intruder events as described in this report. It is also recommended that the board approve the attached purchase/contract rationale per school board policy 3420 since the expenditure will exceed the \$25,000 threshold for contracts in aggregate of \$25,000 in a fiscal year.”

Mr. Wade moved to approve the ALICE response to violent intruder events as described in this report. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Building Use Fees for the 2015-2016 School Year submitted by Mr. Finnemore and Dr. Savaglio-Jarvis, excerpts follow:

“As a component of the budget development process, a review of the fees charged is conducted each year. Student related fees were approved by the school board at their March 24, 2015, regular meeting; this report focuses on building use fees only.

District practice has been to increase the building use fees based on the change in the consumer price index (CPI) which has increased by 1.61% over the past 12 months. Attachment A is a draft version of the KUSD Permit Fees and Regulations based off of the 1.61% increase. Attachment B is a comparison of the prior six (6) years of building use fees compared to the proposed building use fees for this coming school year based on the CPI increase.

In addition to the increase in fees, we will be changing the annual cycle for the effective date for new fees to tie with the start of the school year; instead of the start of the fiscal year. All summer building permits are processed in early spring prior to the setting of the new 12 month CPI. With the cycle change, we will set the new fees in the summer for building permits effective September 1 or thereafter. We will be able to communicate those fees to the building users during the timeframe when they are typically submitting those permits.

Administration recommends that the board of education accept the recommendation to establish the building use fees for the 2015-16 school year at the indicated rates.”

Ms. Stevens moved to approve the 2015-2016 school year building use fees at the indicated rates. Mr. Kunich seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Renewal of the Southeastern Wisconsin School Alliance Membership submitted by Mr. Hamdan and Dr. Savaglio-Jarvis, excerpts follow:

“For the past twelve (12) years, the District has participated in the Southeastern Wisconsin School Alliance (SWSA) which provides school leaders and parents with objective, non-partisan information and training needed to be strong advocates for educational excellence. The SWSA serves over 29 urban and suburban school districts with a combined enrollment of more than 200,000 students. The mission of the Southeastern Wisconsin Schools Alliance is to advocate for and inform education policy in support of world class public schools to benefit all students and the economic vitality of the region.

The SWSA meets at least once a month and the annual membership fee is \$3,000. Attached is the required resolution to be approved by the Board to participate in the Alliance and the 66.0301 Agreement that authorizes the School District of South Milwaukee as the fiscal agent to manage the SWSA funds. Also included is the proposed budget for the SWSA and the current participating member school districts.

Administration recommends that the Board approve the attached resolution and membership in SWSA for the 2015-2016 fiscal year and authorization of Board Officers and District Administration to execute any and all documents related to the renewal.”

Mr. Kunich moved to approve the resolution and membership in the Southeastern Wisconsin School Alliance for the 2015-2016 fiscal year and authorize Board Officers and District Administration to execute any and all documents related to the renewal. Ms. Stevens seconded the motion. Unanimously approved.

Ms. Stevens presented the Donations to the District as contained in the agenda.

Ms. Stevens moved to approve the Donations to the District as contained in the agenda. Mr. Flood seconded the motion. Unanimously approved.

Ms. Stevens moved to adjourn the meeting. Mr. Kunich seconded the motion. Unanimously approved.

Meeting adjourned at 8:11 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
August 25, 2015

CASH RECEIPTS	reference	total
July 2015 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 3,355,391.34
Johnson Bank	<i>account interest</i>	164.39
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	(1,557.69)
Bankcard Services (TicketSpice.com)	<i>fine arts ticket sales receipts (net of fees)</i>	(7.00)
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	33,096.09
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	21,640.83
WI Department of Revenue	<i>exempt computer state aid</i>	331,049.00
HHS	<i>head start grant</i>	199,002.44
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	89,574.69
Total Incoming Wire Transfers		4,028,354.09

July 2015 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	<i>(excluding credit cards)</i>	509,272.59
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TOTAL JULY CASH RECEIPTS

\$ 4,537,626.68

CASH DISBURSEMENTS	reference	total
July 2015 Wire Transfers-Out, from Johnson Bank to:		
<i>Payroll & Benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 7,273,863.89
WI Department of Revenue	<i>state payroll taxes</i>	1,066,827.70
WI Department of Revenue	<i>state wage attachments</i>	976.99
IRS	<i>federal payroll taxes</i>	4,813,020.62
Delta Dental	<i>dental insurance premiums</i>	243,236.76
Diversified Benefits Services	<i>flexible spending account claims</i>	38,966.73
Employee Trust Funds	<i>wisconsin retirement system</i>	3,621,464.29
NVA	<i>vision insurance premiums</i>	12,695.95
Various	<i>TSA payments</i>	400,590.31
<i>Subtotal</i>		17,471,643.24
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	180,411.86 *
US Bank	<i>purchasing card payment-AP program</i>	100,642.68 *
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,666.67
Johnson Bank	<i>banking fees</i>	235.79
<i>Subtotal</i>		297,957.00
Total Outgoing Wire Transfers		\$ 35,241,243.48

July 2015 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01114DP, 01014DP, 01514DP, 01214DP, 01015DP, 01515DP,</i>	\$ 7,844.98
General operating and food services	<i>Check# 525069 thru Check# 526113 (net of void batches)</i>	15,451,641.50
Total Check Registers		\$ 15,459,486.48

TOTAL JULY CASH DISBURSEMENTS

\$ 50,700,729.96

*See attached supplemental report for purchasing card transaction information

KUSD Purchasing Card Program - Accounts Payable

Transaction Summary

Billing Cycle Ending July 15, 2015

Check #	Vendor ID	Vendor Name	Total
	99000673 V01058	FIRST STUDENT	\$ 100,642.68
US Bank Purchasing Card Payment - Accounts Payable			\$ 100,642.68

KUSD Purchasing Card Program - Individual Cardholders**Transaction Summary by Merchant**

Billing Cycle Ending July 15, 2015

Merchant Name	Total
HOTEL	\$ 23,176.47
WW GRAINGER	\$ 16,451.07
AIRLINE	\$ 6,469.19
VEHICLE MAINT. & FUEL	\$ 6,183.20
MENARDS KENOSHA	\$ 5,943.46
EDS ARCHITECTURAL OPENING	\$ 5,729.20
NORTHEAST FOUNDATION F	\$ 5,103.00
IRIS USA INC	\$ 3,950.00
HAJOCA KENOSHA PC354	\$ 3,926.65
REINDERS - BRISTOL	\$ 3,819.46
IRA	\$ 3,791.00
MAYFAIR RENT A CAR KENO	\$ 3,738.64
TARP SUPPLY	\$ 3,732.65
IN *GAPPA SECURITY SOLUTI	\$ 3,693.45
ADVANCED DOOR CONTROL SOL	\$ 3,093.30
FEDEX 649703319	\$ 3,085.55
JOHNSTONE SUPPLY	\$ 2,720.12
234 WISC- MILWAUKEE	\$ 2,629.00
RESTAURANTS & CATERING	\$ 2,319.09
3654 INTERSTATE	\$ 2,208.37
KITCHEN CUBES LLC	\$ 2,205.00
DW DAVIES AND CO INC	\$ 2,191.74
MENARDS BURLINGTON	\$ 2,013.69
VIKING ELECTRIC - KENOSHA	\$ 1,895.80
LYNCH ISUZU TRUCK CTR	\$ 1,870.18
HALLMAN LINDSAY PAINTS	\$ 1,780.92
DAKOTA SECURITY SYSTEMS	\$ 1,736.00
BEST BUY 00011916	\$ 1,719.94
HIGHWAY C SVC	\$ 1,696.30
MILWAUKEE PARTS SUPPLY	\$ 1,619.68
ULINE *SHIP SUPPLIES	\$ 1,525.20
JAYPRO SPORTS	\$ 1,468.79
NORTHEAST FOUNDATION FOR	\$ 1,458.00
SIX FLAGS GREAT AMERICA	\$ 1,446.08
DICKOW CYZAK TILE CARP	\$ 1,427.00
KRANZ INC	\$ 1,412.31
BEACON ATHLETICS	\$ 1,394.92
ABCCLIO LLC	\$ 1,330.89
BOSCH PACKAGING SERVICE	\$ 1,248.09
MARZANO RESEARCH LAB	\$ 1,180.00
INDUSTRIAL CONTROLS	\$ 1,132.49
PAYPAL *COOPERATIVE	\$ 1,125.00
FARM & FLEET STURTEVAN	\$ 1,018.80
GOLF TEAM PRODUCTS	\$ 967.00
LINCOLN CONTRACTOR	\$ 921.88
GCI*MSCN-FRND-WB	\$ 899.99
FIRST SUPPLY LLC #2033	\$ 888.56
CLOSING THE GAP	\$ 880.00

GLEASON REDI MIX	\$	870.64
PAYPAL *AGILIX	\$	800.00
FASTENAL COMPANY01	\$	772.40
HUMAN RELATIONS MEDIA	\$	747.73
TACONY POWR FLITE TORNADO	\$	744.06
5KTEES	\$	700.75
UNIVERSAL PUBLISHING	\$	695.20
AMAZON MKTPLACE PMTS	\$	677.05
AMAZON.COM	\$	673.89
MARK S PLUMBING PARTS	\$	656.50
BETTYMILLSC	\$	649.33
BARNES & NOBLE #2037	\$	595.26
WISCONSIN SCHOOL MUSIC AS	\$	565.00
EPS	\$	557.04
SQ *MARZANO RESEARCH LABO	\$	531.95
IN *B AND L OFFICE FURNIT	\$	520.00
FIRST TECHNOLOGIES	\$	498.00
TENUTAS	\$	493.33
USPS POSTAL ST66100207	\$	491.85
IN *BECKER BOILER CO., IN	\$	489.32
SHIFFLER EQUIPMENT SAL	\$	466.02
NWEA 503-624-1951	\$	450.50
AED SUPERSTORE	\$	443.70
WASBO FOUNDATION INC	\$	439.00
SMARTSIGN	\$	435.00
CARPETLAND USA	\$	424.00
MIDWEST CERTIFIED TRAIING	\$	420.00
LOYOLA UNIV CHGO	\$	413.30
TEAMCHEER-GIRLSGOTGAME	\$	388.73
CDW GOVERNMENT	\$	382.04
PICK N SAVE 00068742	\$	375.91
SHERWIN WILLIAMS #3180	\$	368.95
JOHNSON CONTROLS SS	\$	367.78
NORTHEAST FILTER & EQUIP	\$	362.49
IN *ASC PUMPING EQUIPMENT	\$	354.84
WAL-MART #1167	\$	351.23
MENARDS RACINE	\$	321.48
SQ *7 DAYS LIMO	\$	316.00
L AND S ELECTRIC	\$	311.00
ZEP SALES AND SERVICE	\$	309.47
HALOGEN SUPPLY COMPANY	\$	307.29
ZORO TOOLS INC	\$	301.17
DEMCO INC	\$	283.62
PAYPAL *OFFICESUPPLY	\$	280.66
PIGGLY WIGGLY #004	\$	270.77
E-CONOLIGHT	\$	259.98
GYPSUM SUPPLY CO.-ELKHORN	\$	259.75
WI DHFS LEAD AND ASBESTOS	\$	250.00
1000BULBS.COM	\$	243.96
FIRST SUPPLY LLC #2037	\$	230.43
THE TRANE COMPANY	\$	229.23
POTTINGER STEEL WORKS INC	\$	216.64
AT&T*BILL PAYMENT	\$	215.83
HOMEDEPOT.COM	\$	200.44
VILLAGE ORIGINALS/TIMECRA	\$	199.16

LOWES #02560*	\$	198.06
BUS MGMT DAILY BMD AUDI	\$	197.00
MAG*MAGAZINES.COM	\$	193.60
FOLLETT SCHOOL SOLUTIONS	\$	186.84
BEST TRANSPORTATION GO	\$	186.60
NOR*NORTHERN TOOL	\$	184.99
AIRGASS NORTH	\$	153.88
INT*CONTREE SPRAYER AND E	\$	152.80
FACTS4ME, INC.	\$	150.00
STATE OF WI DPI REGONLINE	\$	150.00
BUILD-CHARGE.COM	\$	150.00
NELSON ELECTRIC SUPPLY	\$	135.46
IN THE NEWS	\$	129.00
IN *PROBLEM SOLVER	\$	121.15
EXPEDIA*1109578958179	\$	120.00
PICK N SAVE 00068718	\$	116.27
U-HAUL OF KENOSHA	\$	112.20
GFS STORE #1919	\$	107.43
ZAGG INC	\$	105.49
AMAZONPRIME MEMBERSHIP	\$	99.98
LEGO EDUCATION	\$	99.95
BUS MGMT DAILY HR SPECI	\$	99.00
KOHLER SERVICE PARTS	\$	98.00
SHINERETROF	\$	92.17
KENOSHA AREA BUSINESS	\$	90.00
PERSONALITY PROFILE SO	\$	89.95
TENN	\$	87.40
QUILL CORPORATION	\$	79.50
VIKING ELECTRIC-CREDIT DE	\$	77.63
OTTERBOX/LIFEPROOF	\$	75.86
COACHUSA/MEGABUS	\$	74.00
DG HARDWARE	\$	72.86
SUPERSHUTTLE EXECUCARDIA	\$	69.00
STAR LINE BATON CO. IN	\$	63.25
STAPLES DIRECT	\$	60.75
BIG LOTS STORES - #0423	\$	54.60
CHESTER ELECTRONIC SUPPLY	\$	51.47
MAILCHIMP	\$	50.00
TOWN & COUNTRY GLASS CO	\$	45.66
EDUCAUSE	\$	40.00
DOLRTREE 661 00006619	\$	39.00
DOLRTREE 752 00007526	\$	36.78
CREATIVE COMMUNICATION	\$	34.40
WUFOO.COM/CHARGE	\$	29.95
NASHVILLE CAB	\$	29.90
SQ *74 MUSIC CITY TAXI	\$	29.00
PARKSIDE TRUE VALUE	\$	26.97
PRAIRIE SIDE TRUE VALUE	\$	23.80
AFFILIATED CARRIAG	\$	22.30
HOLLAND SUPPLY INC	\$	21.48
JONES SCHOOL SUPPLY	\$	20.15
RACINE ZOOLOGICAL SOCIETY	\$	20.00
OFFICEMAX/OFFICEDEPOT6358	\$	17.99
THE RED BELL	\$	14.13
APL* ITUNES.COM/BILL	\$	13.14

WALGREENS #3153	\$	11.00
ARO KENOSHA	\$	10.00
FEDEX 497407901	\$	10.00
FESTIVAL FOODS	\$	10.00
ZOOM.US	\$	9.99
DOLLAR-GENERAL #6776	\$	9.17
FEDEX 773803876300	\$	8.00
DOA MONONA TERRACE PARKIN	\$	7.50
HOBBY LOBBY #350	\$	7.19
USPS 56428002632502569	\$	6.74
RADIOSHACK COR00162438	\$	6.49
UPS*2925F4MHIBC	\$	5.95
WALGREENS #16246	\$	5.25
HOTELS.COM123504971735	\$	-
PEACHSUITE-SPRINGFIELD	\$	(233.12)
SAMSClub #6331	\$	(284.88)
FRED J. MILLER, INC.	\$	(375.00)
US Bank Purchasing Card Payment - Individuals	\$	180,411.86

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

August 25, 2015

Administrative Recommendation

It is recommended that the July 2015 cash receipt deposits totaling \$509,272.59, and cash receipt wire transfers-in totaling \$4,028,354.09, be approved.

Check numbers 525069 through 526113 totaling \$15,451,641.50, and general operating wire transfers-out totaling \$297,957.00, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the July 2015 net payroll and benefit EFT batches totaling \$17,471,643.24, and net payroll check batches totaling \$7,844.98, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

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KENOSHA UNIFIED SCHOOL DISTRICT

August 25, 2015

**SCHOOL BOARD POLICY AND RULE 4333 – CHAPERONE
REQUIREMENTS & EXPECTATIONS**

Background

Currently, the District does not have a chaperone policy. There is need for the school board to approve a chaperone policy in order to provide a safe environment for any off campus activity (Attachment A).

Chaperones must be responsible for keeping order and are responsible for the safety, welfare and conduct of students at all times. This chaperone policy will hold individuals, who take on the responsibility to chaperone students, accountable for their actions during the supervised activity.

After a thorough investigation, district employees serving as chaperones may be subject to disciplinary actions, up to and including termination for failing to meet the expected behaviors.

All other volunteer chaperones, after a thorough investigation, will have their services related to the trip or future chaperone activities terminated immediately for failing to meet the expected behaviors.

Any individual or other types of volunteers are responsible for the safety of the students in their charge for the entire time.

Forms have been developed to ensure that each chaperone is aware of his/her duties and responsibilities. Attachment B is the KUSD Employee Chaperone Policy Acknowledgement. Attachment C is the KUSD Volunteer Chaperone Policy Acknowledgement.

Administrative Recommendation:

The school board approved Policy and Rule 4333 as a first reading at the July 28, 2015, regular meeting with the change of “volunteer” to “chaperone” in the non-employee chaperone policy acknowledgement. Administration recommends that the school board approve proposed Policy and Rule 4333 – Chaperone Requirements and Expectations as a second reading at the August 25, 2015, regular meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Annie Petering, J.D.
Chief Human Resources Officer

Attachment A

POLICY 4333

CHAPERONE REQUIREMENTS & EXPECTATIONS

The purpose of a chaperone is to keep order and see to the safety and conduct of students involved in a school event. District personnel and volunteers serving as chaperones (collectively the “Chaperone(s)”) for all activities agree to adhere to the provisions outlined in Rule 4333.

LEGAL REF.: Wisconsin Statutes

**Section 120.12(2) (General Supervisory Duties of School Board)
120.13 (School Board Powers)
121.54(7) (Transportation for Extracurricular Activities)**

CROSS REF.:

**4221 – Alcohol and Drug-Free Workplace
4224 – Employee Code of Ethics
4332 - Criminal Background Checks
4362 – Employee Discipline
5430 – Student Conduct and Discipline
6700 – Extracurricular Activities and Programs**

ADMINISTRATIVE REGULATIONS: None.

AFFIRMED:

RULE 4333

CHAPERONE REQUIREMENTS & EXPECTATIONS

It is expected that all Chaperones read and become familiar with the duties and responsibilities of Chaperones as set forth in the district policy. All Chaperones are subject to board policies and district procedures while on assignment. All individuals seeking to act as a Chaperone will submit to a criminal background check.

Chaperones shall abide by the following for the entirety of the trip/event/assignment:

- Follow the direction of the teacher, advisor, coach, principal or his/her designee in charge of the trip;**
- Report any misconduct immediately;**
- Be responsible for the safety of assigned students and be aware of their whereabouts at all times;**
- Abstain from the consumption and/or use of any alcohol and/or illegal drugs;**
- Use appropriate verbal communication and display appropriate physical conduct;**
- Refrain from transferring duties and responsibilities to another person;**
- Attend to the needs of students outside of their assigned supervision in the event of an emergency or if asked to do so by teacher, advisor, coach, principal or his/her designee in charge of the trip; and**
- Comply with all applicable policies and procedures of the district.**

Chaperones who do not comply with any of the above provisions will have their services for the school related trip terminated immediately, and district employees serving as Chaperones may also be subject to discipline, up to and including termination.

All Chaperones are required to execute a Chaperone Acknowledgement Form prior to departure for the trip/event/assignment.



Non-Employee Chaperone Policy Acknowledgment

By acting as a chaperone, I, _____ understand and expressly agree that:

- A. I will abide by the provisions of the Kenosha Unified School District Chaperone Requirements & Expectations Policy;
- B. During my time as a chaperone, I understand and agree I am subject to all board policies and district policies and procedures; and
- C. A failure to follow the provisions of the Kenosha Unified School District Chaperone Requirements & Expectations Policy and all other applicable district policies and procedures will result in having my services for the trip terminated immediately.

Chaperone name: _____

Signature: _____

Date: _____

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

August 25, 2015

EBSOLA ADJACENT VACANT PARCEL

Background:

The procurement of the 12-acre site that the Edward Bain School of Language and Art (EBSOLA) was constructed on was a long and difficult process. The site had known soil and groundwater contamination as determined by extensive testing performed by KUSD as part of our due diligence process related to the property acquisition. Most of the environmental contamination issues were soil related, and were issues that all of the experts we employed or consulted with felt could be effectively remediated and/or addressed to allow a school to be constructed on the site. There was one glaring exception and that was a localized area of groundwater contamination on the SE corner of the 16-acre property owned by the Mann Engineering, Ltd., Employee Pension Fund. In order to negotiate a deal to purchase property and construct a school, we had to work with the property owner, the late Mr. Earnest Mankowski; the previous owner of the property, Daimler Chrysler Corporation; the City of Kenosha; the Wisconsin Department of Natural Resources; the State of Wisconsin Dept. of Health; and insurance companies and their representatives.

The end result was an agreement to split the 16-acre property into 2 parcels, one being the 12-acre parcel that we purchased and constructed EBSOLA on, and the second would remain under the ownership of Mann Engineering. The two parcels are shown on Attachment A.

The 4-acre vacant lot, which was referred to in the various agreements as the South Parcel became the subject of a great deal of discussion and negotiation. In fact, even though we did not purchase the parcel, specific agreements were developed at the time we acquired the 12 acres regarding the remediation and possible future use of that parcel. In those agreements, KUSD maintained the right to someday acquire the South Parcel, however there were several stipulations associated with the acquisition and use of that parcel. These stipulations included:

1. Chrysler, as part of their agreement with Mankowski, was required to remediate the property to a level acceptable for industrial use. To that end, Chrysler did actively remove material from the site and performed a great deal of monitoring of the groundwater and the soil.

2. The intent of the remediation effort was for Chrysler to obtain a closure letter from the DNR stating that the property had been properly and effectively remediated to meet industrial standards.
3. In addition to providing a closure letter on the remediation activities for industrial uses, it was expected that the DNR would place additional restrictions on the property if it were to become part of the school site. Those restrictions would include limiting the use to vehicular parking and active recreation use (i.e. green space).

Upon the death of Mr. Mankowski in 2005, his heirs discontinued paying property taxes on the parcel which eventually led to the parcel being placed in limbo as far as ownership and responsibility. In addition, the Daimler Chrysler bankruptcy filings resulted in the end of their responsibilities associated with clean-up of this parcel. For over 10 years, the property has been essentially untouched without a viable solution to clean and improve it.

Clean-up Plan and Agreement:

Approximately three years ago representatives from the City of Kenosha, Kenosha County, the Wisconsin DNR, KUSD Superintendent Joe Mangi and staff met with the intent on developing a plan to clean-up and find a use for this blighted property. The City, County and KUSD were all interested in the property being environmental remediated provided outside funding for the remediation could be obtained. It was agreed that if outside funding was obtained the County would take ownership of the property and then transfer that ownership to the City at no cost. The City would then oversee the clean-up of the property with the DNR through final closure of the remediation by the DNR. The City would then transfer ownership of the property to KUSD at no cost. KUSD, in turn, would be responsible for costs associated with the improvements to the property, i.e. parking lots and/or green space.

KUSD was notified in March of this year that the DNR had identified funding sources for the clean-up and was in a position to move forward, but required written assurance from the County, City and KUSD that if the clean-up occurs KUSD will move forward with the property ownership transfers and that KUSD will make the final site improvements. A draft of this agreement was developed by the DNR and modified by all other parties and is attached to this report. The City and County are in the process of approving this agreement and will need KUSD approval as well to move forward.

Although this is a property acquisition, the only KUSD approval needed is from school board since this acquisition is from another governmental body at no cost to the district, and because the Elector approval for the acquisition which occurred on August 18, 1999, included acquisition of the entire 16 acre property.

KUSD's responsibilities as outlined in the agreement are very simple. Basically we wait for the ownership transactions to take place, the environmental remediation to be complete, and for DNR closure of the remediation to occur. Once all of those events have occurred, the final transaction between the City and KUSD would take place for no consideration (cost). KUSD would then be required to make any improvements deemed necessary by KUSD provided that they are in accordance with the DNR closure letter.

KUSD Redevelopment Plan:

As part of the original design of EBSOLA, KUSD had worked with Bray Architects to develop a conceptual plan for the 4 acres. In addition, we had Riley Construction estimate the cost of implementing that plan. Funds were reserved in the EBSOLA project account to support this project; however, that account was closed out approximately one year (sometime in 2005 or 2006) after the school opened as required by State Statutes. That plan is now quite outdated and is longer desirable based on the current operations of the school. Our redevelopment could be as simple as creating a green space on the entire property at a cost in the \$100,000 - \$150,000 range, or be more involved with additional parking and better traffic flow at a cost on the order of \$450,000. Our recommendation on the redevelopment is to incorporate that into our capital plan for the year following final closure by the DNR.

Planning, Facilities and Equipment Committee:

This report was presented at the August 11, 2015, meeting of the Planning, Facilities, and equipment Committee. A quorum was not present that evening to formally vote on recommending to move this report on to the full school board; however, it was understood this would be brought to the board at the August 25, 2015 meeting.

Administration Recommendation:

Administration recommends school board approval of the agreement between the City of Kenosha, Kenosha County, and the Wisconsin DNR as described in this report. A determination on how the property is redeveloped will occur at a later date after remediation has been completed and final closure has been obtained from the DNR.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick M. Finnemore, PE
Director of Facilities



DEPARTMENT OF NATURAL RESOURCES

IN THE MATTER OF:

The agreement by and between Kenosha County, the City of Kenosha, the Kenosha Unified School District and the Wisconsin Department of Natural Resources to acquire, transfer and clean up the Mann Engineering LTD Employee Pension Fund (aka Mankowski) property, the eastern edge of which is located on 26th Avenue, from 48th to 50th Street, in Kenosha, Wisconsin.

Intergovernmental Agreement: Kenosha County, Wisconsin; City of Kenosha; and Kenosha Unified School District.

RECITAL

WHEREAS, the Wisconsin Department of Natural Resources ("WDNR"), Kenosha County ("County"), the City of Kenosha ("City"), and the Kenosha Unified School District ("District") have decided to enter into this intergovernmental agreement ("Agreement"), pursuant to s. 66.0301, Wis. Stats., to facilitate the environmental remediation and reuse of the former Mann Engineering LTD Employee Pension Fund (aka Mankowski) property as defined in Exhibit A (the "Property"), parcel number 09-222-36-134-003, comprising approximately 3.98 acres more or less; and

WHEREAS, the WDNR recognizes that the Property has the potential to threaten public health, safety or welfare or the environment; and

WHEREAS, WDNR will consider an application from the City for a Ready for Reuse subgrant for environmental cleanup at the Property; and

WHEREAS, remediation is necessary at the Property; and

Attachment B

WHEREAS, WDNR and the City have determined to take direct action under Chapter 292, Wisconsin Statutes, ("Spill Law"), at the Property in order to investigate and achieve regulatory closure under ch. NR 726, Wis. Admin. Code, because no responsible party has yet been willing or able to undertake the necessary remedial actions, and therefore the WDNR intends to contribute up to \$440,000 from s. 20.370(2)(dv), Wis. Stats., to take action to remediate hazardous substance contamination at the Property that would otherwise not be remediated; and

WHEREAS, WDNR has determined, pursuant to s. 292.11(9)(e)1m(a), Wis. Stats., that the County is not presently, and will not become, a responsible party by acquiring title to the Property through tax delinquency proceedings in accordance with s. 292.11(9)(e)1m(a), Wis. Stats. and the City is not presently, and will not become, a responsible party by acquiring title to the Property from the County following tax delinquency proceedings in accordance with s. 292.11(9)(e)1m(b), Wis. Stats; and

WHEREAS, the County shall expeditiously acquire title to the Property through tax delinquency proceedings in accordance with s. 292.11(9)(e)1m(a), Wis. Stats. and involuntarily by virtue of its function as a sovereign in accordance with 101(20)(D) of the Comprehensive Environmental Response, Compensation, and Liability Act ("CERCLA") and expeditiously transfer ownership of the Property to the City for no consideration, including the expunging of all delinquent taxes; and

WHEREAS, the City shall expeditiously accept title to the Property from the County pursuant to s. 292.11(9)(e)1m(b), Wis. Stats., and through involuntary acquisition by virtue of both the County's and the City's functions as sovereigns, per CERCLA 101(20)(D); and

WHEREAS, the City intends to conduct environmental response actions at, or in connection with contamination emanating from, the Property (collectively, the "Environmental Response Actions"), including, but not limited to, oversight, monitoring, environmental operation and maintenance, and environmental cleanup after receiving the appropriate Environmental Response Action approvals from the WDNR under s. 292.11, Wis. Stats, ch. NR 700, Wis. Admin. Code; and

WHEREAS, the County, the City, the District and WDNR are entering into this Agreement to facilitate the implementation of Environmental Response Actions at the Property in accordance with applicable law, with the goal of achieving case closure and beneficial reuse

of the Property; and

WHEREAS, this Agreement is desirable to outline the roles and responsibilities of the County, the City, the District and WDNR contemplated under this Agreement; and

WHEREAS, in consideration of, and in exchange for, the promises and mutual understandings and covenants contained herein, and intending to be bound legally hereby, the County, the City, the District and WDNR, by their authorized representatives, agree to the execution of this Agreement.

AGREEMENT

NOW, THEREFORE, based upon the above recitals and the terms and conditions set forth below, the County, the City, the District and WDNR (collectively, the “Parties”) agree as follow:

1) PARTIES BOUND

- a) The County, the City, the District and WDNR have entered into this Agreement pursuant to s. 66.0301, Wis. Stats., which authorizes the WDNR to negotiate and enter into an Agreement with municipalities to facilitate the cleanup and redevelopment of the Property. This Agreement shall apply to and be binding upon the undersigned Parties.
- b) The undersigned representative of each Party certifies that he or she is fully authorized by the Party whom he or she represents to enter into this Agreement and to execute and legally bind such party to the terms of this Agreement.
- c) This Agreement constitutes an integral part of the partnership among the County, the City, the District and WDNR, which is intended to conduct Environmental Response Actions at the Property and return the Property to beneficial use. Nothing in this Agreement shall be construed as an admission of fact or liability by the County, the City, the District or WDNR for any matters other than the contractual obligation between the Parties as further described in this Agreement. WDNR, the County, the City and the

Attachment B

District agree to undertake all actions required by the terms and conditions of this Agreement and consent to and will not contest or legally challenge the validity of this Agreement, or the authority of any other Party to enter into this Agreement.

- d) The WDNR, the County, the City and the District agree to meet in-person, as needed, to discuss real estate transactions, inspections, funding, Environmental Response Actions, and any other matters associated with the Property that are central to the fulfillment of this Agreement.
- e) Nothing in this Agreement adversely affects the Parties' rights to require other parties to take action to restore the environment under applicable laws, including but not limited to ch. 292, Wis. Stats., or to recover its expenditures from responsible parties under ss. 292.11(7)(b) or 292.31(8) or 292.33 or 292.81, Wis. Stats.

2) COUNTY AGREEMENTS AND OBLIGATIONS

- a) The County will acquire title to the Property through tax delinquency proceedings in accordance with s. 292.11(9)(e)1m.a, Wis. Stats. and through involuntary action by virtue of its function as a sovereign in accordance with CERCLA 101(20)(D) by August 15, 2015.
- b) The County will expunge all delinquent taxes on the Property and transfer ownership of the Property to the City for no consideration in accordance with s. 292.11(9)(e)1m.b, Wis. Stats. and CERCLA 101(20)(D) by September 1, 2015.

3) CITY AGREEMENTS AND OBLIGATIONS

- a) The City will accept title to the Property from the County pursuant to s. 292.11(9)(e)1m(b), Wis. Stats., and through involuntary acquisition by virtue of both the County's and the City's functions as sovereigns, per CERCLA 101(20)(D).
- b) The City will accept title to the Property from the County by September 1, 2015 and will retain title to the Property until regulatory closure is obtained under ch. NR 726, Wis. Admin. Code or until the Site Specific Fund is exhausted, whichever occurs first.
- c) The City will engage a professional contractor ("Contractor") in accordance with state and local procurement laws to conduct Environmental Response Actions on the Property to the extent funding is available and allocated to the Property, as will be defined in

Attachment B

mutually agreed upon scopes of work.

- d) The City agrees to oversee the development of the “Environmental Response Action Documents” described below in subsection e, unless otherwise directed by WDNR. The City agrees to submit drafts to WDNR for its review and comment, and then to submit final documents for approval by WDNR. The WDNR agrees that such activities are Environmental Response Actions.
- e) Environmental Response Action Documents must be submitted and approved by WDNR prior to commencing work:
 - i) The finalized Remedial Action Options Report in accordance with ch. NR 722.13, Wis. Admin. Code
 - ii) Project budget and scope of work for the selected remedial action;
 - iii) Health and safety plan;
 - iv) Bid document for selected remedial action.
- f) All work to be performed by the City and its Contractor(s) pursuant to this Agreement shall be done in accordance with applicable local, state and federal law, including the Ch. NR 700 administrative rule series.
- g) Once title to the Property has been transferred to the City, the City will commence Environmental Response Action within six (6) months of the date of transfer and shall diligently pursue work through case closure. This period may be extended through bilateral agreement between the City and WDNR. If WDNR determines that the City has not made sufficient progress within this time frame, the WDNR may elect not to extend this agreement. “Sufficient progress” shall include, but not be limited to the completion of activities listed in Section 3, paragraph e), numbers i-iv.
- h) The City will ensure environmental cleanups are protective of public safety, welfare and human health and the environment in accordance with the ch. NR 700 rule series.
- i) Reports required by the ch. NR 700 rule series, other than routine reporting, must be submitted to the WDNR in draft form for review and comment, prior to finalization by the City.
- j) The City agrees to conduct all public outreach activities that the WDNR determines are necessary in accordance with ch. NR 714, Wis. Admin. Code, with the cooperation and assistance of the WDNR. The WDNR agrees that such activities are Environmental Response Actions.
- k) Within one month of obtaining title to the Property if not sooner, the City will apply to WDNR for a \$200,000 Ready for Reuse program grant to fund Environmental Response

Attachment B

Actions at the Property.

- l) The City shall submit to WDNR distribution requests no more frequently than every two weeks, but at least monthly, unless another schedule is mutually agreed to by both WDNR and the City.
- m) Expenditure reimbursement may only be requested for WDNR-approved activities that are directly related to Environmental Response Actions at the Property.

4) WDNR AGREEMENTS AND OBLIGATIONS

- a) The WDNR agrees to consult with the City and the District during the evaluation and selection of remedial action options.
- b) The WDNR agrees to assist the City in conducting Environmental Response Actions, including remediating any hazardous substance contamination at or emanating from the Property that would otherwise not be remedied, because no responsible party is taking action to remedy the contamination.
- c) The WDNR agrees to contribute up to \$440,000 from section 20.370(2)(dv), Wis. Stats., to take action to remediate hazardous substance contamination at the Property that would otherwise not be remediated. The \$440,000 identified in this paragraph 4(c), and whatever money is approved in paragraph 4(d), collectively comprise the "Site Specific Account."
- d) The WDNR agrees to consider an application from the City for a \$200,000 Ready for Reuse subgrant for environmental cleanup at the Property. If a subgrant is awarded, the WDNR agrees to reimburse the City for necessary Contractor expenses associated with carrying out the WDNR-approved Environmental Response Actions at the Property, including responding to any migration of hazardous substances emanating from the Property. The City's match of 22% for this grant will be satisfied by the funds provided by WDNR in par. 4(c).
- e) WDNR shall promptly review reimbursement requests received from the City and process such requests as expeditiously as possible.
- f) The WDNR Project Manager or a designee shall have the authority, pursuant to this Agreement, to: (1) take samples or direct that samples be taken; (2) direct that work stop whenever s/he determines that activities at the Property may create a danger to public health or welfare or to the environment; (3) observe, take photographs and video, and make other such reports on the progress of the work as deemed appropriate; (4) review records, files and documents relevant to this Agreement; and (5) make or authorize, in

consultation with the City, minor field modifications to the work covered by this Agreement with respect to techniques, procedures or design utilized in carrying out this Agreement.

5) DISTRICT AGREEMENTS AND OBLIGATIONS

- a) After the City obtains regulatory closure for the Property under ch. NR 726, Wis. Admin. Code, the District will accept title to the Property, for no consideration, via a transfer from the City. The transfer of title will be by quitclaim deed, with no warranties. The District acknowledges that such transfer will be subject to any unextinguished liens remaining after the County's acquisition title to the Property through tax delinquency proceedings in accordance with s. 292.11(9)(e)1m.a, Wis. Stats.
- b) The District will make public improvements subsequent to closure. The public improvements that will be made by the District are those determined to be acceptable by WDNR but for which there were not funds available from WDNR prior to closure.

6) SPECIAL CONDITIONS

- a) Payment. The payment reimbursement process for WDNR and the City under this Agreement from the Site Specific Account shall operate as follows:
 - i) After the completion of Environmental Response Actions or portions thereof, the City shall oversee the preparation of documentation necessary for reimbursement, including an itemized invoice regarding the Environmental Response Actions completed, information demonstrating that the City or its Contractor has completed all or portions of the agreed-upon scope of work for which payment is requested, the identity of the party conducting such Environmental Response Actions, and that party's qualifications to do such work and submit one (a) complete copy to WDNR (the "Payment Request"). The City shall communicate with WDNR regarding any additional requested information relating to the Payment Request.
 - ii) The City's project manager will review the Payment Request. If acceptable, the City project manager will approve the Payment Request, complete the WDNR's Payment Request form and send the invoices to the WDNR project coordinator.
 - iii) The WDNR project coordinator and manager will review the submittal and, within thirty (30) days of receipt, shall either approve and submit the distribution request for

Attachment B

payment by WDNR, or request additional information from the City.

- b) Mileage. Mileage claimed on contractor or sub-contractor or City invoices for Environmental Response Action activities shall not exceed the IRS's Standard Mileage Rate for the year in which the costs were incurred. The standard mileage rate for business is based on an annual study of the fixed and variable costs of operating an automobile is established by the IRS. Each year's rates can be found at www.IRS.gov.
- c) Sub-Contractor Mark-Ups. Sub-contractor mark-ups claimed on contractor invoices for environmental response actions shall not exceed 10%.
- d) Access. Each Party's employees and authorized representatives shall have the authority to access records, operating logs, agreements and other documents relating to the implementation of this Agreement maintained by the other party, including but not limited to the ability to perform the following actions: review the progress of the City in implementing this Agreement; conduct such tests as the WDNR project manager or project coordinator deems necessary; use a camera, sound or video recording, or other documentary type equipment, and verify the data submitted to the WDNR by the City. The Parties shall permit such authorized representatives to inspect and copy all records, files, photographs, documents, and other writings, including all sampling and monitoring data, which pertain to this Agreement. The Parties shall honor all reasonable requests for such access conditioned only upon presentation of proper credentials by the other Party.

Nothing herein shall be construed as restricting the inspection or access authority of the WDNR or the City under any statute or rule.

7) PUBLIC RECORDS

All information paid for pursuant to this Agreement is part of the public record and will be available for review pursuant to state law.

8) MODIFICATION OF WORK

Attachment B

In the event that WDNR or the City determines that either a modification of the planned work or additional work is necessary to accomplish the objectives of this Agreement, notification in writing and amended documents prepared in accordance with paragraph 3(d) shall be provided to all parties.

9) PROGRESS REPORTS

The City shall submit quarterly progress reports to the WDNR project coordinator. The reports will be due by the 15th of January, April, July and October for the duration of this Agreement and will summarize the previous three month's activities. The progress reports must document incremental progress at achieving the project goals and milestones. Quarterly progress reports will typically include:

- a) Documentation of progress at meeting performance outcomes/outputs, project narrative, project timeline and an explanation for any delays in meeting established output/outcomes.
- b) An update on project milestones.
- c) Costs incurred.
- d) Any reports, documents, data or other information requested by the WDNR.

10) SUBMISSION OF DOCUMENTS, CORRESPONDENCE AND PROJECT CONTACTS

WDNR Project Manager

Dave Volkert, Hydrogeologist

WDNR Waukesha Service Center

141 NW Barstow Street

Waukesha, WI 53188

(262) 574-2166 or David.Volkert@Wisconsin.Gov

WDNR Project Coordinator

Attachment B

Christine Haag

WDNR – RR/5

PO Box 7921

Madison, WI 53707-7921

(608) 266-0244 or Christine.Haag@Wisconsin.Gov

Documents to be submitted to the City of Kenosha shall be sent to:

City Clerk

City of Kenosha

Room 105

625 52nd Street

Kenosha, WI 53140

City Project Manager

Shelly Billingsley, P.E.

City of Kenosha

625 52nd Street

Kenosha, WI 53140

(262) 653-4149 or sbillingsley@kenosha.org

AND

Sue Clouthier

Deputy Finance Director

625 52nd Street

Attachment B

Kenosha, WI 53140

(262)-653-4195 or sclouthier@kenosha.org

Reports should be sent in both paper and electronic formats to the WDNR Project Manager and in electronic format to the WDNR Project Coordinator.

11) EFFECTIVE DATE

This Contract shall be executed by the County, the City and the District before being executed by WDNR. When WDNR executes this Contract, the WDNR shall enter an effective date immediately below the WDNR's signature which shall be a minimum of five (5), but not greater than ten (10) business days after the date of mailing of a fully executed copy of the Contract (first class postage prepaid) by the WDNR to the County, the City and the District.

12) SUBSEQUENT AMENDMENT

This Agreement may be amended by mutual agreement of the County, the City, the District and the WDNR. Any amendment of this Agreement shall be in writing, signed by all parties and shall have as the effective date that date on which the last party signed such amendment.

13) TERMINATION AND SATISFACTION

The provisions of this Agreement shall be deemed satisfied upon receipt by the City of written notice from the WDNR that the City of Kenosha has documented that all of the terms of this Agreement, including any modified or additional work, or amendments, have been completed in accordance with the terms hereof to the satisfaction of the WDNR. Upon the submission of such documentation by the City of Kenosha, said written notice shall not be unreasonably withheld or delayed by the WDNR.

This agreement shall have no further force or effect upon WDNR if, pursuant to Section 3(g)

Attachment B

of this agreement, WDNR determines the City has not made sufficient progress on Environmental Response Actions within six (6) months of the date of transfer of title to the Property from the County to the City. This period may be extended through bilateral agreement between the City and WDNR. If WDNR determines that the City has not made sufficient progress within this time frame, the WDNR may elect not to extend this agreement. "Sufficient progress" shall include, but not be limited to the completion of activities listed in Section 3, paragraph e), numbers i-iv.

Notwithstanding anything to the contrary in this Agreement, with the exception of any required reporting pursuant to paragraph 8 herein, this Agreement shall be of no further force or effect upon the exhaustion of the Funding in the Site Specific Account. WDNR recognizes that the City is voluntarily undertaking remediation of the Property. If funding is not sufficient to achieve case closure, WDNR recognizes that the City has no legal obligation under this Agreement or s. 292.11(9)(e), Wis. Stats., to complete the response actions.

The Parties, whose signatures appear below hereby agree to the terms of this Agreement. Each person signing this Agreement represents and warrants that he or she has been duly authorized by the County, the City, the District or the WDNR, as the case may be, to execute and legally bind the respective parties to the terms of this Agreement. This agreement may be signed in counterparts which, when taken together, shall constitute one in the same document.

KENOSHA COUNTY

CITY OF KENOSHA

By _____

(name, title)

By _____

Keith G. Bosman, Mayor

(Date)

(Date)

Attachment B

KENOSHA UNIFIED SCHOOL DISTRICT

**WISCONSIN DEPARTMENT OF
NATURAL RESOURCES**

By _____

(name, title)

By _____

Cathy Stepp, Secretary

(Date)

(Date)

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

August 25, 2015

**PROVISIONS GOVERNING THE TRANSPORTATION
OF STUDENTS ATTENDING PUBLIC AND PRIVATE
SCHOOLS FOR THE 2015-2016 YEAR**

The following provisions for the transporting of students attending public and private schools will become effective from and after the fifteenth day of August 2015. (These provisions relate to Board Policies 3545 and 3545.4.)

Students Attending Public Schools

1. Pursuant to Wisconsin Statutes, transportation shall be provided to all students residing in the City of Kenosha, Village of Pleasant Prairie, and Town of Somers who live two or more miles from the public school to which they are assigned.
2. Pursuant to Wisconsin Statutes relating to transportation in area of unusual hazards, transportation shall be provided to all elementary schools, kindergarten through grade 5, who resides in the Village of Pleasant Prairie, Town of Somers (except elementary school students residing within the attendance areas of Forest Park, Grant, Strange, and Harvey Elementary Schools), and certain designated areas in the district as described below.
3. Transportation will be provided for all students residing in the corporate limits of the City of Kenosha and living west of Highway 31 and for Bradford High School students where the only access road is Highway 31.
4. Transportation will be provided to students residing within the corporate limits of the City of Kenosha who attend 4k kindergarten through grade 5 of the elementary school located outside the corporate limits of the City of Kenosha.
5. Transportation will be provided for students who reside within the Bose Elementary School attendance area east of the Chicago and Northwestern Railroad tracks and for students who reside west of 22nd Avenue.
6. Transportation will be provided for students who reside within the Jeffery Elementary School attendance area on the south side of 89th Street, west of 22nd Avenue, and east of 39th Avenue and for students residing within the corporate limits of the City of Kenosha north of 85th Street and west of 39th Avenue.

7. Transportation will be provided to students residing within the Strange Elementary School attendance area north of 52nd Street until such time that the City of Kenosha will provide improved walking areas.
8. On a temporary basis, subject to annual review, transportation will be provided for students attending and residing within the Grant Elementary School attendance area south of Highway 142 and west of the old Chicago-Milwaukee North Shore Railroad right-of-way.
9. No transportation will be provided for students who are voluntary enrolled in alternative programs, participating in part-time and full-time open enrollment programs, or participating in Recreation Department programs
10. Elementary students (grades 4k through 5) may be required to walk up to 1 mile to an authorized school bus pick-up point. Students in grades 6 through 12 may be required to walk up to 1 mile to a school bus pick-up point. Exceptions to these distances may occur in areas considered “unusually hazardous” and will be subject to approval by the Supervisor of Transportation.
11. Students supervised before and after school by a day care center located within the attendance area of the school may be bused to the school. The Superintendent will make recommendations to the Board relative to any exceptions to this policy.
12. Transportation will be provided to students attending the academy portion of Indian Trail High School, residing less than two miles from school, until such time that the City of Kenosha will provide improved walking areas and are in the attendance boundary of ITHS.
13. Students attending schools of choice are not provided transportation. Lakeview Technology Academy (LTA) students may request bus service to their boundary high school and ride a District provided shuttle bus from their boundary high school to LTA. Students are then shuttled back to their boundary high school for transportation rides home. (Note: Harborside will be allowed to use the boundary high school routes and take a shuttle to and from Harborside so long as Harborside continues to pay for their transportation.)
14. Transportation will be provided to students who reside in Lance Middle School attendance area who live on Cooper Road, or West of Cooper Road until such time that the Village of Pleasant Prairie provides improved walking areas. Students may be required to walk no more than 200 ft. on Cooper Road.
15. Students who reside on Highway “H”, 39th Avenue, and Springbrook Road may be required to walk no more than 200 ft. on these roads.

16. Transportation will be provided to students who reside in the Bradford High School attendance area who are less than 2 miles but become more than 2 miles due to the Hazardous walk zone along Washington Road from East of Highway 31 to 39th Avenue.

Students Attending Private Schools

1. Pursuant to Wisconsin Statutes, transportation shall be provided to students attending private schools on the same basis as set forth above for students attending public schools with the additional provisions listed below.
2. Pursuant to Wisconsin Statutes, students residing in the school district who attend private schools located not more than five miles beyond that boundaries of the school district but within the state are eligible for transportation. In lieu of district bus transportation, parent contracts will be offered to the parent or guardian of each eligible pupil in accord with Wisconsin Statutes.
3. Pursuant to Wisconsin Statutes, transportation will be provide as set forth above to the private school located in the attendance area in which the pupil resides.

Transportation for Students with Exceptional Needs

1. Pursuant to Wisconsin Statutes, transportation shall be provided for children with exceptional education needs, regardless of distance, if such request (or such transportation) is approved by local and state authorities. Approval shall be based on whether or not the child can walk to school with safety and comfort.

Other Provisions Concerning the Transportation of Students

1. Pursuant to Wisconsin Statutes, the Board is empowered to administer, set transportation routes and schedules, secure necessary information, make reports, and apply for and receive aids for the transportation of both public and private school pupils actually transported.
2. Insofar as possible, administrators of private schools shall be requested to coordinate their school calendars with the public school calendar.
3. Transportation will be provided for public and private school students as approved by the Board to implement state-mandated programs and federal programs.

4. Insofar as possible, bus stops for students with exceptional needs and Head Start students are to be designated near to and on the same side of the street as the residence unless bus aids are provided or other arrangements are made with the parent through the district Transportation Office.
5. The provisions of this policy statement as set forth above shall apply in all instances except those in which extraordinary conditions are held to prevail and shall be subject to further review pending any required adjustments due to unforeseen circumstances.
6. Administration will be responsible for establishing and maintaining bus routes in accordance with this policy and changes in student population.

Additional Transportation Update

First Student has worked with the district to fulfill our student needs and requirements. We have reached a new 5 year contract agreement with First Student. This new agreement will take us through the 2019-2020 school year.

Planning, Facilities and Equipment Committee

This report was presented at the August 11, 2015, meeting of the Planning, Facilities, and equipment Committee. A quorum was not present that evening to formally vote on recommending to move this report on to the full school board; however, it was understood this would be brought to the board at the August 25, 2015 meeting.

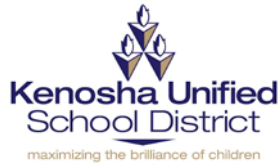
Recommendation

Administration recommends school board approval of the Provisions Governing the Transportation of Students Attending Public and Private Schools for the 2015-2016 year.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick Finnemore, PE
Director of Facilities

Jeffrey Marx
Supervisor of Transportation Services



August 25, 2015

**POLICY AND RULE 1520 – NOTIFICATION OF MATERIALS
AND LITERATURE TO STUDENTS**

Background:

Policy 1520 was developed to give the superintendent or his/her designee guidance in approving materials that are distributed to students by schools and outside organizations. Due to the lack of clarity in the policy as it currently stands, materials that do not meet the current board policy have been sent home with students.

In an effort to prevent this from happening in the future, the policy has been edited to provide a more definitive guideline of what may and may not be sent home with students of Kenosha Unified. In addition, the language has been simplified for outside organizations seeking to distribute materials to students.

Administration Recommendation:

At its August 11, 2015, meeting, the Personnel/Policy Committee voted to forward revised Policy and Rule 1520 to the school board for consideration. Administration recommends that the school board approve revised Policy and Rule 1520 as a first reading on August 25, 2015, and a second reading on September 22, 2015.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Executive Director of Community
Partnerships and Media Relations

POLICY 1520

NOTIFICATION-DISTRIBUTION OF MARKETING MATERIALS AND LITERATURE TO STUDENTS

~~Students or others may wish to notify students of upcoming events at District schools. Any individual, group of individuals, or organization that wish~~**inges** to notify students of upcoming events is subject to this policy.

~~This policy does not apply to material that is intended to be a private communication between two individuals. (e.g., a written note or greeting card passed from one student to another, graded comments from a teacher to a student, an electronic or digital message, or a note from the school office to a student)~~

~~Notification~~**Distribution** of ~~marketing~~ materials to students shall be ~~classified~~ determined by classification of the materials as either school-sponsored or non-school-sponsored**internal requests or external requests.**
~~Notification~~**Upon approval from the superintendent or his/her designee, distribution of marketing materials may will be posted on**~~take place via any or all of the following;~~

- District website;
- School websites;
- Channel 20;
- ~~S~~social media sites (**KUSD-sponsored events only**)
- **Elementary folders**

~~or as approved by the Superintendent. Principals shall determine if copies of materials shall be made available to families who do not have access to the internet.~~

In all cases, notification of the following is not permitted:

1.1.—Material that is primarily of a commercial nature, including material that primarily seeks to advertise products or services of outside businesses

2.Material that is insulting ~~to~~ or violates the rights of others, including ~~but not limited to~~ material that is libelous, invades the privacy of others, infringes on a copyright or is in any way prohibited by state or federal law

—2.Material that is socially inappropriate or inappropriate due to the maturity level of the students, including ~~but not limited to~~ material that is obscene, pornographic, ~~or~~ lewd, vulgar, ~~or~~ indecent; ~~or is~~ insulting to any group or individual

3.

—3.Material that may incite ~~(lead)~~ a person/**peoples** to commit illegal acts or violate ~~s~~School ~~b~~Board policy

4.4. ~~Material that is primarily of a commercial nature, including but not limited to, material that primarily seeks to advertise for sale, the products or services of outside businesses~~

5.5.Material that is likely to cause substantial disruption ~~to~~ or ~~materially~~ interferes with the proper and orderly operation and discipline of the **district**, school or school activities

LEGAL REF.: Wisconsin Statutes

Section 118.12(1)

[Promotions in the schools]

120.12(2)

[Board duty; supervision over the schools]

CROSS REF.:

~~1330, Facilities Use~~

1410, Free Materials

1510, Advertising/Promotions

~~Current Employee Agreements~~

ADMINISTRATIVE REGULATIONS: ~~None~~

AFFIRMED: February 25, 2003

REVISED: March 25, 2003
December 19, 2006
September 28, 2010
June 25, 2013

RULE 1520

NOTIFICATION-DISTRIBUTION OF MARKETING MATERIALS

AND LITERATURE TO STUDENTS

The superintendent or his/her designee is responsible for reviewing and approving all materials that will be distributed widely to students.

I. Notification of School Sponsored MaterialsINTERNAL REQUESTS

~~School sponsored materials may be placed for notification by school personnel with the approval of the Superintendent/designee. Notification of such~~ **Distribution of marketing materials shall must be done** in accordance with adopted policies, rules and procedures. **Internal requests may be approved if the following are true:**

- ~~The Mmaterials are considered “school sponsored” when intended to be~~ an extension of the school’s curriculum
- ~~and notification is given under the direction of school personnel. School sponsored materials must be consistent with the District’s curriculum or programs. Such notification is intended to be informational in nature and may include information about the school’s operations, programs and events. School sponsored materials may include information about a school sponsored or co-sponsored community event that is related to the school’s mission, is an extension of the District’s curriculum, andThe event will educationally benefit studentsis educationally beneficial to students.~~
- **The materials provide information about the school’s operations, programs or events**

II. Non-School Sponsored MaterialsEXTERNAL REQUESTS

~~Non-school sponsored materials may~~ **Distribution of materials must be placed for notificationdone** in accordance with adopted policies, rules and procedures. ~~Notification~~ **Distribution** shall not be construed as an endorsement or approval of the materials by the ~~dDistrict~~. Recognizing ~~that~~ the primary mission of the ~~dDistrict~~ is to meet the educational needs of its students, the ~~dDistrict~~ reserves the right to **deny requests. No student may be required, coerced or harassed to accept the materials.** ~~disallow notification that is inconsistent or interferes with this mission.~~

~~A. Requests to Provide Notification of Materials by Students~~

~~Students requesting materials to be placed for notification shall submit a copy of the materials and a request to the Superintendent/designee prior to publication. The material must contain the following:~~

- ~~1. The name of the sponsoring student or organization, and detailed information regarding the event to include; date, time, cost and location of event.~~
- ~~2. A clear and bold statement using front size 12 or larger on the front of the notice stating: “This material and/or activity is not sponsored by KUSD or its personnel.”~~

~~— The Superintendent/designee shall provide a timely response to the student's request. All materials placed for notification are not sponsored by the school district or its personnel.~~

B. ~~Requests to Provide Notification of Materials by Non-Students~~

~~— It is the policy of this Board to provide notification to students by outside individuals or organizations under limited circumstances. Non-school sponsored materials may be placed for notification~~ **Requests may be approved for students only if ALL of the following are true:**

~~— 1. The group or organization requesting to have their material placed for notification is a School Related Activity Group (e.g., PTA), a Recreation Department Sponsored Group, a Kenosha Unified Community Partner, or a Kenosha Unified Community Youth Group, as those terms are defined in Policy 1330.1.~~

~~— 2. The group or organization follows the procedure for notification of the materials.~~

~~— 3. The notification does not interfere with classroom instruction.~~

~~— 4. The materials meet the following criteria:~~

~~— a. The materials must provide information regarding a non-profit Kenosha Unified Community Youth Group sponsored activity that promotes the health, education and/or welfare of District school age children.~~

~~— b. The materials must provide information regarding a specific activity/event for students, but the material to be placed for notification must not seek to indoctrinate or convert.~~

~~The activity/event does not violate the law.~~

- The event is free
- The event is educationally beneficial to students
- The event is age-appropriate for students at the discretion of the superintendent or his/her designee
- The material contains the disclaimer, "This material and/or activity is not sponsored by KUSD or its personnel." This must be located on the front of the material in 12-point font or larger
- Materials are submitted for review one month prior to the event
- Distribution guidelines provided upon approval are followed
- e. • The individual or organization seeking approval provides and delivers all printed copies for distribution

Distribution requests that are denied may be considered for placement on the Events for Youth webpage of kusd.edu if:

- The event is educationally beneficial to students (academic/athletic considered)
- The material contains the disclaimer, "This material and/or activity is not sponsored by KUSD or its personnel." This must be located on the front of the material in 12-point font or larger
- Materials are submitted for review one month prior to the event

The superintendent and his/her designee reserves the right to deny requests based on the guidelines above and the best interest of students/families of KUSD.

RULE 1520

NOTIFICATION OF MATERIALS AND LITERATURE TO STUDENTS

Page 2

~~— d. The program/activity must be considered age appropriate by the Superintendent/ designee.~~

~~— e. The materials must contain the name of the sponsoring group, detailed information regarding the event to include; date, time, cost and location of event and a clear and bold statement using font size 12 or larger on the front of the notice stating: "This~~

material and/or activity is not sponsored by KUSD or its personnel.”

An electronic copy of the materials and a request must be submitted to the Superintendent/designee prior to the proposed notification. The Superintendent/designee shall provide a timely response to the request. No student may be required, coerced or harassed to accept the materials. All materials placed for notification are not sponsored by the school district or its personnel.

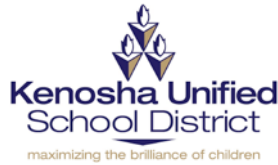
~~III.— Special Consideration for Notification in District Elementary Schools~~

The District recognizes that elementary school children are highly impressionable due to their relative age and less developed cognitive, emotional and psychological development. For this reason, elementary school children are vulnerable and more susceptible to outside influences than are middle and high school age children. Due to their underdeveloped ability to distinguish the source of written materials and weight to be given to any messages contained therein, notifications of materials in elementary schools will be given closer scrutiny for age appropriateness. Materials that seek to market, solicit money, recruit, indoctrinate or convert shall not be placed for notification in the elementary schools to elementary school students.

~~IV.— Notification Guidelines~~

Permission must be received from the Superintendent/designee for notification of materials on the District website at least one month prior to the scheduled event. A general rule to be followed for notification of materials to students is that information disseminated should be an extension of the curriculum of the School District. Requests for notification of advertising materials for businesses will not be approved. All requests for notification must be in accordance with the District School Board Policies. An electronic copy of the item to be posted on the District/School website must be submitted to youthevents@kUSD.edu for review along with a description of intent for approval. Approval will be sent along with dates posted. All information posted will be removed 30 days after posting.

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August 25, 2015

POLICY AND RULE 3643 – EMERGENCY SCHOOL CLOSING
(INCLEMENT WEATHER)

Background:

Policy 3643 was developed to give the superintendent or his/her designee guidance when determining whether or not to close schools. The rule outlines the operations of the district if and when school is closed due to inclement weather. The rule is also used to create an annual flier that is shared out with parents/guardians in the fall to remind them of how the decision to close is made and where they can learn of this decision.

The policy has been reviewed and updated to reflect current staff requirements regarding who reports to work, as well as what items are taken into consideration when deciding to close due to inclement weather. In addition, the notification time was changed to 5:30 a.m. in an effort to better meet parental needs when scheduling childcare, etc. when the district closes.

Administration Recommendation:

There was not a quorum present at the August 11, 2015, Personnel/Policy committee meeting. Administration recommends that the school board approve revised Policy and Rule 3643 as a first reading on August 25, 2015, and a second reading on September 22, 2015.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Executive Director of Community
Partnerships and Media Relations

POLICY 3643
EMERGENCY SCHOOL CLOSINGS
(Inclement Weather)

Only ~~the superintendent of schools or his/her designee is the only person~~ authorized to determine whether schools shall be closed in inclement weather.

A public announcement of school closings shall be made through the various available media. Schools **are** ~~shall be expected to be open following their~~ regular schedules if no public announcement is made to the contrary by **5:30** ~~5:306~~ a.m. on any given day. Schools may be open when bus transportation or food services are not in operation.

~~The same announcement, when made, shall specify whether all district personnel are expected to report to work at their regularly scheduled time. The superintendent shall determine which personnel are expected to report.~~ **All personnel should refer to the three procedures outlined in Rule 3643 to determine if/when to report to work during inclement weather. The superintendent reserves the right to close the district for all students and employees if deemed necessary.**

LEGAL REF.: Wisconsin Statutes

Sections 115.01(10) [School day definition]

121.02(1)(f) [School district standard; minimum number of school days and hours of instruction/authority to close schools for inclement weather]

121.56 [Safe student transportation]

118.15 [Compulsory school attendance]

CROSS REF.: 3511 Transportation

6210 School Day/Year/Calendar

5310 Student Attendance

Crisis Response Manual

Emergency Operations Plan

AFFIRMED: September 24, 1991

REVISED: January 29, 2002

October 28, 2003

December 18, 2007

September 23, 2014

October 28, 2014

RULE 3643
EMERGENCY SCHOOL CLOSING
(Inclement Weather)

Kenosha Unified School District (KUSD) puts student safety first, **which is why the district takes several factors into consideration** when determining whether to close schools due to extreme weather, **such as:-** ~~Several factors are taken into consideration, including~~

÷

- ~~● Is there a sustained wind chill of -34° or lower? (automatic closure)~~
- ~~● Is there a sustained temperature of -20° or lower? (automatic closure)~~
- **Winter weather warning:**
 - **If the warning is issued prior to 5 a.m. and remains in effect throughout the school day, schools will be closed (automatic closure)**
 - Is there a sustained wind chill of -34° or lower?
 - Is there a sustained temperature of -20° or lower?
 - **If the warning goes into effect after 9 a.m. and ends by 3 p.m., school will be in session as usual**
 - **If the warning goes into effect after 9 a.m., but lasts into the evening, a decision will be made by 5:30 a.m. regarding closure**
- ~~● Will the wind chill stay that low for an extended period of time?~~
- **Other considerations:**
 - Is there blowing ~~and driving~~ snow with winds of 20 miles per hour?
 - Is there or will there be a heavy accumulation of snow, especially during the typical travel times to and from school?
 - Are streets and sidewalks clear?
 - Are buses unable to run due to extreme cold or unplowed streets?
 - Are driving conditions hazardous?
 - ~~● Are there power or phone outages?~~

If school is not canceled and a parent and/or guardian feels his/her child is safer at home, they reserve the right to keep them home. Keeping a child home due to weather will be recorded as an excused absence on the student's record per Policy 5310 and State Statute 118.15 so long as the parent and/or guardian reports the absence in a timely manner.

In the event ~~our~~ schools are closed or the arrival/dismissal time is changed due to severe weather, an announcement will be made via: local television stations, radio stations, the KUSD website (www.kusd.edu), KUSD Channel 20, [Facebook.com/kenoshaschools](https://www.facebook.com/kenoshaschools), [Twitter.com/KUSD](https://twitter.com/KUSD) and 359-SNOW (7669).

If schools are ~~to be~~ closed for the day, KUSD will make every effort to release this information via the aforementioned avenues by **5:30** a.m. If schools **are** ~~is~~ closed, all after-school activities in the district, including sports and evening events, will also be canceled. ~~WAlso, when KUSD schools are closed, no transportation will be provided to private and parochial schools.~~

~~Please instruct your child in what to do, whom to contact, and where to go if school is dismissed early. School personnel will not leave buildings until all students are transported home and walkers are dismissed.~~

THREE PROCEDURES TO LOOK/LISTEN FOR
Unless notified otherwise, Procedure 1 is in effect.

Procedure 1:

All schools in KUSD will be open today. Students and personnel are expected to attend.

Procedure 2:

All schools in KUSD will open two hours late, and **school** buses that transport students will be running approximately two hours late. There will be no **a.m.**~~AM~~ or **p.m.**~~PM~~ Early Childhood, Speech Impact or ~~Four Year Old Kindergarten~~**4K** classes. Personnel are expected to report as normally scheduled. Dismissal will be at the regular time.

RULE 3643
EMERGENCY SCHOOL CLOSING
(Inclement Weather)
-Page 2

Procedure 3:

All schools in KUSD will be closed and no students are expected to report. The Senior Citizen Center **also** will be closed. **KUSD employees must refer to Policy Rule 3643 for attendance guidelines.** ~~KUSD employees required to report to work are: full-time custodial employees; full-time food service workers; maintenance personnel; carpenters and painters; warehouse personnel; administrative, supervisory technical staff.~~

INCLEMENT WEATHER DAYS:

~~Two~~**Three (3)** potential ~~school inclement weather days~~~~closings~~ are built into the academic calendar for: teachers, education support professionals (ESPs), interpreters, **miscellaneous employees and**, 10-month and 12-month secretaries ~~and miscellaneous employees.~~

KUSD employees required to report to work, use vacation or personal time or take unpaid time (deduct) are: full-time custodial employees; full-time food service workers; maintenance personnel; carpenters and painters; warehouse personnel; administrative, supervisory and technical staff.

12-MONTH SECRETARIES AND 12-MONTH MISCELLANEOUS EMPLOYEES BEYOND THREE (3) DAYS:

If there are more than three (3) inclement weather days in a school year, 12-month miscellaneous employees and 12-month secretaries are required to:

- **Report to work,**
- **Use vacation**
- **Use personal time, or**
- **Take unpaid time (deduct with supervisor's approval)**

TEACHERS, ESPs, INTERPRETERS, 10-MONTH MISCELLANEOUS EMPLOYEES AND 10-MONTH SECRETARIES BEYOND THREE (3) DAYS:

If there are more than three (3) inclement weather days in a school year, teachers, ESPs, interpreters, 10-month miscellaneous employees and 10-month secretaries will be required to make up student contact minutes to fulfill state instructional requirements. This may be done during the spring months of the same school year, however, -if scheduling prevents this from occurring, additional instructional days will be added to the end of the school year.

If student contact minute requirements are met during spring months, teachers, ESPs, interpreters, 10-month miscellaneous employees and 10-month secretaries also will make up non-instructional days at the end of the year to meet working day requirements pursuant to their respective payroll calendar. On these days, teachers, ESPs, interpreters, 10-month miscellaneous employees and 10-month secretaries will be required to:

- Report to work,
- Use vacation (10-month employees who received and retained the vacation benefit prior to the sunset date of June 30, 2013)
- Use personal time, or
- Take unpaid time (deduct with supervisor's approval)

~~If there are more than two school closings, 10-month secretaries will have the school year extended for the purpose of making up the day(s). Twelve (12) month secretaries, education support professionals, interpreters and miscellaneous employees may report to work, use vacation or personal time, or take unpaid time (deduct).~~

INDOOR/OUTDOOR GUIDELINES

1. ~~1.~~ **General guidelines:** 10^o degrees and below; wind chill factor of 0 degrees² or below; and rain/drizzle/blizzard = indoor recess, indoor noon recess and early entrance to door areas/hallways.
2. ~~2.~~ **Administrator's responsibilities:** Principals are responsible for the timely implementation of the guidelines; reasonable supervision of students under all circumstances; and informing parents each year of the district's expectations regarding indoor periods due to weather conditions.

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August 25, 2015

**Policy 5471 – Corporal Punishment/Use of Physical Force and
Resolution For Off-duty Law Enforcement Officers Who Serve as Security Officers in Schools**

Background

Policy 5471 was last updated in 2007. Since the revision of this policy in 2007, the State of Wisconsin created Statute §118.305, Seclusion and Restraint law, for all school districts to follow. This law generally provides that students, both special education and regular education, may only be secluded or restrained in very specific and limited circumstances and only when specific procedures and cautionary measures are taken. Seclusion means the involuntary confinement of a pupil, apart from other pupils, in a room or area from which the pupil is physically prevented from leaving. Physical Restraint means a restriction that immobilizes or reduces the ability of a pupil to freely move his or her torso, arms, legs or head. The changes at the state level and the requirements that have accompanied the law have required the district to align KUSD's policy to the new state statute.

Resolution

The resolution was created to clarify the use of off-duty police officers within our schools. Statute §118.305(1)(c)(2) states, "Any law enforcement officer who has been authorized or designated to perform the duties under §118.125(1)(bL)1. or 2. is not a covered individual under this law and is not prohibited from restraining students".

The duties specified in §118.125(1)(bL) are:

1. Enforce any law or ordinance, or refer to the appropriate authorities a matter for enforcement of any law or ordinance, against any person other than the school district.
2. Maintain the physical security and safety of a public school.

These two statutes, properly read in conjunction, provide that the restrictions on restraining students do not apply to a law enforcement officer who is authorized or designated by a governing body. This exempts authorized law enforcement officers from the seclusion and restraint law, including the absolute prohibition on mechanical restraints such as handcuffs.

Administrative Recommendation:

There was not a quorum present at the August 11, 2015, Personnel Policy committee meeting. Administration recommends that the school board approve revision of Policy 5471 as a first reading at the August 25, 2015, regular school board meeting and a second reading at the September 22, 2015, regular school board meeting. It is further recommended that the resolution clarifying the use of off-duty police officers in our schools be approval.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Susan Valeri
Director of Special Education and Student Support

Attachment 1

POLICY 5471

CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE

District employees may not use corporal punishment of any kind on students. District employees who violate this policy shall be subject to established disciplinary procedures.

School officials, employees or agents **are required to follow Wisconsin Statute 125 when addressing the use of seclusion and physical restraint in schools**. School officials may, according to state law, use reasonable and necessary force under the following specific circumstances:

1. To quell a disturbance or prevent an act that threatens physical injury to any person;
2. to obtain possession of a weapon or other dangerous object within a student's control;
3. for the purpose of self-defense or the defense of others, or for the protection of property in accordance with state statutes;
4. to remove a disruptive student from school premises, a motor vehicle, or a school-sponsored activity;
5. to prevent a student from inflicting harm on him/herself; and,
6. to protect the safety of others.

Incidental, minor or reasonable physical contact designed to maintain order and control may be used in the district.

In determining whether or not a person is using reasonable and necessary force, deference shall be given to reasonable, good faith judgments made by an official, employee or agent of the district.

Wisconsin Statute §118.305, which was created by Wisconsin Act 125, generally provides that students, both special education and regular education, may only be restrained in very specific and limited circumstances and only when specific procedures and cautionary measures are taken. In particular the statute addresses seclusion and restraint as follows:

Definitions

Physical restraint: a restriction that immobilizes or reduces the ability of a student to freely move his or her torso, arms, legs or head.

Seclusion: the involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving.

Seclusion - Wisconsin Act 125

Prohibits the use of seclusion in public schools, including charter schools, except when:

- A student's behavior presents a clear, present and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible;
- constant supervision of the student is maintained;
- the student has adequate access to the bathroom, drinking water, required medications and regularly scheduled meals; and

- seclusion is used no longer than necessary to resolve the risk to the physical safety of the student or others.

A room may not be used for seclusion unless:

- The room or area is free of objects or fixtures that may cause injury;
- there are no locks on the door, including hold down type mechanisms that immediately release when pressure is removed; and
- meets all applicable school building code requirements.

Prohibits covered individuals from using physical restraint in public schools, including charter schools, except when:

- A student's behavior presents a clear, present and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible;
- there are no medical contraindications to its use;
- the degree of force and duration used do not exceed what is necessary and reasonable to resolve the risk to the physical safety of the student or others; and
- no prohibited maneuver is used.

Prohibits maneuvers or techniques that:

- Do not give adequate attention and care to protecting the pupil's head;
- cause chest compression by placing pressure or weight on the student's chest, lungs, sternum, diaphragm, back or abdomen;
- place pressure or weight on the student's neck or throat, on an artery, or on the back of the student's head or neck, or that otherwise obstruct the student's circulation or breathing; and
- constitute corporal punishment.

Act 125 prohibits mechanical or chemical restraints. Supportive equipment that properly aligns a student's body, assists in maintaining balance, or assists in mobility under the oversight of appropriate medical staff is not mechanical restraint.

Notification and Reporting Requirements

If seclusion and/or physical restraint is used on a student at school, the principal or designee must:

- As soon as possible, but no later than one business day after the incident, notify the student's parent of the incident and of the availability of the written report.
- Within two business days after the incident, after consulting with school staff who were present, prepare a written report containing all of the following information:
 - Student's name;
 - date, time and duration of the incident;
 - description of the incident including a description of the student's behavior before and after the incident; and
 - names and titles of school staff present during the incident.
- The written report must be kept at the school and made available for review by the student's parents within three business days of the incident.

Except as discussed below, no school staff may use physical restraint unless he or she has received training that includes:

- Methods of preventing the need for physical restraint;

- instruction in the identification and description of dangerous behavior indicating the need for physical restraint, and in methods of evaluating risk of harm to determine whether physical restraint is needed;
- experience in administering and receiving various types of physical restraint;
- instruction on the effects of physical restraint on the person restrained, methods of monitoring signs physical distress, and techniques for determining when medical assistance may be needed;
- instruction in documenting and reporting incidents of physical restraint; and
- demonstration of proficiency in administering physical restraint.

School staff who have not received the prescribed training in physical restraint may use physical restraint on the student at school:

- Only in an emergency; and
- only if school staff members who have received training are not immediately available.

Authority Under Other Statutory Provisions

Nothing in Act 125 affects the ability of school staff to remove a student from class under current law (Section 118.164 (3) (b) of the Wisconsin Statutes).

Nothing in Act 125 affects the ability of school staff to use the exceptions to the prohibition on corporal punishment under current law (Section 118.31 (3) of the Wisconsin Statutes).

LEGAL REF.: Wisconsin Statutes

Section 118.305 Use of Seclusion and Physical Restraint

Section 118.31 Corporal punishment prohibited; reasonable physical force
Authorized, policy required

CROSS REF.: 4362 Employee Discipline
Current Employee Agreements

AFFIRMED: August 13, 1991

REVISED: July 26, 1994
February 10, 1998
March 27, 2007
September 22, 2015



RESOLUTION FOR OFF-DUTY LAW ENFORCEMENT OFFICERS WHO SERVE AS SECURITY OFFICERS IN SCHOOLS

WHEREAS, all off-duty law enforcement officers hired into school security guard positions are being hired, authorized and designated to enforce any law or ordinance, or refer to the appropriate authorities a matter for enforcement of any law or ordinance, against any person other than the school district; and

WHEREAS, all off-duty law enforcement officers hired into school security guard positions are being hired to maintain the physical security and safety of a public school, as defined in §118.125(1)(bL) and §118.305(1)(c)(2); and

WHEREAS, NOW BE IT RESOLVED, that Kenosha Unified School District does hereby support the use of off-duty officers for the protection and safety of all staff and students.

BE IT FURTHER RESOLVED, that a true copy of this resolution be spread upon the official minutes of the Board of Education.

President, Board of Education

Superintendent of Schools

Secretary, Board of Education
Members of the Board:

Resolution 317

September 22, 2015

**Kenosha Unified School District
Kenosha, Wisconsin**

August 25, 2015

POLICY 4370—PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Background

The September 2013 Curriculum Audit conducted by Phi Delta Kappa International states that “There is no clear expectation within board policies that requires a comprehensive, coordinated professional plan (page 334).” In response to this finding, the Professional Learning Steering Committee revised Policy 4370, which was last updated September 24, 2002. This policy is 13 years old.

The revisions to the policy focus on the administrative recommendations in the November 2013 Curriculum Audit of Kenosha Unified School District as follows:

- Direct the superintendent to revise Board Policy 4370 to align with the 18 Quality Criteria for Staff Development found in Exhibit 3.2.3. Direct the superintendent to develop for consideration and adoption a board policy that establishes a clear expectation for a written plan for the development and implementation of a comprehensive, coordinated professional development program with clear direction for how professional development needs will be identified, prioritized, and coordinated at the district, school site, and individual levels. Establish within this policy guidance directing the procedures and criteria that will be used to determine the effectiveness of the district’s professional development efforts. (Page 334)
- Revise Board Policy 4370 to define the purpose of professional development, to be in congruence with state expectation and the goals of the district, and to align with the Quality Criteria for Staff Development. Develop for consideration by the board, a board policy to direct the development and implementation of a comprehensive written professional development plan focused on the effective delivery of the adopted curriculum that aligns with the district’s strategic plan and implementation projects. (Page 335)

The Professional Learning Steering Committee revised policy 4370 (Appendix A) to reflect these recommendations as well as current best practices from the field of professional learning. These revisions will provide guidance in the development of a professional learning plan. The table on pages 2 through 6 shows the correlations between the November 2013 Kenosha Unified School District Curriculum Audit and Learning Forward’s Learning System components. Learning Forward is a professional learning association devoted exclusively to

educators and administrators who work in educator professional development. This organization focuses on planning, implementing, and measuring high quality professional learning so that individuals, schools, and the district can demonstrate improved academic achievement for all students.

CORRELATION BETWEEN CURRICULUM AUDIT RECOMMENDATIONS AND UPDATED POLICY		
Curriculum Audit Recommendation (Page 335)	Learning Forward System Component(s)*	New Policy Verbiage
Alignment of a mission for professional development with that of the district and a focus on organizational change consistent with district goals	Vision, mission, beliefs for professional learning	The school Board requires that professional learning aligns with the district's mission, vision, goals, and strategic directions. (Paragraph 1, Appendix A)
A framework that takes a long-range planning approach and focuses on organizational change with professional development efforts in line with district goals	Alignment with other systems Plans for professional learning	District leadership will collaborate with school and department leaders in using a long-range planning framework to systematically align district-wide, school- or department-based, and individual professional learning in order to address identified areas of improvement. (Paragraph 3, Appendix A) Professional learning opportunities provided through the district must include an implementation plan outlining steps for ongoing support and a method to determine the effectiveness of the professional learning. (Paragraph 8, Appendix A)
A norm of continuous improvement and learning for all employees	Definition of professional learning	The school board recognizes the importance of providing high quality professional learning with an expectation of continuous improvement for all employees in order to support organizational change and growth. (Paragraph 1, Appendix A) Professional learning is defined as a comprehensive, sustained, and intensive approach to improving

*Hirsh, S., Psencik, K., and Brown, F., *Becoming a Learning System*, Learning Forward, Oxford, Ohio, 2014.

Curriculum Audit Recommendation (Page 335)	Learning Forward System Component(s)*	New Policy Verbiage
		<p>staff effectiveness in raising student achievement. Professional learning should be collaborative and job embedded in order to support the transfer of new knowledge and skills into the workplace. (Paragraph 2, Appendix A)</p> <p>District employees are required to engage in professional learning as part of the continuous improvement cycle. Certified staff members are responsible for engaging in the necessary professional learning to maintain licenses or certifications required for their position. (Paragraph 7, Appendix A)</p> <p>The delivery of high quality professional learning occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. (Paragraph 9, Appendix A)</p>
Provision for district-wide, school-based, and individual development in a systemic manner	Purposes for professional learning	<p>A district plan will outline the identification, implementation, and institutionalization of systemic professional learning. (Paragraph 1, Appendix A)</p> <p>District leadership will collaborate with school and department leaders in using a long-range planning framework to systematically align district-wide, school- or department-based, and individual professional learning in order to address identified areas of improvement. (Paragraph 3, Appendix A)</p>

*Hirsh, S., Psencik, K., and Brown, F., *Becoming a Learning System*, Learning Forward, Oxford, Ohio, 2014.

Curriculum Audit Recommendation (Page 335)	Learning Forward System Component(s)*	New Policy Verbiage
		Administrators and staff members will work collaboratively to identify, implement, and assess the effectiveness of individual's professional goals that are aligned with district and school or department goals in order to increase student achievement. (Paragraph 6, Appendix A)
Supervisors to serve as staff developers of those supervised	Roles and responsibilities for professional learning Leadership for professional learning	Detailed descriptions of all professional learning roles and responsibilities are provided in paragraphs 1, 3, 4, 5, 6, and 7 of the policy. The delivery of high quality professional learning requires skillful leaders who develop capacity, advocate, and create support systems for professional learning. (Paragraph 9, Appendix A)
Basis in data-based analysis of needs	Data-informed professional learning	Through the analysis of student achievement and system data, priority areas for professional learning will be determined through a district's needs assessment process. (Paragraph 3, Appendix A) Administrators will use school/department data to develop a professional learning plan that is aligned with district goals and will assess the effectiveness of implementation. (Paragraph 6, Appendix A) The delivery of high quality professional learning uses a variety of sources and types of data to plan, assess, and evaluate professional learning. (Paragraph 9, Appendix A)

*Hirsh, S., Psencik, K., and Brown, F., *Becoming a Learning System*, Learning Forward, Oxford, Ohio, 2014.

Curriculum Audit Recommendation (Page 335)	Learning Forward System Component(s)*	New Policy Verbiage
A focus on proven research-based approaches with demonstrated effectiveness in increasing productivity	Standards for professional learning	All district-endorsed professional learning opportunities will meet the district's standards for high quality professional learning. (Paragraph 2, Appendix A)
		<p>The delivery of high quality professional learning applies research on change and sustaining support for implementation of professional learning for long-term change. (Paragraph 9, Appendix A)</p> <p>The departments will oversee the use and leverage of necessary resources to ensure the delivery of high quality professional learning in compliance with all local, state, and federal funding regulations. (Paragraph 5, Appendix A)</p>
Provision of support for all three phases of the change process—initiation, implementation, and institutionalizations—which require provision of an on-the-job application and follow-up training and support necessary to cement new learning	<p>Dedicated time for professional learning</p> <p>Job-embedded collaboration</p>	<p>A district plan will outline the identification, implementation, and institutionalization of systemic professional learning. (Paragraph 1, Appendix A)</p> <p>District leadership will ensure dedicated time within the work day for professional learning. (Paragraph 3, Appendix A)</p> <p>Administrators will ensure the effective use of dedicated time and provide opportunities for professional learning that supports the professional growth of their staff members. (Paragraph 6, Appendix A)</p>

*Hirsh, S., Psencik, K., and Brown, F., *Becoming a Learning System*, Learning Forward, Oxford, Ohio, 2014.

Curriculum Audit Recommendation (Page 335)	Learning Forward System Component(s)*	New Policy Verbiage
Use of various staff development and adult learning approaches—all based on understanding of adult learning and development	Flexible designs	The delivery of high quality professional learning integrates theories, research, and models of human learning to achieve its intended outcomes. (Paragraph 9, Appendix A)
Ongoing evaluation using multiple information sources focusing on all levels of the organization and based on actual changed behavior	Evaluation of professional learning	The Professional Learning Steering Committee, comprised of district and building administrators, teacher leaders, teachers, and noninstructional staff will apply a framework to monitor and assess the implementation of the district professional learning plan. (Paragraph 4, Appendix A)
System-wide oversight and coordination	Governance for professional learning Roles and responsibilities for professional learning	The Office of Organizational Training and Development will coordinate district-identified professional learning for instructional staff. The Office of Human Resources will coordinate professional learning for noninstructional staff. The departments will oversee the use and leverage of necessary resources to ensure the delivery of high quality professional learning in compliance with all local, state, and federal funding regulations. (Paragraph 5, Appendix A) The delivery of high quality professional learning requires prioritizing, monitoring, and coordinating resources for professional learning. (Paragraph 9, Appendix A)
Provision for necessary funding to carry out staff development goals	Dedicated funding for professional learning	The board will allocate the funding to successfully implement the plan. (Paragraph 1, Appendix A)

*Hirsh, S., Psencik, K., and Brown, F., *Becoming a Learning System*, Learning Forward, Oxford, Ohio, 2014.

Curriculum Audit Recommendation (Page 335)	Learning Forward System Component(s)*	New Policy Verbiage
		The departments will oversee the use and leverage of necessary resources to ensure the delivery of high quality professional learning in compliance with all local, state and federal funding regulations. (Paragraph 5, Appendix A)

In the process of revising the policy, the Professional Learning Steering Committee suggested that the name of the policy be revised to *Professional Learning* from *Professional Development Opportunities*. Current research states that professional development denotes something that is done to staff with little say in the process along with the understanding that once the professional development has been completed that the task has been accomplished. Instead, the committee would like Kenosha Unified to maintain a positive mindset about professional learning in which staff members engage in authentic valuable learning experiences that promote active engagement, teacher voice, collaboration, inquiry, and reflection. Professional learning promotes ongoing learning in which staff engages in an ongoing cycle of improvement.

2014-15 Professional Learning Steering Committee

Sarah Aguilar Elementary Instructional Coach	Patty Barrett High School Special Education Teacher	Andrea Baumgart High School Instructional Coach
Eric Beem High School Teacher	Pamela Black Coordinator of Special Education and Student Support	Kristal Brandt Middle School Instructional Coach
Mary Beth Braun Elementary Special Area Teacher	Patricia Bytnar High School Instructional Coach	Stacy Cortez Middle School Instructional\ Coach
Star Daley Middle School Principal	Amy Garrigan Professional Learning Specialist	Jennifer Haluska Middle School Teacher
Keri Heusdens District Instructional Coach	Julie Housaman Assistant Superintendent of Teaching and Learning	Stacey Keckler Middle School Teacher
Beverly Keelin High School English as a Second Language Teacher	Page Kessler High School Instructional Technology Teacher	Wendy LaLonde High School Assistant Principal
Jennifer Lawler Coordinator of Mathematics	Mary Limbach Elementary Instructional	Michael Makowka Elementary Dean of Students

*Hirsh, S., Psencik, K., and Brown, F., *Becoming a Learning System*, Learning Forward, Oxford, Ohio, 2014.

	Coach	
Susan Mirsky Coordinator of English/Language Arts	Shebaniah Muhammad Elementary Principal	Jennifer Navarro Coordinator of Organizational Training and Development
Katie O'Neil Early Childhood Instructional Coach	Christine Pratt Coordinator of Science	Amy Riedlinger High School Assistant Principal
Luanne Rohde Elementary Principal	Jolene Schneider Elementary Principal	Curtiss Tolefree Middle School Principal
Susanne Ventura Elementary Special Education Teacher	Peggy Walasek Elementary Instructional Coach	

Recommendation

At its August 11, 2015, meeting, the Joint Personnel/Policy & Curriculum/Program Committee voted to forward revised Policy 4370 to the school board for consideration. Administration recommends that the school board approve revised Policy 4370—Professional Learning as a first reading at the August 25, 2015, regular board meeting and second reading at the September 22, 2015, regular board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Assistant Superintendent of Teaching and Learning

Ms. Jennifer Navarro
Coordinator of Organizational Training and Development

POLICY 4370 STAFF DEVELOPMENT OPPORTUNITIES
POLICY 4370 PROFESSIONAL LEARNING

The School Board recognizes the importance of providing high quality professional development inservice education opportunities.

District staff development inservice courses are designed to:

- Deepen knowledge of subject content
- Expand research-based instructional skills
- Provide ongoing classroom assistance in implementing new skills
- Provide classroom assessment skills
- Encourage innovation, teach state of the art practices, share new ideas and practices
- Provide diversity instruction
- Provide for job-related growth for improved operations

Inservice courses are aligned with District goals and initiatives.

District staff is provided opportunities to attend periodic conferences, workshops and seminars sponsored by associations outside the District. Permission to attend and funds allocated for these activities must be directly aligned with District department and site goals. Cost considerations include pooling funds to provide on-site staff development opportunities, working in collaboration with CESA, local universities and other agencies. Every effort will be made to send a small core of staff to seek information and share ideas upon their return.

Staff development opportunities shall be provided consistent with the District, school and department staff development plan. Staff members may become involved in formulating the staff development plan, and may participate in professional development activities in accordance with state law and established District procedures.

The school board recognizes the importance of providing high quality professional learning with an expectation of continuous improvement for all employees in order to support organizational change and growth. The school board requires that professional learning aligns with the district's mission, vision, goals, and strategic directions. A district plan will outline the identification, implementation, and institutionalization of systemic professional learning. The board will allocate the funding to successfully implement the plan.

Professional learning is defined as a comprehensive, sustained, and intensive approach to improving staff effectiveness in raising student achievement. Professional learning should be collaborative and job embedded in order to support the transfer of new knowledge and skills into the workplace. All district-endorsed professional learning opportunities will meet the district's standards for high quality professional learning.

Through the analysis of student achievement and system data, priority areas for professional learning will be determined through a district's needs assessment process. District leadership will collaborate with school and department leaders in using a long-range planning framework to systematically align district-wide, school- or department-based, and individual professional learning in order to address identified areas of improvement. District leadership will ensure dedicated time for professional learning.

The Professional Learning Steering Committee, comprised of district and building administrators, teacher leaders, teachers, and noninstructional staff, will apply a framework to monitor and assess the implementation of the district professional learning plan.

The Office of Organizational Training and Development will coordinate district-identified professional learning for instructional staff. The Office of Human Resources will coordinate professional learning for noninstructional staff. The departments will oversee the use and leverage of necessary resources to ensure the delivery of high quality professional learning in compliance with all local, state, and federal funding regulations.

Administrators will use school/department data to develop a professional learning plan that is aligned with district goals and will assess the effectiveness of implementation. Administrators will ensure the effective use of dedicated time and provide opportunities for professional learning that support the professional growth of their staff members. Administrators and staff members will work collaboratively to identify, implement, and assess the effectiveness of individual's professional goals that are aligned with district and school or department goals in order to increase student achievement.

District employees are required to engage in professional learning as part of the continuous improvement cycle. Certified staff members are responsible for engaging in the necessary professional learning to maintain licenses or certifications required for their position.

Professional learning opportunities provided through the district will include an implementation plan outlining steps for ongoing support and a method to determine the effectiveness of the professional learning.

The delivery of high quality professional learning:

- **Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.**
- **Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.**
- **Requires prioritizing, monitoring, and coordinating resources for professional learning.**
- **Uses a variety of sources and types of data to plan, assess, and evaluate professional learning.**
- **Integrates theories, research, and models of human learning to achieve its intended outcomes.**
- **Applies research on change and sustaining support for implementation of professional learning for long-term change.**
- **Aligns its outcomes with employee performance and standards.**

(Taken from: <http://learningforward.org/standards-for-professional-learning#.VbACLfViko>)

A professional learning report will be submitted to the board annually by the Office of Organizational Training and Development.

LEGAL REF.: Wisconsin
Statutes

121.02(1)(b) Professional staff development plan required
[PI 8.01\(2\)\(b\), Wisconsin Administrative Code \(Professional staff
development plan
requirements\)](#)

Proposed Amendments to Section 9101 (34) of the Elementary and
Secondary Education Act as
reauthorized by the No
Child Left Behind Act of
2001.

CROSS REF.: Current Employee Agreements

AFFIRMED: September 24, 1991

REVISED: June 2, 2000
January 29, 2002
September 24, 2002
September 2015

RULE 4370 STAFF DEVELOPMENT OPPORTUNITIES
RULE 4370 PROFESSIONAL LEARNING

1. ~~Inservice courses appropriate to the needs of the instructional staff and aligned with District initiatives will be organized and directed annually by the Coordinator of Staff Development, Library Media and Instructional Technology and with the assistance of the Executive Director of Special Projects and administrative personnel.~~
2. ~~Inservice credit for instructional staff appropriate to their needs and aligned with District initiatives may be earned for courses/workshops/seminars offered by agencies outside the District. These courses/workshops/seminars are subject to approval by the Coordinator of Staff Development, Library Media and Instructional Technology.~~
3. Permission to attend ~~staff development~~ **professional learning** activities (conferences, workshops, seminars, etc.) requires the approval of the **employee's direct** supervisor and budget manager.
4. District employees will provide ~~staff development~~ **professional learning** when appropriate.

5. District ~~staff members~~ **employees** will not be permitted to attend more than two conferences, workshops, **or** seminars, ~~etc.~~ outside the ~~Dd~~district, annually; unless their attendance at such conferences, workshops, **and** seminars, ~~etc.~~ is required for the performance of their job duties **and approval is granted by the employee's direct supervisor.**

**Kenosha Unified School District
Kenosha, Wisconsin**

August 25, 2015

**NEW COURSE PROPOSALS:
WRITING ABOUT SPORTS
AND
ARTS, RHETORIC, AND SWING**

Background

Kenosha eSchool is requesting the addition of two new elective courses for the 2015-16 school year. As online learning course options expand both within the state and the nation, eSchool actively reviews options and adds to its course catalogue to meet the market demands of its student population. Additionally, eSchool administration must consider the licensure of the teaching staff when selecting new elective courses. The eSchool English teacher is certified to provide instruction for both of these courses.

Course Change Proposal

In order to implement these additional courses in the first semester of the 2015-16 school year, the Office of Teaching and Learning is proposing, for board of education approval, the course addition forms. The forms are attached in Appendices A and B. The attached forms are completed in full and explain the rationale for the new course additions. They will also provide a description of each course, course standards, and a sample pacing guide.

The following table shows the available elective courses in the eSchool curriculum:

CURRENT ELECTIVE OPPORTUNITIES	PROPOSED COURSE ADDITIONS
Art Appreciation	Writing About Sports
Career Planning	Art, Rhetoric, and Swing
Computer Fundamentals	
Creative Writing for Writers	
Digital Photography I and II	
Forensic Science	
German I, II, III, and IV	
Gothic Literature	
Great Minds in Science	
International Business	
Life Skills	
Mythology and Folklore	

CURRENT ELECTIVE OPPORTUNITIES	PROPOSED COURSE ADDITIONS
Orientation to Art 2D	
Spanish I, II, III, and IV	
AP Spanish	
Thinking and Learning Strategies	
Veterinary Science	
Web Design	

Recommendation

At its August 11, 2015, meeting the Curriculum/Program committee voted to forward these new course proposals to the school board for consideration. Administration recommends that the school board approve the proposal for the addition of the eSchool elective courses entitled Writing About Sports and Art, Rhetoric, and Swing.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Assistant Superintendent of Teaching and Learning

Mr. Daniel Tenuta
Principal of Kenosha eSchool

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

*Return this form to your department chair by no later than **May 15** for building & committee signatures. Completed forms must be returned to the Director of Instruction by **June 15**. Type responses on additional sheets when appropriate and attach to this form.*

Date Initiated 3/1/15

Name Lily Stasik

Department & School: English Kenosha eSchool

Proposed or Removed Course Name: Writing about Sports

☒ New Course _____ New Name _____ Length: _____ Quarter _____ Credits: ☒ ½ credit
☐ Removal/Replacement of Course _____ 1 Semester _____ 1 credit

Recommended Prerequisites (if any) None

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
 (If this is a course removal, only fill out this section.)

Kenosha eSchool requires more elective choices particularly those that develop reading, writing, and critical thinking skills.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

"Sports, not religion, is the opiate of the people." So says David Remnick, editor of the New Yorker and a former sportswriter. Many of our heroes are sports heroes, and for many of us, sports were an important part of our childhood years. Sports are big business, even on college campuses, and they are the subject of many classic movies. In this introductory writing class we consider the role of sports in our own lives and explore the cultural meanings of sports in America. Sports have produced a large body of excellent descriptive and analytic writing; we'll read writers as diverse as Hank Aaron, John Updike, David Foster Wallace, and Malcolm Gladwell on the joys and conundrums of baseball, boxing, football, tennis, and running.

The primary work of the class is improving students' communication skills. We'll write and revise 3 essays, including an investigative essay, and we'll also give one short oral report. Revision is an important part of the class; all essays will be revised at least once.

(<http://ocw.mit.edu/courses/comparative-media-studies-writing/21w-015-writing-and-rhetoric-writing-about-sports-fall-2013/>)

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

<u>Reading</u>	<u>Writing</u>
CCSS.ELA-Literacy.RL.9-10.2	CCSS.ELA-Literacy.W.9-10.1
CCSS.ELA-Literacy.RL.9-10.4	CCSS.ELA-Literacy.W.9-10.2
CCSS.ELA-Literacy.RL.9-10.5	CCSS.ELA-Literacy.W.9-10.3
CCSS.ELA-Literacy.RI.9-10.1	CCSS.ELA-Literacy.W.9-10.4
CCSS.ELA-Literacy.RI.9-10.2	CCSS.ELA-Literacy.W.9-10.5
CCSS.ELA-Literacy.RI.9-10.3	CCSS.ELA-Literacy.W.9-10.6
CCSS.ELA-Literacy.RI.9-10.4	
CCSS.ELA-Literacy.RI.9-10.5	
CCSS.ELA-Literacy.RI.9-10.6	
<u>Speaking & Listening</u>	

CCSS.ELA-Literacy.SL.9-10.4	
CCSS.ELA-Literacy.SL.9-10.5	

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

See Attached

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff \$ _____

c. Supplementary \$ 450. Optional -
Voice Thread License for school (Can be
used in other course)

b. Textbooks/kits \$ _____

d. Facilities/Space \$ _____

Approvals:

	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	<u>Daniel Tenet</u>	<u>6/4/15</u>
Building Review Committee	<u>Julie Zupit</u>	<u>6/4/15</u>
District Review Committee		
Central Office	<u>Julie Hancock</u>	<u>7/17/15</u>

Created March 2001

SES #	TOPICS	READINGS	ASSIGNMENTS
1	<p>Introductions</p> <p>Course overview</p> <p>The possibilities of "sports" as a topic for essays</p>	<p>Lopate, Phillip. "Why I Remain a Baseball Fan." in <i>Portrait Inside My Head</i>. Free Press, 2013. ISBN: 9781451695861. [Preview with Google Books]</p> <p>Updike, John. "Hub Fans Bid Kid Adieu." In <i>Assorted Prose</i>. Alfred A. Knopf, 1965. ISBN: 9780394414737.</p>	Assignment 1
2	<p>Sports and personal and cultural meanings</p> <p>Voice, sensibility, audience</p> <p>Description and scenes</p> <p>Idea and Essay (PDF)</p>	<p>Wallace, David Foster. "Federer as Religious Experience," <i>The New York Times</i>, August 20, 2006.</p> <p>Agassi, Andre. Chapter 9 in <i>Open</i>. Vintage, 2010. ISBN: 9780307388407. [Preview with Google Books]</p> <p>Gladwell, Malcolm. "Slackers," <i>The New Yorker</i>, July 30, 2012, 26–9.</p> <p>Macone, Steve. "What I Learned From Getting Knocked Around," <i>The New York Times</i>, March 10, 2012.</p> <p>"The Cage." (PDF) Example student work. (Courtesy of Jesse Orlowski. Used with permission.)</p> <p>"Reunion." (PDF) Example student work. (Courtesy of an MIT Student. Used with permission.)</p> <p>Format for Essays II.D</p>	<p>Assignment 2</p> <p>Assignment 3</p>
3	<p>Shaping an essay</p> <p>Prepare for Workshopping: Sign up for group conferences (Possible Collaborate Sessions)</p>		Assignment 4 (contains description of Essay 1)
4	<p>Sports and culture: issues of race and gender</p> <p>Introduce Essay 2 assignment</p>	<p>Fallows, James. "Throwing Like a Girl," <i>The Atlantic Monthly</i>, August 1996, 84–7.</p> <p>Mooney, Sally Cole. "'Man-On': The Culture of Girls' Soccer." In <i>Sport, Rhetoric, and Gender: Historical Perspectives and Media Representations</i>. Edited by Linda K. Fuller. Palgrave Macmillan, 2009. ISBN: 9780230619708.</p> <p>Early, Gerald. "Where Have We Gone, Mr. Robinson?" In <i>A Level Playing Field: African American Athletes and the Republic of Sports</i>. Harvard University Press, 2011. ISBN: 9780674050983. [Preview with Google Books]</p>	<p>Assignment 5</p> <p>Assignment 6</p> <p>Assignment 7 (contains description of Essay 2)</p> <p>Essay 2 – Additional Tips (PDF)</p> <p>Style Matters</p>

		Levy, Ariel. "A Ring of One's Own," <i>The New Yorker</i> , May 7, 2012, 36–47.	
5	Sports and character Joining the conversation Developing an argument	Aaron, Hank. "When Baseball Mattered," <i>The New York Times</i> , April 13, 1997. Hawkins, Billy, Mitch Abrams, et al. "Should Character Matter in Pro Sports?" <i>The New York Times</i> , July 1, 2013. Wolff, Alexander, and David Epstein. "A Massive Fraud Now More Fully Exposed," <i>Sports Illustrated</i> , October 22, 2012. Lapham, Lewis H. "Mudville," <i>Harper's</i> , March 2008, 11–4. The Writing Center, University of North Carolina at Chapel Hill. "Argument."	<u>Assignment 8</u>
6	Sports and drugs Joining the Conversation / Developing an argument	Pappano, Laura. "How Big-Time Sports Ate College Life," <i>The New York Times</i> , January 20, 2012. Ripley, Amanda. "The Case Against High-School Sports," <i>The Atlantic</i> , October 2013, 72–8.	<u>Assignment 9</u> (contains description of Essay 3)
7	"Big-time" college sports Argument & evidence	Gladwell, Malcolm. "Offensive Play," <i>The New Yorker</i> , October 19, 2009.	<u>Assignment 10</u>
8	Sports and strategies Representing ideas accurately Rhetoric: handling complexity	"The Human Element." (PDF) Example student work. (Courtesy of Patrick Everett. Used with permission.) "Johnny Manziel As A Performance Artist." (PDF) Example student work. (Courtesy of an MIT Student. Used with permission.)	<u>Assignment 11</u> (contains description of Presentation)
9	Workshop Essay 2: small groups	"Playing to His Potential." (PDF) Example student work. (Courtesy of Dirk Beck. Used with permission.) "The System: Football for Sale." (PDF) Example student work. (Courtesy of an MIT Student. Used with permission.)	<u>Assignment 12</u>

Based on MIT Open Course.Wware:

Karen Boiko. *21W.015 Writing and Rhetoric: Writing about Sports, Fall 2013*. (Massachusetts Institute of Technology: MIT OpenCourseWare), <http://ocw.mit.edu> (Accessed 3 Jun, 2015). License: Creative Commons BY-NC-SA

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated March 6, 2015 Name Lily Stasik

Department & School English, Kenosha eSchool

Proposed or Removed Course Name Arts, Rhetoric, and Swing

☒ New Course _____ New Name _____ Length: ☒ Quarter Credits: ☒ ½ credit
☐ Removal/Replacement of Course _____ Semester _____ 1 credit

Recommended Prerequisites (if any) None

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
 (If this is a course removal, only fill out this section.)

Kenosha eSchool needs additional elective options for high school students. This course focuses on composition and critical thinking based on the history of jazz.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

This is a non fiction elective course aligned to the English Language Arts (ELA) Common Core State Standards (CCSS) and the schema of Bloom's Taxonomy. Essential questions are also provided in the Teacher's Study Guide. The course provides a close study of the rhetorical strategies and literary techniques used by Wynton Marsalis in his book, *Moving to Higher Ground, How Jazz Can Change Your Life*. It also focuses on Marsalis's themes pertaining to arts, music, education, and culture. There is also background on Aristotle's rhetorical strategies and philosophical approaches to the arts.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

See attached Lessons outlining the Common Core Reading Informational Texts, English Language Arts, Writing, and College and Career Readiness.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

See attached Lessons Plans outlining the 15 Modules students would cover during the course. The 0.5 credit course would run approximately 9 weeks, or the equivalent of a Quarter at eSchool.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

- a. Teaching Staff \$ Part of current FTE c. Supplementary \$ 35/ online enrollment
b. Textbooks/kits \$ 480/set or \$20/student d. Facilities/Space \$ 0

Approvals:

	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	<u>Paul T. Kinnite</u>	<u>6/4/15</u>
Building Review Committee	<u>Jill Zupst</u>	<u>6/4/15</u>
District Review Committee		
Central Office	<u>John H. Hume</u>	<u>7/17/15</u>

Lesson Plans: There are 15 lesson plans. The teacher is free to take as much time per lesson plan as student interest or academic schedule dictates.

Lesson Plan I

Pre test, Introduction

I. Objectives

- A. Students will test to assess prior knowledge of English Language Arts (ELA) terms that will be used in this unit as well as prior knowledge of jazz and American music.
- B. Students will articulate attitude toward the arts and study of the arts in the ELA classroom.

II. Materials needed

- A. Jazz music should be playing in the background as students enter the classroom—some sort of background music will be a daily occurrence, so a CD player or audio technology is necessary.
- B. Copies of pretest (from Teacher's Guide).
- C. Text: *Moving to Higher Ground, How Jazz Can Change Your Life*. (MTHG)
- D. Teacher and student study guides.

III. Common Core State Standards (CCSS) addressed

- A. Reading Informational Texts (RI): 8
- B. English Language Arts (ELA): 3
- C. Anchor Standards for College and Career Readiness (CC): 1

IV. Teaching Strategies

- A. Inform
- B. Lead discussion
- C. Test administration

V. Teaching and learning procedures

- A. Explain purpose of pretest is to assess prior knowledge, will not be used for a grade but to measure what students already know about the content.
- B. Administer pre-test.
- C. As students hand in test, give them a copy of the book MTHG and a copy of the student study guide.
- D. As students wait for everyone to finish test, tell them to begin reading the biography of Wynton Marsalis found in the guide.
- E. When all tests have been collected, review the characteristics of the genre of nonfiction.

VI. Homework

- A. Remind students they must all have a notebook specifically for this unit in which they will be responding to the Language Arts questions from the study guide.
- B. Assign students to read the Biography in the study guide and the Introduction of the book.
- C. Be prepared to discuss in class.

Lesson Plan 2

Video introducing Wynton Marsalis as author

I. Objectives

- A. Students will be able to define and identify literary terms: allusion, anecdote, theme, style, tone, purpose, and simile.
- B. Students will gain insight as they see and hear the author and musician, Wynton Marsalis, discuss his role as a writer, educator, and artist.
- C. Students will begin to articulate their own views on the arts and education.

II. Materials needed

- A. *Video *Arts, Rhetoric, and Swing, the Writings of Wynton Marsalis*.
- B. DVD player, Smart Board, internet access—any technology that can play a video.
- C. Text and study guides.
*Register to have online access to the video and audio at www.artsrhetoricandswing.com

III. CCSS

- A. RI: 7
- B. ELA: 6, 7
- C. CC: 7

IV. Teaching strategies

- A. Reloop
- B. Multimedia reinforcement
- C. Discuss
- D. Predict

V. Teaching and learning procedures

- A. Review the Language Arts terms from Introduction—make sure students have study guide answers in their notebooks. Review the purpose of the book stated in the Introduction: to demystify jazz and to show how jazz can change your life.
- B. Review biography of Wynton Marsalis.
- C. Introduce video. Go over the different segments of the video and what to expect.
- D. Direct students to the video questions page in the study guide.
- E. Play video—pause between sections to respond to questions on study sheet. Make sure students have a grasp on the main content of the video.
- F. Ask students to predict what they think the book is going to be about.

VI. Homework

- A. Read Chapter 1, *Discovering the Joy of Swing*, in the text.
- B. Look over the Language Arts questions in the study guide.

Lesson Plan 3

Chapter 1, concept of “Swing”

I. Objectives

- A. Students will be able to define and identify: voice, jargon, metaphor, epiphany, analogy, personification, and rhetorical strategies.
- B. Students will be able to relate the theme of “swing” to their personal, community, and national culture.
- C. Students will examine and/or change their attitudes toward art and music, in particular, jazz.

II. Materials needed

- A. Text
- B. Study guides

III. CCSS

- A. RI: 1, 4, 6, 10
- B. ELA: 5, 6
- C. CC: 1, 4

IV. Teaching strategies

- A. Reread
- B. Lecture
- C. Lead discussion
- D. Cooperative teaching and learning

V. Teaching and learning procedures

- A. Discuss homework (ELA questions from chapter 1).
- B. Make sure, through class discussion, that students understand all of the literary terms listed in the objectives.
- C. Group work
 - 1. Divide students into 5 groups based on which discussion questions they wish to respond to from chapter 1 of their study guides.
 - 2. Instruct them to be prepared to discuss their responses in class.

VI. Homework

- A. Invite the students to bring to class samples of their parents' or other generations' music so that the class may compare and contrast how these samples reflect Marsalis's belief that music can transcend and unite generations.
- B. Begin reading chapter 2.

Lesson Plan 4

Themes of art, race, and age

I. Objectives

- A. Students will begin to articulate their position on the role of arts and music in their culture.
- B. Students will discuss the themes of the text regarding concepts of race and age.

II. Materials

- A. CD, record player, technology needed to play the music brought in by the students.
- B. Text and study guides.

III. CCSS

- A. RI: 1, 4, 5, 6, 7
- B. ELA: 5, 6, 7, 8
- C. CC: 6, 7

IV. Teaching strategies

- A. Relooping
- B. Group discussion
- C. Multimedia reinforcement
- D. Ecological approach
- E. Cooperative teaching and learning

V. Teaching and learning procedures

- A. Review Language Arts terms from chapter 1.
- B. Group reports and discussion from previous lesson.
- C. Discuss Marsalis's idea that "swing" and music can unite generations.
- D. Play the music brought in by the students and discuss why they can or cannot relate to it.*
* It is possible that students may forget to bring in music—teacher should have some music from the 40s, 50s, and 60s available to play.

VI. Homework—Remind students when chapter 2 is due.

Lesson Plan 4

Themes of art, race, and age

I. Objectives

- A. Students will begin to articulate their position on the role of arts and music in their culture.
- B. Students will discuss the themes of the text regarding concepts of race and age.

II. Materials

- A. CD, record player, technology needed to play the music brought in by the students.
- B. Text and study guides.

III. CCSS

- A. RI: 1, 4, 5, 6, 7
- B. ELA: 5, 6, 7, 8
- C. CC: 6, 7

IV. Teaching strategies

- A. Relooping
- B. Group discussion
- C. Multimedia reinforcement
- D. Ecological approach
- E. Cooperative teaching and learning

V. Teaching and learning procedures

- A. Review Language Arts terms from chapter 1.
- B. Group reports and discussion from previous lesson.
- C. Discuss Marsalis's idea that "swing" and music can unite generations.
- D. Play the music brought in by the students and discuss why they can or cannot relate to it.*
* It is possible that students may forget to bring in music—teacher should have some music from the 40s, 50s, and 60s available to play.

VI. Homework—Remind students when chapter 2 is due.

Lesson Plan 5

Chapter 2, Music and language

I. Objectives

- A. Students will be able to define, identify, and analyze: analogy, person, irony, and catharsis.
- B. Students will relate the concepts of communication and swing to the study of language, music, and life.

II. Materials needed

- A. Internet access
- B. Study guide (Listener's guide)
- C. Copy of Alexander Pope's *Essay on Man* (optional)

III. CCSS

- A. RI: 1, 5, 6, 7
- B. ELA: 4, 6, 8
- C. CC: 5, 6

IV. Teaching strategies

- A. Relooping
- B. Lecture
- C. Cooperative learning
- D. Class discussion
- E. Multimedia reinforcement

V. Teaching and learning procedures

- A. Review previous lesson.
- B. Discuss Language Arts questions for chapter 2, making sure students have answers in their notebooks.
- C. Discuss question #2 from the guide, chapter 2.
- D. Ask students which, if any, of the musical terms were difficult to understand. Begin with these terms and proceed to play the audio/CD, referring to the Listener's Guide to aid in understanding.

VI. Homework—Read chapter 3.

Lesson Plan 6

Chapter 3, The Blues

I. Objectives

- A. Students will be able to define, identify and analyze: dichotomy, personification, metaphor, and diction.
- B. Students will be able to infer and summarize themes of the text such as how the blues communicates the sorrows and joys of life.
- C. Students will be able to articulate and defend their position on the role of art and music culture.
- D. Students will be able to understand the paradoxical themes of jazz.

II. Materials

- A. Internet audio access
- B. Text
- C. Study guide

III. CCSS

- A. RI: 1, 2, 4, 5, 6, 7
- B. ELA: 6, 7
- C. CC: 2, 4, 6, 8

IV. Teaching strategies

- A. Relooping
- B. Multimedia reinforcement
- C. Discussion

V. Teaching and Learning Procedures

- A. Have some blues music playing as students enter the classroom—allow them to listen for a few minutes as everyone gets settled.
- B. Review previous lessons.
- C. Discuss chapter 3 by thoroughly answering the Language Arts and discussion questions from the study guide. (Make sure students write the answers and notes in their notebooks.)
- D. Pay special attention to discussion question #2 regarding Marsalis's comments about contemporary music and rap. Encourage students to discuss their attitudes regarding their views as well as Marsalis's.
- E. Using the Listener's Guide, listen to the blues selections from the *Moving to Higher Ground* audio/CD.

VI. Homework

- A. Read chapter 4.
- B. Tell students to bring in contemporary music that they listen to on a daily basis.

Lesson Plan 7

Today's Music

I. Objectives

- A. Students will be able to define, identify, and analyze poetry and conflict.
- B. Students will observe and understand the conflict of appearance vs. reality and the theme, things are not always as they appear to be.
- C. Students will articulate and defend their opinion on the role of music in their culture.
- D. Students will be able to apply the themes of individuality and teamwork to their activities.
- E. Students will be able to interpret music in relationship to self and societal worth.

II. Materials

- A. Text
- B. Study guide
- C. Audio/CD player and current music

III. CCSS

- A. RI: 1, 2, 5, 6
- B. ELA: 4, 5, 8
- C. CC: 2, 6, 9

IV. Teaching strategies

- A. Reloop
- B. Ecological approach
- C. Hands on learning
- D. Lecture
- E. Cooperative learning
- F. Discussion

V. Teaching and learning procedures

- A. Review previous lesson.
- B. Discuss chapter 4 Language Arts questions 1 and 2.
- C. Choose some music selections that the students brought to class.
- D. After listening to the selections, ask students to discuss how their music differs from the jazz characteristics that Marsalis writes about. For example, does the music "swing"? Does the music present an air of optimism? What do the words indicate about the values of the current culture?

VI. Homework

- A. Finish reading chapter 4.
- B. Study for Literary Term Quiz.

Lesson Plan 8

Terms Quiz – Sustained Silent Reading (SSR)

I. Objectives

- A. Students will present knowledge of literary terms through a quiz assessment.
- B. Students will have the opportunity to “catch up” on their reading, while they read *Moving To Higher Ground* in a sustained, silent environment.

II. Materials

- A. Quiz (created by teacher)
- B. Text

III. CCSS

- A. RI: 10
- B. ELA: 5

IV. Teaching strategies

- A. Quiz to assess knowledge of literary terms
- B. Model SSR

V. Teaching and learning procedures

- A. Explain to students that the class will consist of a quiz on literary terms from chapters 1 through 4 and then students are to read silently for the remainder of the period.
- B. Distribute quiz.
- C. Model SSR by reading silently for the remainder of the period.

VI. Homework—Finish reading chapter 5.

Lesson Plan 9

Chapter 5, stereotypes, racism, and the history of music

I. Objectives

- A. Students will be able to define, identify, and analyze: stereotypes, imagery, audience, anecdotes, irony, cliché, metaphor, and connotations.
- B. Students will discuss the importance of jazz in American culture.
- C. Students will be able to articulate their opinion on the inclusion of the arts in educational curriculum.
- D. Students will be able to infer, interpret, and paraphrase the author's message.
- E. Students will be able to role play themes regarding race and age.

II. Materials

- A. Text
- B. Study guides

III. CCSS

- A. RI: 1, 4, 5, 6
- B. ELA: 4, 6, 7
- C. CC: 4

IV. Teaching strategies

- A. Reloop
- B. Lecture
- C. Ecological relevance
- D. Discussion
- E. Role play

V. Teaching and learning procedures

- A. The main focus of this lesson is to encourage students to examine and articulate their attitudes and experiences regarding race—while keeping in mind Marsalis's experience and attitudes.
- B. Make sure the students know and understand the language arts terms from chapters 4 and 5. Teachers may just provide answers to the Language Arts questions for these chapters.
- C. Assign groups to answer the Questions for Discussion at the end of chapter 5. Responses are to be written and handed in.
- D. Ask for volunteers to act out (role play) the race scenarios for this lesson.
- E. Discuss reactions to the role playing.

VI. Homework—Finish reading book by Lesson 12.

Lesson Plan 10

Chapter 6, Non fiction and learning from the best

I. Objectives

- A. Students will reinforce their knowledge of the non fiction genre.
- B. Students will be able to define, identify, and analyze: allusions, biography, simile, metaphor, anecdote, and dictum.
- C. Students will be able to evaluate the paradoxical themes found in jazz musicians and their music.
- D. Students will be able to infer, interpret, and paraphrase the author's message.
- E. Students will be able to connect the lessons of jazz and life.

II. Materials

- A. Internet audio access
- B. MTHG audio
- C. Text
- D. Study guide

III. CCSS

- A. RI: 1, 2, 4, 5, 6
- B. ELA: 4, 6, 7
- C. CC: 4
- D. Writing (W): 2

IV. Teaching strategies

- A. Relooping
- B. Discussion
- C. Paraphrasing
- D. Lecture
- E. Multimedia reinforcement

V. Teaching and learning procedures

- A. Review previous lessons, including non fiction characteristics.
- B. Combine lecture and discussion and proceed to answer the Language Arts questions, reminding students to write answers in their notebooks.
- C. Ask students which biography impressed them the most—either in a negative or positive manner.
- D. Find examples on the *Moving to Higher Ground* Audio/CD of some of the musicians mentioned in the chapter and play their music, using the Listener's Guide to enhance understanding.

VI. Homework

- A. Finish reading book by Lesson 12.
- B. Respond (in essay form) to one discussion question of student choice from the discussion/essay questions from chapters 6 and 7. Due by Lesson 13.

Lesson 11

Chapter 7, Creativity, History, and Jazz

I. Objectives

- A. Students will learn to define, identify, and analyze: tone, didactic, figurative language.
- B. Students will be able to infer, interpret, and paraphrase the author's message.
- C. Students will be able to appreciate the role of jazz in American history.
- D. Students will understand the concept and reality of creativity.

II. Materials

- A. Text
- B. Study guide

III. CCSS

- A. RI: 1, 2, 4
- B. ELA: 4, 6, 7
- C. CC: 2, 4, 5, 8

IV. Teaching strategies

- A. Releop
- B. Lecture/Discussion

V. Teaching and learning procedures

- A. Review previous lesson.
- B. Though many students will not have finished reading the book, proceed to lecture on the content of chapter 7.
- C. Using the study guide as foundation, summarize the final chapter of the text and provide the answers for the Language Arts questions as part of the lecture.
- D. Allow for any student input or questions during the lecture.

VI. Homework

- A. Text is to be completed by Lesson 12.
- B. Remind students essay questions are due by Lesson 13.

Lesson 12

Students' opinions

I. Objectives

- A. Students will be able to define, identify, and analyze: figurative language and literary techniques.
- B. Students will be able to infer, interpret and summarize author's message.
- C. Students will be able to articulate their ideas regarding the value of arts in education.
- D. Students will be able to predict how the American culture in the future will value the arts.

II. Materials

- A. Internet audio access
- B. *Moving to Higher Ground* Audio
- C. Text
- D. Study guide

III. CCSS

- A. RI: 2, 5, 6
- B. ELA: 6
- C. CC: 1, 2, 8

IV. Teaching strategies

- A. Reloop
- B. Lecture
- C. Discussion

V. Teaching and learning procedures

- A. Review previous lesson.
- B. Lead a general discussion of the text—what did students enjoy? What did they find most interesting? etc.
- C. Answer, with the class, the discussion questions for chapter 7 of the study guide.
- D. Ask the students what or who is their favorite musician or music mentioned in the text. For the remaining moments of the class, play the music just for enjoyment.

VI. Homework

- A. Remind students that questions from Lesson 10 are due by the next lesson.
- B. Catch up on reading if text not finished.
- C. Post test (for a grade) on Lesson 15.

Lesson 13

Aristotle and Rhetoric

I. Objectives

- A. Students will be able to name and explain the elements of persuasive rhetoric.
- B. Students will be able to name and explain the Aristotelian Triangle.
- C. Students will be able to name and explain the 3 Aristotelian appeals.

II. Materials

- A. Internet access/DVD player (or technology that can play a video)
- B. Video from *Moving to Higher Ground*
- C. Text
- D. Study guide

III. CCSS

- A. RI: 2, 6, 7
- B. ELA: 5
- C. CC: 4, 6, 7

IV. Teaching strategies

- A. Reloop
- B. Multimedia reinforcement
- C. Lecture

V. Teaching and learning procedures

- A. Collect homework questions from Lesson 10.
- B. Review previous lesson.
- C. Show *Moving to Higher Ground* video section relating to Aristotle and rhetoric.
- D. Lecture/Discuss Aristotle's triad and appeals using the information in the study guide.

VI. Homework

- A. Review Aristotle and rhetoric information.
- B. Have students think of or find examples of how they have used logos, pathos, and ethos to persuade people.
- C. Read the pages of the study guide regarding Tolstoy's philosophy of art.

Lesson 14

Philosophy of art

I. Objectives:

- A. Students will be able to understand the philosophical attitudes toward art of Plato, Aristotle, and Tolstoy.
- B. Students will be able to compare Marsalis's philosophy of art to Plato, Aristotle, and Tolstoy.
- C. Students will be able to define, identify, and analyze figurative language and literary techniques.

II. Materials

- A. Text
- B. Study guide

III. CCSS

- A. RI: 2, 7
- B. ELA: 8
- C. CC: 9
- D. W: 2

IV. Teaching strategies

- A. Relooping
- B. Lecture
- C. Discussion
- D. Ecological relevance

V. Teaching and learning procedures

- A. Reloop previous lesson, making sure students understand logos, pathos, and ethos. Also, review for the post test.
- B. Discuss homework, making sure students understand the basics of Plato's, Aristotle's, and Tolstoy's attitudes toward art.
- C. Discuss Marsalis's attitude toward art and how it compares to the others.

VI. Homework—Study for post test tomorrow.

Lesson 15

Post test and writing assignment

I. Objectives

- A. Students will score at least 60% on the unit test which encompasses the language arts and thematic content of the text.
- B. Students will begin a writing assignment of their choice. Assignment will encompass the language arts and thematic content of the text.

II. Materials

- A. Post test
- B. Writing assignments
- C. Internet audio access and *Moving to Higher Ground* Audio

III. CCSS

- A. RI: 1, 2, 8
- B. ELA: 1, 2, 5, 6
- C. CC: 2
- D. W: 1, 2

IV. Teaching strategies

- A. Test administration
- B. Assignment instruction

V. Teaching and learning procedure

- A. Allow the students a few minutes to review.
- B. Distribute the test.
- C. As students hand in test, provide them with writing assignment handout.
- D. When all tests are complete, explain the assignment.
- E. If time allows, play some jazz, for enjoyment.

VI. Homework—Writing assignment. (Next page)

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**Kenosha Unified School District
Kenosha, Wisconsin**

August 25, 2015

NEW COURSE PROPOSAL: SCRIPTING

Background

Network scripting is the complementary course with the already-offered Network Administration—Microsoft—class. Students learn the scripting skills needed by network administrators and network security professionals. This course fulfills Gateway Technical College credit requirements for both professions and is for students who wish to pursue a career in networking or in network/cyber security.

Course Change Proposal

In order to implement this additional course in the second semester of the 2015-16 school year, the Office of Teaching and Learning is proposing, for board of education approval, the course addition form. The form is attached in Appendix A. The attached form is completed in full and explains the rationale for the new course addition. It also provides a description of the course, course standards, and a sample pacing guide.

Recommendation

At its August 11, 2015, meeting the Curriculum/Program committee voted to forward this new course proposal to the school board for consideration. Administration recommends that the school board approve the proposal for the addition of the Gateway Technical College Contracted Service course entitled Scripting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Assistant Superintendent of Teaching and Learning

Ms. Marsha Nelson
Coordinator of Career and Technical Education

Mr. William Hittman
Principal/Director of LakeView Technology Academy

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 5/7/15 Name Jason Creel/Pamela See

Department & School IT Lakeview Technology Academy

Proposed or Removed Course Name Scripting

☒ New Course ☐ New Name Length: ☒ Quarter Credits: ☐ ½ Credit
☐ Removal/Replacement of Course ☐ Semester ☐ 1 Credit

Recommended Prerequisites (if any) Network Admin-Microsoft

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
 (If this is a course removal, only fill out this section.)

This course will be used to complete a Pathway for Network Special-Security Analyst. With the addition of this class, students will earn 15 credits in the Gateway Technical College's Network Specialist-Security Analyst degree. This is a contracted course.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

150-170 Scripting

Pre-requisite/Co-requisite 150-111 Network Administration-Microsoft

Windows PowerShell is used in the Microsoft World for administration and management of Windows Clients. This class will introduce IT students to PowerShell and how it is used for administering Microsoft networks. Students will develop a sound understanding of administering Windows environments using PowerShell and developing scripts using basic programming logic.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Course competencies:

1. Evaluate Windows PowerShell functions.
2. Utilize Windows PowerShell as an interactive, command-line shell.
3. Utilize built-in Windows PowerShell cmdlets for everyday functions.
4. Customize the program output.
5. Develop scripts to manage Windows Management Instrumentation (WMI)
6. Construct Active Directory objects with Windows PowerShell cmdlets.
7. Document scripts.
8. Troubleshoot scripts.
9. Recommend best practices for working with Windows PowerShell.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. N/A

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.


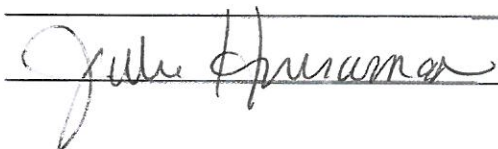
a. Teaching Staff \$ 10,360

c. Supplementary \$ 0

b. Textbooks/kits \$ 0

d. Facilities/Space \$ 0

Approvals:

	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	 <u>Wm R. Hutton</u>	<u>5-13-15</u>
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	 <u>Julie Hunsman</u>	<u>5-17-15</u>

Revised 2/14/14



2015SP - 150-107-3EM1 - Scripting-JohnsonJ

Syllabus

Instructor Information

Instructor: Jeramie Johnson
Office: N/A
Address: Gateway Technical College - Elkhorn
Attention: Jeramie Johnson
Type the address for your campus.
Elkhorn, WI 53121
Phone: 414-840-9636 (cell)
Email: johnsonjj@gtc.edu

Office Hours: M 8-10:00pm
T _____
W _____
TH _____
F _____
S _____

Course Information

Key Dates: Class Day/Time: Monday/05:50P-07:50P
Start/End Date: 01/12-04/27
Financial Aid Census Date: 01/25/15
Last day for Students to Drop: **01/29/15**
Instructor Drop Period: 01/30/15 through 02/05/15
Midterm Grade Date: 02/27/15
Last Date for Students to Withdrawal: 04/07/15

See the *Gateway Student Handbook* ([PDE](#)) for details about how the financial aid census date, student drops, instructor drops, and student withdrawals affect financial aid and potential refunds.

Check-in: To check in to class prior to the Financial Aid Census Date and to acknowledge understanding of the syllabus, students must go to the Discussion Board on Blackboard and participate in the Introduce yourself. You should tell us a bit about yourself and also post your acknowledgement verifying that you have read and understand the requirements of this course.

To maintain enrollment in the course, students must **follow the syllabus**.

Description: This class will be delivered in a blended format. 2 hours will be delivered in a traditional classroom and 2 hours will be delivered via the Internet. Details will be provided on the first day of class.

Course Description: Windows PowerShell is used in the Microsoft world for administration and management of Windows Clients. This class will introduce IT students to PowerShell and how it is used for administering Microsoft Networks. Students will develop a sound understanding of administering Windows environments using PowerShell and developing scripts using basic programming logic.

Course Competencies:

1. Evaluate Windows PowerShell functions.
2. Utilize Windows PowerShell as an interactive, command-line shell.
3. Utilize built-in Windows PowerShell cmdlets for everyday functions.
4. Customize the program output.
5. Develop scripts to manage Windows Management Instrumentation (WMI)
6. Construct Active Directory objects with Windows PowerShell cmdlets.
7. Document scripts.
8. Troubleshoot scripts.
9. Recommend best practices for working with Window PowerShell.

Credits: 3

Prerequisites: None.

Corequisites: COREQUISITES-150-111 Network Administration - Microsoft

Textbook: Microsoft Windows PowerShell Programming etc Edition: 2nd
Author: Ford
ISBN: 9781598638998
Copyright Year: 2009
Publisher: Course Technology

Materials: 1) USB flash drive – 16 GB Minimum
2) A computer with access to the Internet, browser software, and an e-mail account is required for this class. Computers in Gateway's computer labs are available for student use.

Core Abilities: Gateway Technical College believes students need both technical knowledge and skills and core abilities in order to succeed in a career and in life. The following nine core abilities are the general attitudes and skills promoted and assessed in all Gateway programs:

- ☐ Act responsibly
- ☐ Communicate clearly and effectively
- ☐ Demonstrate essential computer skills
- ☐ Demonstrate essential mathematical skills
- ☐ Develop job-seeking skills
- ☐ Respect self and others as members of a diverse society
- ☐ Think critically and creatively
- ☐ Work cooperatively
- ☐ Value learning

Grading

An understanding of the grading guidelines is critical to the successful completion of this course. Please read carefully, and contact the instructor if you have any questions.

Final Grades:

Final grades will be calculated based on the following percentages of total points:

Attendance	(1 pt per class 15 Total Points)	=	10%
Activities and Challenge Labs	(1920 Total Points)	=	30%
	(180 Total Extra Credit)		
Post-Tests and Feedback Review/Mind Mapping	(288 Total Points)	=	10%
Discussions	(330 Total Points)	=	20%
Project	(400 Total Points)	=	20%
Peer Review	(196 Total Points)	=	10%

Total Points Possible = 3149

General Grading Policies:

1. All assignments are due prior to the start of a new chapter/unit.
2. Only 1 late assignment will be accepted throughout the semester and it will have a 1-week grace period to be turned in. It will also result in a 25% grade reduction.
3. Assignments will receive a zero grade past the grace period.
4. No assignments or exams will be accepted beyond the last day of class.
5. All assignments are due before exam on that subject.

*** The instructor reserves the right to adjust the late policy due to extenuating circumstances.**

Instructor Specific Grading Policies:

- If your work is completed satisfactorily, you'll receive full points for each assignment.
- If your work has errors or isn't satisfactory, you should review the rubric attached to the assignment and also look for details that may have been left in the gradebook.
- **Rubrics are available on each assignment.** Be sure to read the rubrics when completing the assignment to be sure that you meet the expectations of the assignment grading. If you need further clarification on the rubrics don't hesitate to contact me to discuss them.

Any questions about grades must be addressed with your instructor within 1-week of grade posting.

Participation Policy

Final Grade will be calculated by the following overall points:

Letter Grade	Percentage	Point Range
A	94 – 100	2992-3149
A-	90 – 93	2834-2991
B+	87 – 89	2739-2833
B	84 – 86	2613-2738
B-	80 – 83	2519-2612
C+	77 – 79	2424-2518
C-	70 – 73	2204-2423
D+	67 – 69	
D	64 – 66	
D-	60 – 63	
F	< 60	0-2203

- Your participation is important! You are a vital resource with unique experience and perspective. Thoughtful "discussion" cannot occur without your participation. Since interaction is intended to provide information, stimulation and inspiration, it is a component of your semester grade. Participation will be monitored by your involvement in class or discussion boards each week.
- Your success in the course depends greatly on your presence in class. Attendance means "being here" mentally as well as physically. During the course of the program, you will be expected to be in attendance just as you would be on a job—both physically and mentally. Please remember that often times what happens in the classroom is a unique learning experience that cannot be duplicated just by getting the notes for the day or by reading a textbook. Should you find yourself ill or in extenuating circumstances that prevent you from being in class, you are still responsible for doing the work for that day. It is your responsibility to contact me to get any required work or turn in any work that was due.
- Tardiness is discouraged. Tardiness will not affect your grade unless it becomes excessive. If your tardiness is determined to be excessive, you will be notified in writing and a penalty will be assessed for additional tardiness.



Grading Scale: The following grading scale is used in this class:

Grade	Percentage	Grade	Percentage
A	94 – 100	C	74 – 76
A-	90 – 93	C-	70 – 73
B+	87 – 89	D+	67 – 69
B	84 – 86	D	64 – 66
B-	80 – 83	D-	60 – 63
C+	77 – 79	F	< 60

Note: Students in the **Type program name** program must earn a "C" or higher in the class or retake it.

Incompletes: An incomplete grade is given only in extenuating circumstances. To request an incomplete grade, a student must have already completed 80% of coursework and have a passing grade at the time of the request. The instructor and student will come up with a plan and timetable when unfinished work will be due. The incomplete grade can hold up a student's financial aid for the next semester, resulting in financial aid probation until the course is completed and a final grade is given.

Midterm: Midterm grades will be posted by the course instructor and available via WebAdvisor approximately seven weeks into the semester. Midterm grades are a snapshot of your grade on the date the midterm grade is entered. Midterm grades do not appear on your transcript and are not calculated into your GPA. Instructor progress comments may also be provided via WebAdvisor and/or via email.

Policies and Procedures

The following policies will be followed in this class. Additional college policies can be found in the *Gateway Student Handbook*. Printed and PDF copies of the handbook are available in the bookstore and on Gateway's website (www.gtc.edu), respectively.

Class Policies: Type any individual or department policies, or delete this section if there are none.

DSS: Disability Support Services (DSS) offers a variety of accommodations and support services to assist students in their academic success. Students with disabilities who believe they may need reasonable accommodations in this class are encouraged to contact DSS instructors as soon as possible to ensure that such accommodations are implemented in a timely fashion. Accommodations are not retroactive and course standards will not be lowered; therefore, students are encouraged to connect with the DSS instructors early using the information below:

Burlington/Elkhorn	Kenosha	Racine
Learning Success Center North Building (262) 741-8020	Learning Success Center Academic Building, A111 (262) 564-2006	Learning Success Center Lake Building, 1 st Floor (262) 619-6216

Due Process: If you have an issue with the class, instructor, or grades, please follow the Student Due Process Rights outlined in the *Gateway Student Handbook* ([PDF](#)).

Internet Use: The Internet and social networking sites, including but not limited to Twitter, YouTube, and Facebook, are not controlled by Gateway Technical College. While there can be educational value to these sites, there is potential for offensive language, adult content and situations. If you have concerns, please talk with your instructor.

Pandemic: Should there be a public health pandemic emergency, students are responsible for the following:

- ☐ Being prepared and able to adapt if there is an unplanned absence (pandemic emergency). Students should be present when classes are in session and manage their time so that they can complete assignments and assessments on or before the date they are due.
- ☐ Completing work missed due to an absence within the time frame determined by the instructor.
- ☐ Participating in an alternative delivery method of instruction as determined by the instructor. The alternative delivery method that will be used for this course is Internet (Blackboard).

Responsibility: The Gateway District recognizes that in order to operate a meaningful educational program and a safe environment for students and staff, the Student Code of Conduct in the *Gateway Student Handbook* ([PDF](#)) will be followed. The Gateway District believes every student has the right to pursue an education free from disruption, harassment, illegal activities, threats, or danger. Every student is expected to comply with the standards set and to be familiar with all the rules, regulations, and policies of Gateway Technical College. On a daily basis, any student or group of students may be denied access to the classroom upon the instructor's determination that their behavior impedes student learning, the health and safety of peers, self, or the staff. The instructor will notify the student(s) of their denied access. The dean of campus affairs will also be notified by the end of the working day.

The District further believes that academic honesty and integrity are fundamental to the educational mission of this College. Dishonesty, which includes, but is not

limited to, knowingly furnishing false information to the College, plagiarism, or any form of cheating, will be punished. For a first violation, the instructor will issue an "F" for the assignment or exam. For a second violation, the instructor will issue an "F" for the course. All violations will be reported to the dean of campus affairs or designee, who will follow the discipline procedure in the *Gateway Student Handbook* ([PDF](#)).

Student Support: Gateway offers a variety of free support services and support programs to help students succeed in their studies. Services include tutoring, supplemental instruction, and disability support services in the Learning Success Center. Programs include the Learning Success Coaching, Multicultural Program, Non-Traditional Occupations Program, StepUp Program, and TRiO Support Services. For details, see the "Services for Students" section of the *Gateway Student Handbook* ([PDF](#)).

Tech. Support: If there is a technology problem, please contact the instructor or the Gateway Technology Support Center by doing the following:

- ❑ entering a support request on the ticketing system at <https://support.gtc.edu>
- ❑ telephoning 1.262.564.3695 or 1.800.353.3153

Course Schedule

The schedule may change to promote learning.

Class Date	Scripting Competency No.	Lecture, Labs, Skills Review and Post-Test Dates
01/12	Welcome	Syllabus Review, Introductions and Team Sign-Up under Group Enrollment <i>due 1/25 by 11:59 pm</i>
01/19	1, 2	Chapter 1 Introducing Windows PowerShell Ch 1 Discussion <i>due 01/25 by 11:59 pm;</i> Ch 1 Activities and Challenge Labs <i>due 02/08 by 11:59 pm</i>
01/26	2	Chapter 2 Interacting with the Windows PowerShell Command Line and Graphical Environment Ch 2 Discussions <i>due 02/01 by 11:59 pm</i> Ch 2 Activities and Challenge Labs <i>due 02/08 by 11:59 pm</i>
02/02	1, 2, 3, 5	Chapter 3 Object-Based Scripting with .NET Ch 3 Discussions <i>due 02/08 by 11:59 pm</i> Ch 4 Activities and Challenge Labs <i>due 02/08 by 11:59 pm</i>
02/09	2, 3, 4	Chapter 4 Working with Variables, Arrays and Hashes Ch 4 Discussions <i>due 02/15 by 11:59 pm</i> Ch 4 Activities and Challenge Labs <i>due 02/22 by 11:59 pm</i>

02/16	2, 9	Chapter 5 Implementing Conditional Logic Ch 5 Discussions <i>due 02/22 by 11:59 pm</i> Ch 5 Activities and Challenge Labs <i>due 02/22 by 11:59 pm</i>
02/23	1, 2, 3, 4, & 9	<i>Chapters 1-5 Post Test; Feedback Review/Mind Mapping due</i>
03/02	5, 6, 7, & 9	<i>Team Project Introduced</i>
03/9		<i>Enjoy the Spring Break!</i>
03/16	2, 9	Chapter 6 Using Loops to Process Data Ch 6 Discussions <i>due 03/22 by 11:59 pm</i> Ch 6 Activities and Challenge Labs <i>due 04/05 by 11:59 pm</i>
03/23	1, 3, 4	Chapter 7 Organizing Scripts Using Functions; Ch 7 Discussions <i>due 03/29 by 11:59 pm;</i> Ch 7 Activities and Challenge Labs <i>due 04/05 by 11:59 pm.</i>
03/30	5, 6, 7	Chapter 8 Working with Files and Folders Ch 8 Discussions <i>due 04/05 by 11:59 pm</i> Ch 8 Activities and Challenge Labs <i>due 04/05 by 11:59 pm</i>
04/06	5, 6, 7	Chapter 9 Basic System Administration Ch 9 Discussions <i>due 04/12 by 11:59 pm;</i> Ch 9 Activities and Challenge Labs <i>due 04/19 by 11:59 pm</i>
04/13	8	Chapter 10 Debugging PowerShell Scripts Ch 10 Discussions <i>due 04/19 by 11:59 pm</i> Ch 10 Activities and Challenge Labs <i>due 04/19 by 11:59 pm</i>
04/20	1, 2, 3 4 & 9	<i>Team Project with Presentation due</i>
04/27	1 through 9	<i>Chapters 6-10 Post Test; Feedback Review/Mind Mapping due</i>

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

August 25, 2015

2015-2016 ELEMENTARY SCHOOL MULTIAGE WAIVERS REQUEST

Background

On July 30, 2013, revisions were made to Kenosha Unified School District School Board Policy 6432 – Class Size. See Attachment 1, Item Number 6 for the revision that was approved by the Board of Education pertaining to Policy 6432-Class Size.

During the 2014-2015 school year, requests were made and waivers were at the following four (4) elementary schools: Grant, Nash, Whittier, and Wilson.

Rationale

In order to meet the guidelines for number six (6) of Policy 6432 for the 2015-2016 school year, the administration is requesting waivers for the following six (6) elementary schools:

School	Numbers of Requested Classrooms	Grades	Current Class Size
Jefferson	3	3/4	28
Nash*	12	1-3	25 to 1
	6	4/5	26 to 1
	2	4/5	24 to 1
Somers	1	3/4	25
Vernon	1	4/5	28
Whittier	1	4/5	25
Wilson	3	2/3	23/22/22

* Next Generation Personalized Learning

Nash Elementary School's Next Generation/Personalized Learning program is designed to challenge every child within his/her proximal range of development so that he/she may consistently make optimal academic progress. Students set goals that are aligned with Common Core standards, and they work with teachers to create and carry out learning plans for meeting those learning targets. Within each Next Generation/Personalized Learning Team, the following three foundational components are present:

- **Learner Profiles** – Data-rich learner profiles convey how a student learns best and are used to both create customized learning paths and plan instructional strategies. They are dynamic, real-time and learner-owned and managed.
- **Customized Learning Paths** – Each learner follows a unique path based on his/her individual strengths, learning style, and interests. Students work with teachers to set and successfully achieve personalized learning targets.

- **Proficiency-Based Progress** – Learners must demonstrate knowledge and/or skills prior to advancing along the continuum of Common Core standards and benchmarks.

The instructional design consists of teacher teams, usually three teachers, assigned to students grouped in multiage 1-3 or 4 & 5 configurations. Administration requests Nash Elementary School is allowed to continue with multiage grouping and Next Generation/Personalized Learning for the 2015-2016 school year. Nash will be in the third year and has demonstrative gains in academic achievement and the Nash community continues to show strong support for the Next Generation/Personalized Learning Program.

Financial Impact

The cost to Kenosha Unified School District to add five (5) teachers if waivers are not approved would be based on an average teacher salary and benefits rate of \$90,000 per teacher, an increase to the overall district budget of \$450,000.

Additional Teaching Staff Needed if Waiver is Not Granted	
Elementary School	FTE
Jefferson Elementary	1
Somers Elementary	1
Vernon Elementary	1
Whittier Elementary	1
Wilson Elementary	1

Recommendation

Administration recommends that the Board of Education approve the class size waiver request for Jefferson, Nash (Next Generation Personalized Learning), Somers, Vernon, Whittier, and Wilson Elementary Schools for the 2015-2016 school year at the August 25, 2015 board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Dr. Floyd Williams, Jr.
Assistant Superintendent of Elementary School Leadership

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 6432
 CLASS SIZE

The School Board will maintain class sizes in accordance with sound educational practices.

LEGAL REF.: Wisconsin Statutes

Sections 118.43 [Student Achievement Guarantee in Education (SAGE) class size requirements]

120.12(2) [Board duty; advise regarding instruction and progress of students]

120.13(1) [Board power to do all things reasonable for the cause of education]

CROSS REF.: 4351.1, Teaching Load

Special Education Policy and Procedure Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 24, 1991

REVISED: August 24, 1999

March 28, 2000

January 29, 2002

November 25, 2003

March 9, 2004

July 30, 2013

RULE 6432
CLASS SIZE

The following guidelines will be used in maintaining class size:

1. Reasonable effort will be made to maintain class sizes of twenty (20) or under and a maximum class size of twenty-two (22) in academic subjects at the elementary school level, grades kindergarten through third. Reasonable effort will be made to maintain an average class size of twenty-three (23) in grades four and five with a maximum of twenty-five (25).
2. Reasonable effort will be made to maintain an optimum class size of twenty-five (25) and a maximum class size of twenty-nine (29) in academic subjects, at the secondary level. Reasonable effort will be made to maintain English Composition class size at the high school level between nineteen (19) and twenty three (23). The foregoing standards are subject to modifications for educational purposes or specialized or experimental instruction.
3. Reasonable effort will be made to insure that the number of students per class will not exceed the number of pupil stations available.
4. Reasonable effort will be made to insure that the number of students in physical education and music (non-band, orchestra or choir) classes in the secondary schools does not exceed forty (40) and thirty (30) respectively.
5. In areas of high population mobility or where special considerations are present, the class size range indicated herein may be revised to fit the particular situation. Class sizes in schools participating in special governmental programs approved by the Board (e.g., Student Achievement Guarantee in Education – SAGE) shall be in line with legal requirements for such programs.
6. Reasonable effort will be made to avoid split grade classes entirely. If split grade classes are utilized at any school, there are to be no more than twenty (20) students in the class. Exceptions to this guideline may be approved by the School Board.
7. Reasonable effort will be made so that middle school staffing will be provided on a ratio of 1 full time equivalent (FTE) teacher position for every 17.66 students. Guidance, Instructional Technology Specialists and Library Media Specialists are not included in this staffing ratio. Reasonable efforts will be made to ensure that travel time FTE at the secondary level is split evenly between the schools where a traveling teacher works.
8. Reasonable effort will be made to follow staffing guidelines for special education that are determined through the use of the Statewide Caseload Formula recommended by the State Superintendent's Task Force on Caseloads in Special Education. Classroom models are administratively determined based upon the needs of students and the percentage of time students receive special education services.
9. High Enrollment Educational Assistant support will be considered, when available, for each elementary classroom that exceeds 25 students. A half time assistant will be considered, when available, for classrooms that have enrollments of 25 to 30 students, and a full time assistant will be considered, when available, for classrooms that have enrollments of over 30 students. If classroom enrollments drop below either 30 or 25 students, the high enrollment educational assistants may be reassigned.

Kenosha Unified School District
Kenosha, Wisconsin

August 25, 2015

REPORT OF CONTRACTS IN AGGREGATE OF \$25,000

School Board Policy 3420 requires that “all contracts and renewals of contracts in aggregate of \$25,000 in a fiscal year shall be approved by the School Board except in the event of an emergency as determined and reported to the School Board monthly by the Purchasing Agent.”

The contracts/agreements in aggregate of \$25,000 that have been added to the Contract Management Database subsequent to July 28, 2015, with approval of the purchasing agent are shown in the database in coral color. Board members may access this database while on district property.

[Link to Contract Management Database](#)

Approval of Contracts in Aggregate of \$25,000

The following contracts/agreements have not been added to the Contract Management Database and are being presented for board approval:

- **Northwest Evaluation Association (NWEA)—Web-Based Measures of Academic Progress \$168,070**

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Assistant Superintendent of Teaching and Learning

Mr. Tarik Hamdan
Chief Financial Officer

Mr. Robert Hofer
Purchasing Agent

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: Northwest Evaluation Association

Purchased Good/Program: Web-Based Measures of Academic Progress (MAP)

Start Date/Date Needed: August 2015

1. PURPOSE – What is the purpose of the proposed purchase?

History

Prior to the 2011-12 school year, three schools (Bradford, Vernon, and Washington) utilized the Measure of Academic Progress (MAP) assessments. In spring 2011 the previous district administration recommended the implementation of the MAP assessments across the district. The Office of Teaching and Learning financed the purchase for the initial district-wide implementation. The district began with assessing all third, sixth, and ninth grade students in math and reading. Schools were given the option to request assessment licenses for all other students second through tenth grade. The following year the district added fifth and eighth grade to the mandatory list. At the beginning of the 2013-14 school year, the district required that all students in grades 2 through 10 be assessed. It remains at the same grade levels today. The Office of Teaching and Learning has supported four levels of training for the administrators and lead teachers/instructional coaches in the district.

- Provides rich data on each child's learning—computerized adaptive assessments test differently, allowing teachers to see their students as individuals—each with their own base of knowledge
- Adaptive assessments present students with engaging age-appropriate content. As a student responds to questions, the assessment responds to the student, adjusting up or down in difficulty.
- Assessments can be administered three times a year to analyze growth and adjust teaching to accommodate progress or lack of progress.
- All schools utilizing Compass Learning benefit from imported MAP scores three times a year. This allows the Compass Learning program to tailor its Learning Paths to correlate with the levels of each individual student (truly personalized learning).
- Researched-based partnering with Vanderbilt, Brown, and Fordham to understand how data can best be used to transform learning every day for every student
- MAP assessments are aligned with the Common Core.
- Attached is PowerPoint presentation from May 2014 that provides an overview of MAP assessments (Appendix A).

2. FUNDING – What is the total cost of purchase and the funding source?

Purchase includes licensing for all students grades 2 through 10 for both math and reading (for *all* district schools, including charter schools). Total cost is \$168,070 for the 2015-16 school year. It will continue to be funded by the Office of Teaching and Learning.

3. REQUEST FOR PROPOSAL (RFP) – indicate if an RFP has been completed

YES ☐

NO ☒ If no, please request an RFP packet

4. EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?

- Using the various reports provided by Northwest Evaluation Association (NWEA) and those custom developed by the Office of Educational Accountability, teachers and support staff can target learning levels and individualize instruction based for greater efficiency of resources (NWEA Report Portfolio).
- Buildings currently use these in their SMART Goal process and collaborative models for learning work. MAP data will tentatively play a crucial role in the Student/School Learning Objectives (SLOs) for the Educator Effectiveness program. KUSD and NWEA hold district and building level trainings for data dissemination.

5. START DATE – When is the anticipated start date?

Math and reading assessments are given three times a year—fall, winter, and spring. The fall testing window opens generally one week after school begins.


Your response does not establish approval of either a contract or a purchase order.

Appropriate Leadership Signature *Julie Krumme* Date 8/18/15

APPENDIX A


Update Report on MAP Assessments

Standing Committee
May 13, 2014





Agenda

- MAP Inquiry from Board members
- Implementation
- Impact on KUSD
- Student usage
- Parent awareness
- Teacher training



Board Inquiry

- Questions related to:
 - Cost & return on investment
 - Sharing of data with parents
 - Student use
 - Value for teachers/staff
 - Professional growth

MAP Measure of Academic Progress	
Grade Levels	Grades 2-10
New or Replacement	District initiated assessment covering Reading and Math.
Purpose of the Assessment	To monitor student progress multiple times a year, with increased alignment to the Common Core standards.
Testing Cycle	Mandatory Grades 2-10 (Fall, Winter, Spring)
Time per Session	2.0 hours
Annual Load	Approximately 44,000
Testing Method	Adaptive online assessments that cover Reading and Math.
Testing Costs and Impact	\$11.50 per student per year. Dedicated computer usage.
Teacher/ Parent/ Guardian Awareness	Individual results are available right after the assessment, school and district reports usually within 2-3 weeks
Further Information	http://www.nwea.org/

Cost of MAP Assessments

- \$11.50 per student per year
 - Projected enrollment for grades 2-10
 - 14,650 students = \$168,475
 - Less than \$2.00 per each assessment
 - Allocation under Teaching & Learning



Assessment Impact

- All KUSD schools, grades 2-10
- About 1 hour per assessment
- 3 scheduled windows
 - Options for MAP assessments outside the window
- Dedicated computer lab usage



Sharing MAP Data

- Varies at each school
- Zangle integration
- Teachers, principals, and district support staff have access to a variety of building level data.
- Many reports are included from NWEA (NWEA Report Booklet), as well as custom growth reports developed from the Office of Educational Accountability.
- KUSD and NWEA hold district and building level trainings for data dissemination.



Benefits of MAP Assessment

- Provides rich data on each child's learning – Computerized adaptive assessments test differently, allowing teachers to see their students as individuals – each with their own base of knowledge.
- Adaptive tests present students with engaging, age-appropriate content. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty.
- Administered three times a year to analyze growth and adjust teaching to accommodate progress or lack of progress
- All schools utilizing Compass Learning benefit from imported MAP scores three times a year. This allows the Compass Learning program to tailor its Learning Paths to correlate with the levels of each individual student (truly personalized learning).
- MAP Assessments are aligned with the Common Core.



MAP Reports

MAP® Reports

MAP Reports

- Achievement Status and Growth Report
- Class Performance Reports
- Class Report
- District Summary Report
- Grade Report
- MAP for Primary Grades Class Report
- MAP for Primary Grades Student Report
- Extended Proficiency Summary Report
- Student Goal Setting Worksheet
- Student Growth Summary Report
- Student Progress Report

Reports Queue

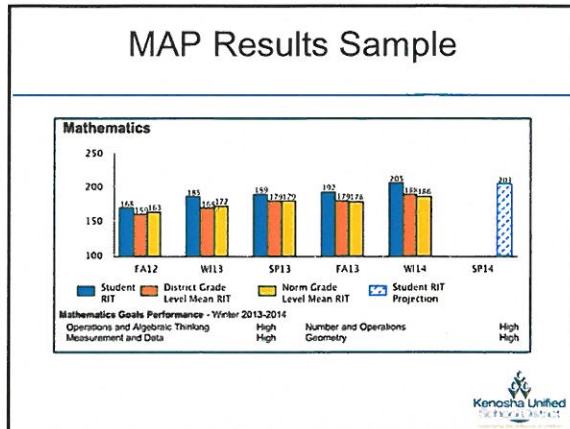
- Reports Generated
- Reports Ready
- Reports Due to Expire

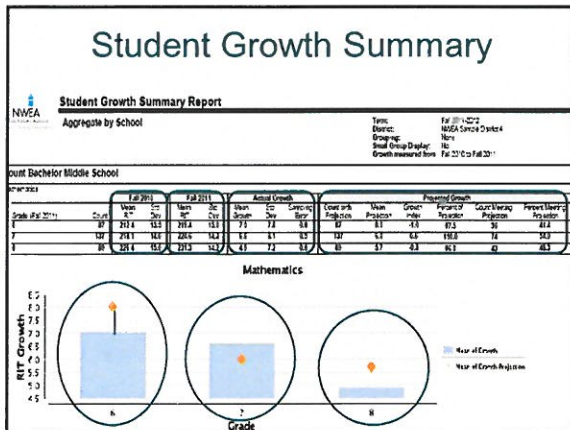
[View Full Report](#)

Student Quick Search

You must specify at least one character. To use the wildcard character (*) to search by first







Alpha Student List

Grade Report
Grade 3

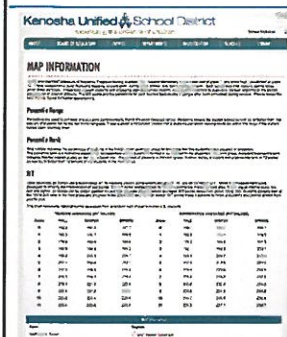
Term: Fall 2014-2015
District: NWA Service District 4
Grouping: None
Student Group Display: None

Mathematics

Each Survey in Grade 3-4 CO 12.1

Name (Student ID)	Test Date	RIT Score	Percentile	Test Score	Goal Performance					
					A	B	C	D	E	F
Max, David L. (1111111)	11/11/14	181	12.5	181	High	High	High	High	High	High
John, David L. (1111112)	11/11/14	181	12.5	181	High	High	High	High	High	High
John, David L. (1111113)	11/11/14	181	12.5	181	High	High	High	High	High	High
John, David L. (1111114)	11/11/14	181	12.5	181	High	High	High	High	High	High
John, David L. (1111115)	11/11/14	181	12.5	181	High	High	High	High	High	High
John, David L. (1111116)	11/11/14	181	12.5	181	High	High	High	High	High	High
John, David L. (1111117)	11/11/14	181	12.5	181	High	High	High	High	High	High
John, David L. (1111118)	11/11/14	181	12.5	181	High	High	High	High	High	High
John, David L. (1111119)	11/11/14	181	12.5	181	High	High	High	High	High	High
John, David L. (1111120)	11/11/14	181	12.5	181	High	High	High	High	High	High

KUSD Website Resources



- Under Parent Info
- <http://kUSD.edu/map-information>
- MAP Parent Toolkit



College/Career Readiness is a Systems Issue

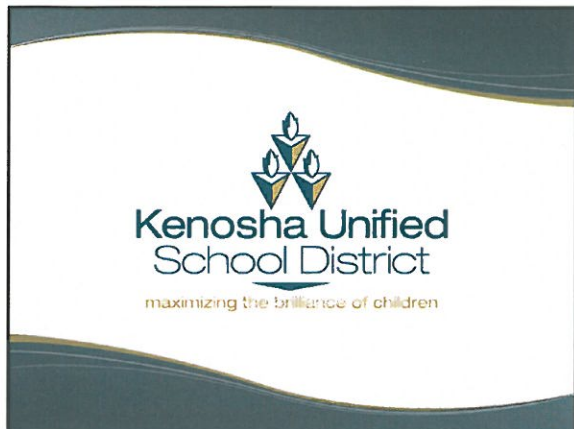
Predicted College Readiness Benchmarks as MAP Score and Percentile Ranking by Grade

Grade	Mathematics				Reading			
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
3	204 93	216 84	199 73	208 73	200 73	215 72	200 73	215 72
4	213 76	224 79	208 72	214 70	220 71	224 70	227 69	232 72
5	225 90	236 84	220 70	227 70	232 72	234 73	237 77	243 80
6	235 84	242 85	223 68	229 69	232 72	234 73	237 77	243 80
7	238 77	244 78	227 70	230 70	232 72	234 73	237 77	243 80
8	243 77	249 79	229 69	232 72	234 73	237 77	243 80	249 79
9	246 76	251 79	232 72	234 73	237 77	243 80	249 79	255 83
10	250 90	254 82	236 77	243 80	249 79	255 83	261 86	267 89
11	255 83	260 83	243 80	249 79	255 83	261 86	267 89	273 92

College Readiness Benchmarks by Institution Type

Grade & Testing Season	Reading				Mathematics			
	Open enrollment = ACT 16	State universities = ACT 24	Top public universities = ACT 29	Ivy League = ACT 32	Open enrollment = ACT 16	State universities = ACT 24	Top public universities = ACT 29	Ivy League = ACT 32
Grade 8 Fall	212	232	241	246	216	247	259	266
Grade 8 Spring	215	235	244	249	221	253	265	272
Grade 9 Fall	214	234	244	249	220	250	262	268
Grade 9 Spring	216	237	246	251	223	255	268	274
Grade 10 Fall	217	237	246	251	224	253	265	272
Grade 10 Spring	219	239	248	253	225	258	271	277
Grade 11 Fall	220	242	252	257	228	258	270	277
Grade 11 Spring	219	243	254	260	229	262	275	282

Note: Values were calculated by ACT from empirical data to identify the scores of students with a 50% likelihood of achieving a B average in a freshman-level course (ACT, 2009).



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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

August 25, 2015

Annual Restraint & Seclusion Requirement Report

By September 1, Wisconsin requires each school to report the district restraint and seclusion data annually, to the school board. Districts must submit the number of incidents of physical restraint and seclusion, the total number of students involved in the incidents, and the number of students with disabilities who were involved in the incidents. The report to the school board contains the same data as required in the U.S. Department Office of Civil Rights cyclical data collection on physical restraint and seclusion. "Physical restraint" means a restriction that immobilizes or reduces the ability of a pupil to freely move his or her torso, arms, legs, or head. "Seclusion" means the involuntary confinement of a pupil, apart from other pupils, in a room or area from which the pupil is physically prevented from leaving. A covered (trained) individual may use seclusion on a pupil at school only if all of the following apply:

- The pupil's behavior presents a clear, present, and imminent risk to the physical safety of the pupil or others and it is the least restrictive intervention feasible.
- A covered individual maintains constant supervision of the pupil, either by remaining in the room or area with the pupil or by observing the pupil through a window that allows the covered individual to see the pupil at all times.
- The room or area in which the pupil is secluded is free of objects or fixtures that may injure the pupil.
- The pupil has adequate access to bathroom facilities, drinking water, necessary medication, and regularly scheduled meals.
- The duration of the seclusion is only as long as necessary to resolve the clear, present, and imminent risk to the physical safety of the pupil or others.

Districts are required to report on two (2) types of restraint: mechanical and physical, and seclusion, detailing both the number of students (by disability status) and number of incidents. School Resource Officers (SROs) may place a student in handcuffs. After receiving a legal opinion, it was determined that the use of handcuffs by police officers would constitute a mechanical restraint and schools will now be required to fully document future instances. Both a summary report and a full building level report are attached. For the 2014-15 school year, KUSD had 1 report of a *mechanical* restraint, 76 students who had a total of 199 incidents of *physical* restraint, and 51 students who had a total of 173 incidents of *seclusion*.

This report is for informational purposes only.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Sue Valeri
Director of Special Education

Kristopher Keckler
Executive Director of Information & Accountability

Number of Students Subjected to Restraint or Seclusion by Demographics 2014-15

Type	Male										Female									
	H	I	A	P	B	W	T	Total	504	LEP	H	I	A	P	B	W	T	Total	504	LEP
Non-IDEA Students																				
Mechanical Restraint	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical Restraint	1	1	0	0	5	3	0	10	0	1	0	0	0	0	2	0	1	3	0	0
Seclusion	1	1	0	0	3	2	0	7	0	1	0	0	0	0	1	0	0	1	0	0
IDEA Students																				
Mechanical Restraint	0	0	0	0	0	1	0	1	NA	0	0	0	0	0	0	0	0	0	NA	0
Physical Restraint	9	0	0	0	19	18	3	49	NA	3	2	0	0	0	8	4	0	14	NA	1
Seclusion	5	0	0	0	13	15	2	35	NA	3	1	0	0	0	4	3	0	8	NA	1

Number of Incidents of Restraint or Seclusion 2014-15

Type	Students with Disabilities	Students Serviced Under Section 504 Only	Students with No Disability
Mechanical Restraint	1	0	0
Physical Restraint	184	0	15
Seclusion	164	0	9

Number of Incidents of Restraint or Seclusion SY 2012-13, 2013-14 and 2014-15

Type	Students with Disabilities			Students Serviced Under Section 504 Only			Students with No Disability		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Mechanical Restraint	0	0	1	0	0	0	0	0	0
Physical Restraint	189	112	184	0	0	0	23	7	15
Seclusion	135	90	164	0	0	0	5	1	9

Kenosha Unified School District
2014-2015 Restraint and Seclusion

Table 1. Non-IDEA Students Subjected to Mechanical Restraint

School	Male										Female									
	H	I	A	P	B	W	T	Total	S504	LEP	H	I	A	P	B	W	T	Total	S504	LEP
Bose	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bradford	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brass	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brompton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bullen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chavez Learning Station	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dimensions of Learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ed Bain Creative Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ed Bain Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forest Park	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Frank	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grewenow	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harborside	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harvey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hillcrest	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indian Trail	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jefferson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jeffery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha 4 Year K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha eSchool	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha House of Corrections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KTEC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LakeView	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mahone	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
McKinley	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nash	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pleasant Prairie	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prairie Lane	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reuther	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Roosevelt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Somers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Southport	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Stocker	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Strange	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tremper	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vernon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Washington	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Whittier	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wilson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

H= Hispanic or Latino of any race
I= American Indian or Alaska Native
A= Asian

P= Native Hawaiian or Other Pacific Islander
B= Black or African American
W= white

T= Two or more races
504 = Section 504 status
LEP= Limited English proficient

Kenosha Unified School District
2014-2015 Restraint and Seclusion

Table 2. Non-IDEA Students Subjected to Physical Restraint

School	Male										Female									
	H	I	A	P	B	W	T	Total	S504	LEP	H	I	A	P	B	W	T	Total	S504	LEP
Bose	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Bradford	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brass	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0
Brompton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bullen	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Chavez Learning Station	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Dimensions of Learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ed Bain Creative Arts	1	1	0	0	0	1	0	3	0	1	0	0	0	0	0	0	0	0	0	0
Ed Bain Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forest Park	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Frank	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Grant	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Grewenow	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harborside	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harvey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hillcrest	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indian Trail	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2	0	0
Jefferson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jeffery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha 4 Year K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha eSchool	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha House of Corrections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KTEC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LakeView	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mahone	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
McKinley	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Nash	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pleasant Prairie	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prairie Lane	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reuther	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Roosevelt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Somers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Southport	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Stocker	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Strange	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tremper	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vernon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Washington	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Whittier	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wilson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1	1	0	0	5	3	0	10	0	1	0	0	0	0	2	0	1	3	0	0

H= Hispanic or Latino of any race
I= American Indian or Alaska Native
A= Asian

P= Native Hawaiian or Other Pacific Islander
B= Black or African American
W= white

T= Two or more races
504 = Section 504 status
LEP= Limited English proficient

Kenosha Unified School District
2014-2015 Restraint and Seclusion

Table 3. Non-IDEA Students Subjected to Seclusion

School	Male										Female									
	H	I	A	P	B	W	T	Total	S504	LEP	H	I	A	P	B	W	T	Total	S504	LEP
Bose	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bradford	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brass	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brompton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bullen	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Chavez Learning Station	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dimensions of Learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ed Bain Creative Arts	1	1	0	0	0	0	0	2	0	1	0	0	0	0	0	0	0	0	0	0
Ed Bain Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forest Park	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Frank	0	0	0	0	1	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Grant	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Grewenow	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harborside	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harvey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hillcrest	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indian Trail	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0
Jefferson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jeffery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha 4 Year K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha eSchool	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha House of Corrections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KTEC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LakeView	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mahone	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
McKinley	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nash	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pleasant Prairie	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prairie Lane	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reuther	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Roosevelt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Somers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Southport	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Stocker	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Strange	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tremper	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vernon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Washington	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Whittier	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wilson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	1	1	0	0	3	2	0	7	0	1	0	0	0	0	1	0	0	1	0	0

H= Hispanic or Latino of any race
I= American Indian or Alaska Native
A= Asian

P= Native Hawaiian or Other Pacific Islander
B= Black or African American
W= white

T= Two or more races
504 = Section 504 status
LEP= Limited English proficient

Kenosha Unified School District
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Table 4. IDEA Students Subjected to Mechanical Restraint

School	Male										Female									
	H	I	A	P	B	W	T	Total	S504	LEP	H	I	A	P	B	W	T	Total	S504	LEP
Bose	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bradford	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brass	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brompton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bullen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chavez Learning Station	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dimensions of Learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ed Bain Creative Arts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ed Bain Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forest Park	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Frank	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grant	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grewenow	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harborside	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harvey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hillcrest	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Indian Trail	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jefferson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jeffery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha 4 Year K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha eSchool	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha House of Corrections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KTEC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LakeView	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mahone	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
McKinley	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nash	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pleasant Prairie	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Prairie Lane	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Reuther	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Roosevelt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Somers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Southport	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Stocker	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Strange	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tremper	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vernon	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Washington	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Whittier	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wilson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0

H= Hispanic or Latino of any race
I= American Indian or Alaska Native
A= Asian

P= Native Hawaiian or Other Pacific Islander
B= Black or African American
W= white

T= Two or more races
504 = Section 504 status
LEP= Limited English proficient

Kenosha Unified School District
2014-2015 Restraint and Seclusion

Table 5. IDEA Students Subjected to Physical Restraint

School	Male										Female									
	H	I	A	P	B	W	T	Total	S504	LEP	H	I	A	P	B	W	T	Total	S504	LEP
Bose	1	0	0	0	1	0	0	2	0	0	0	0	0	0	1	0	0	1	0	0
Bradford	1	0	0	0	1	1	0	3	0	0	0	0	0	0	1	0	0	1	0	0
Brass	0	0	0	0	1	2	0	3	0	0	0	0	0	0	0	0	0	0	0	0
Brompton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bullen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chavez Learning Station	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dimensions of Learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ed Bain Creative Arts	1	0	0	0	0	0	1	2	0	1	0	0	0	0	1	0	0	1	0	0
Ed Bain Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forest Park	0	0	0	0	1	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0
Frank	1	0	0	0	2	1	0	4	0	1	0	0	0	0	1	0	0	1	0	0
Grant	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	0	0
Grewenow	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Harborside	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harvey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hillcrest	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Indian Trail	0	0	0	0	0	3	0	3	0	0	1	0	0	0	0	2	0	3	0	1
Jefferson	0	0	0	0	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Jeffery	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha 4 Year K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha eSchool	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha House of Corrections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KTEC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LakeView	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lance	0	0	0	0	1	1	0	2	0	0	0	0	0	0	1	0	0	1	0	0
Lincoln	0	0	0	0	1	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Mahone	0	0	0	0	2	1	0	3	0	0	0	0	0	0	0	0	0	0	0	0
McKinley	1	0	0	0	1	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Nash	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0
Pleasant Prairie	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0
Prairie Lane	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0
Reuther	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Roosevelt	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0
Somers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Southport	2	0	0	0	0	2	0	4	0	1	0	0	0	0	0	0	0	0	0	0
Stocker	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Strange	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Tremper	1	0	0	0	0	2	0	3	0	0	0	0	0	0	0	0	0	0	0	0
Vernon	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Washington	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0
Whittier	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Wilson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	9	0	0	0	19	18	3	49	0	3	2	0	0	0	8	4	0	14	0	1

H= Hispanic or Latino of any race
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B= Black or African American
W= white

T= Two or more races
504 = Section 504 status
LEP= Limited English proficient

Kenosha Unified School District
2014-2015 Restraint and Seclusion

Table 6. IDEA Students Subjected to Seclusion

School	Male										Female									
	H	I	A	P	B	W	T	Total	S504	LEP	H	I	A	P	B	W	T	Total	S504	LEP
Bose	0	0	0	0	1	0	0	1	0	0	0	0	0	0	2	0	0	2	0	0
Bradford	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brass	0	0	0	0	2	2	0	4	0	0	0	0	0	0	0	0	0	0	0	0
Brompton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bullen	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chavez Learning Station	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dimensions of Learning	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ed Bain Creative Arts	1	0	0	0	0	0	1	2	0	1	0	0	0	0	0	0	0	0	0	0
Ed Bain Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forest Park	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Frank	1	0	0	0	2	2	0	5	0	1	0	0	0	0	1	0	0	1	0	0
Grant	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Grewenow	0	0	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Harborside	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harvey	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Hillcrest	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indian Trail	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	1	0	2	0	1
Jefferson	0	0	0	0	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Jeffery	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha 4 Year K	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha eSchool	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kenosha House of Corrections	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KTEC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LakeView	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lance	0	0	0	0	1	1	0	2	0	0	0	0	0	0	1	0	0	1	0	0
Lincoln	0	0	0	0	1	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Mahone	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
McKinley	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Nash	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pleasant Prairie	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0
Prairie Lane	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0
Reuther	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Roosevelt	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Somers	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Southport	1	0	0	0	0	2	0	3	0	1	0	0	0	0	0	0	0	0	0	0
Stocker	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Strange	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tremper	1	0	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Vernon	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Washington	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Whittier	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Wilson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	5	0	0	0	13	15	2	35	0	3	1	0	0	0	4	3	0	8	0	1

H= Hispanic or Latino of any race
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B= Black or African American
W= white

T= Two or more races
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Kenosha Unified School District
2014-2015 Restraint and Seclusion

Table 7. Instances of Restraint or Seclusion

School	Mechanical Restraint			Physical Restraint			Seclusion		
	SwD (IDEA)	Only S504	w/o Dis	SwD (IDEA)	Only S504	w/o Dis	SwD (IDEA)	Only S504	w/o Dis
Bose	0	0	0	10	0	1	3	0	0
Bradford	0	0	0	4	0	0	0	0	0
Brass	0	0	0	11	0	1	18	0	0
Brompton	0	0	0	0	0	0	0	0	0
Bullen	0	0	0	0	0	1	0	0	1
Chavez Learning Station	0	0	0	0	0	2	0	0	0
Dimensions of Learning	0	0	0	0	0	0	0	0	0
Ed Bain Creative Arts	0	0	0	4	0	3	5	0	2
Ed Bain Dual Language	0	0	0	0	0	0	0	0	0
Forest Park	0	0	0	2	0	1	0	0	1
Frank	0	0	0	13	0	1	18	0	2
Grant	0	0	0	17	0	1	15	0	1
Grewenow	0	0	0	2	0	0	2	0	0
Harborside	0	0	0	0	0	0	0	0	0
Harvey	0	0	0	0	0	0	2	0	0
Hillcrest	1	0	0	2	0	0	0	0	0
Indian Trail	0	0	0	6	0	3	3	0	2
Jefferson	0	0	0	7	0	0	4	0	0
Jeffery	0	0	0	4	0	0	15	0	0
Kenosha 4 Year K	0	0	0	0	0	0	0	0	0
Kenosha eSchool	0	0	0	0	0	0	0	0	0
Kenosha House of Corrections	0	0	0	0	0	0	0	0	0
KTEC	0	0	0	0	0	0	0	0	0
LakeView	0	0	0	0	0	0	0	0	0
Lance	0	0	0	17	0	0	21	0	0
Lincoln	0	0	0	8	0	0	8	0	0
Mahone	0	0	0	3	0	0	0	0	0
McKinley	0	0	0	2	0	1	1	0	0
Nash	0	0	0	1	0	0	0	0	0
Pleasant Prairie	0	0	0	2	0	0	4	0	0
Prairie Lane	0	0	0	4	0	0	2	0	0
Reuther	0	0	0	0	0	0	0	0	0
Roosevelt	0	0	0	1	0	0	0	0	0
Somers	0	0	0	0	0	0	0	0	0
Southport	0	0	0	29	0	0	9	0	0
Stocker	0	0	0	3	0	0	7	0	0
Strange	0	0	0	1	0	0	0	0	0
Tremper	0	0	0	12	0	0	15	0	0
Vernon	0	0	0	14	0	0	8	0	0
Washington	0	0	0	2	0	0	1	0	0
Whittier	0	0	0	3	0	0	3	0	0
Wilson	0	0	0	0	0	0	0	0	0
TOTAL	1	0	0	184	0	15	164	0	9

SwD = Students with disabilities

w/o Dis = Students without disabilities

S504 = Students with disabilities that are provided with services under Section 504 and are not provided with services under the Individuals with Disabilities Education Act (IDEA)

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

August 25, 2015

2014-15 Student Survey Summary/Student Advisory Council Policy

The end of year student survey was originally requested by board member Kyle Flood in an email (11/06/14) and referenced by the KUSD school board during the January 27, 2015, full board meeting. Specific direction from that meeting was to include a question pertaining to a proposed Student Advisory Committee (survey question #20). The school board reviewed the survey questions and had opportunity to provide feedback regarding the student survey prior to its distribution.

The survey was created to encompass multiple areas related to the secondary school environment (curriculum, sports, school climate, student information interaction, schedule options. etc). The survey was provided to each secondary student in KUSD, approximately 11,704 students in grades 6-12, from May 19 through June 2, 2015. All secondary students received a secure link through Infinite Campus, which only tracked completion. Based on the official Third Friday count, KUSD had 11,704 students enrolled in grades 6-12. 3,285 students provided responses to some or all portions of the survey, which constitutes an approximate 28% participation rate for all students in grades 6-12. Overall the majority of responses (almost 80%) originated from high school students. All responses were gathered anonymously and are summarized in the following report. For this written summary, response rates were recalculated to only include submitted answers.

Beginning with the 2014-15 school year, KUSD transitioned to a new student information system, Infinite Campus. The move was necessary for several reasons, some of which were additional features for students to monitor their academic and school related progress during the school year. Students and staff had the ability to gain comfort and familiarity in some of the following areas: attendance, assignments, class progress, communication, and academic marks. Regarding use of Infinite Campus, approximately 75% of the respondents utilized the system on at least a weekly basis. Over 90% of the respondents found the system easy to find the information they wanted. Over 90% of the student responses used Infinite Campus to monitor their grades. 772 text responses were provided. The vast majority of the comments were positive, and demonstrated that students appreciated the increased abilities to monitor their academic and educational progress. Many comments requested features that already exist, or features that are expected to be communicated more in the coming year, such as GPA awareness. The Information Services Department will provide and communicate additional information for the noted areas.

Regarding the current KUSD dress code, over 85% of the students felt they understood the current code and regulations. However, the majority of responses (43.6%) aligned to a partial level of agreement with the code. 22.8% of the responses were agreeable (agree/strongly agree), while 33.6% were disagreeable (disagree/strongly disagree). Almost 1100 text responses to the dress code were provided. Many responses were related to consideration for inappropriate articles (leggings were referenced 466 times). Students presented arguments for allowing certain articles that are currently not allowed. Many comments related to the perception of inconsistent dress code enforcement. Some students felt that teachers and staff were not communicating the same dress code message.

High school students had additional questions related to the high school schedule format, elective options, and course expectations. 63.1% of the respondents felt comfortable with the current KUSD sports options, while only 9.7% of the students felt uncomfortable. Similarly, 56.2% felt comfortable with the current club options and 9.6% were uncomfortable. 65% of the high school students felt comfortable with their high school schedule format, with just 6.1% providing a negative opinion. Approximately 70% felt comfortable with their elective options and course expectations, 71.8% and 69.4% respectively, and a very small number felt uncomfortable about those items, 4.2% and 4.4% respectively.

A specific question asked middle school students about the transition from elementary school to middle school. The goal was to obtain feedback and identify possible areas to address and increase support. Mixes of almost 500 positive and suggestive responses were submitted regarding the transition. Many students felt that schools did a good job, while others encouraged schools to try and better prepare students regarding the pace and new environment for incoming middle school students. Prominent recommendations related to expanding middle school gear-up, practicing a walk-through of a daily schedule, and increasing passing time. A similar question was provided for high school students to gather feedback for the transition from middle school to high school, which 385 students provided similar mixed responses. Numerous suggestions related to proactive grading practices, homework expectations, and understanding credit attainment options.

Regarding their secondary school as a building, 45.3% of all student responses felt their school was clean and well maintained while 13.5% disagreed with this idea. Students were almost evenly split regarding student behavior. 22.7% of responses agreed that students were well behaved, with 24.9% in disagreement. Almost 600 responses were submitted regarding school climate. By far, the most frequent comments were related to the actual school climate, mostly requesting air conditioning. Many students provided opinions that they desired peers to be accountable for respectful behavior while others left nice comments about their current and prior school experiences.

As approved from the January 27, 2015, regular school board meeting minutes: "Mr. Flood moved to approve a Student Advisory Council Policy. The motion failed due to a lack of a second. Mrs. Coleman ...moved to table the Student Advisory Council Policy until the July, 2015 Board meeting and/or pending the results of the student culture and climate survey. Mr. Flood seconded the motion. Unanimously approved."

Secondary students were asked if they would be interested in serving and/or participating in the election of a Student Advisory Council. Mr. Flood reviewed and contributed revisions on this survey item. This was a select response item to gauge interest and did not allow for comments. Almost 3,000 students responded. More students (36.6%) did not have an interest with this proposal compared to those students who expressed interest (27.1%). As a result of the Student Advisory Council data, Secondary School Leadership will meet with elected student government officials from each school on a quarterly basis.

This student survey summary is an informational item and is provided at the request of the school board (January 27, 2015). Survey results and text responses will be shared with secondary schools and respective support staff. With the results of the student survey, the school board may reconsider the tabled proposal to create a Student Advisory Council Policy. The cover report and proposed policy which appeared in the January 27, 2015, agenda are attached following the student survey summary.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kristopher Keckler
Executive Director of Information & Accountability

Dr. Beth Ormseth
Assistant Superintendent of Secondary School Leadership

1. Please select your current school.	Total Responses	Percent of Total
a. Bradford	1203	36.62%
b. Brompton	6	0.18%
c. Bullen	144	4.38%
d. Dimensions of Learning	0	0.00%
e. Harborside	207	6.30%
f. Hillcrest	4	0.12%
g. Indian Trail	279	8.49%
h. Kenosha eSchool	3	0.09%
i. Lakeview	321	9.77%
j. Lance	151	4.60%
k. Lincoln	161	4.90%
l. Mahone	186	5.66%
m. Reuther	70	2.13%
n. Tremper	508	15.46%
o. Washington	42	1.28%
Total Not Answered:	0	0.00%
Total Respondents:	3285	100.00%

2. On average, how often do you login to Infinite Campus per week?	Total Responses	Percent of Total
a. Less than once a week	826	25.14%
b. 1-5 times per week	1586	48.28%
c. 6-10 times per week	482	14.67%
d. More than 10 times per week	280	8.52%
Total Not Answered:	111	3.38%
Total Respondents:	3174	96.62%

3. When you login to Infinite Campus, how easy is it to find the information you need?	Total Responses	Percent of Total
a. Very easy	1199	36.50%
b. Easy	1685	51.29%
c. Difficult	226	6.88%
d. Very difficult	64	1.95%
Total Not Answered:	111	3.38%
Total Respondents:	3174	96.62%

4. Do you use Infinite Campus to monitor your assignments?	Total Responses	Percent of Total
a. Yes	2151	65.48%
b. No	1023	31.14%
Total Not Answered:	111	3.38%
Total Respondents:	3174	96.62%

5. Do you use Infinite Campus to monitor your grades?	Total Responses	Percent of Total
a. Yes	2967	90.32%
b. No	207	6.30%
Total Not Answered:	111	3.38%
Total Respondents:	3174	96.62%

6. Please leave any other comments regarding Infinite Campus in the below box.	Total Responses	Percent of Total
Individual Text Area Responses Are Not Displayed In This Report.		

Total Not Answered:	2513	76.50%
Total Respondents:	772	23.50%

7. How well do you feel you understand the dress code?	Total Responses	Percent of Total
a. Very well	1180	35.92%
b. Well	1476	44.93%
c. Poorly	254	7.73%
d. Very poorly	196	5.97%

Total Not Answered:	179	5.45%
Total Respondents:	3106	94.55%

8. Select your level of agreement or disagreement with the current dress code.	Total Responses	Percent of Total
a. Strongly Agree	181	5.51%
b. Agree	526	16.01%
c. Somewhat agree	825	25.11%
d. Somewhat disagree	529	16.10%
e. Disagree	416	12.66%
f. Strongly disagree	629	19.15%

Total Not Answered:	179	5.45%
Total Respondents:	3106	94.55%

9. Please leave any other comments regarding the dress code in the below box.	Total Responses	Percent of Total
Individual Text Area Responses Are Not Displayed In This Report.		

Total Not Answered:	2195	66.82%
Total Respondents:	1090	33.18%

10. (Middle school students only) If KUSD could do something to help with the transition to middle school, what would it be?	Total Responses	Percent of Total
Individual Text Area Responses Are Not Displayed In This Report.		

Total Not Answered:	2795	85.08%
Total Respondents:	490	14.92%

11. Sports options	Total Responses	Percent of Total
a. Very comfortable	704	21.43%
b. Comfortable	886	26.97%
c. Somewhat comfortable	521	15.86%
d. Somewhat uncomfortable	164	4.99%
e. Uncomfortable	122	3.71%
f. Very uncomfortable	121	3.68%

Total Not Answered:	767	23.35%
Total Respondents:	2518	76.65%

12. Club options	Total Responses	Percent of Total
a. Very comfortable	485	14.76%
b. Comfortable	922	28.07%
c. Somewhat comfortable	648	19.73%
d. Somewhat uncomfortable	208	6.33%
e. Uncomfortable	130	3.96%
f. Very uncomfortable	109	3.32%
Total Not Answered:	783	23.84%
Total Respondents:	2502	76.16%

13. High school schedule format	Total Responses	Percent of Total
a. Very comfortable	571	17.38%
b. Comfortable	1059	32.24%
c. Somewhat comfortable	550	16.74%
d. Somewhat uncomfortable	176	5.36%
e. Uncomfortable	91	2.77%
f. Very uncomfortable	63	1.92%
Total Not Answered:	776	23.62%
Total Respondents:	2509	76.38%

14. Elective options	Total Responses	Percent of Total
a. Very comfortable	689	20.97%
b. Comfortable	1117	34.00%
c. Somewhat comfortable	459	13.97%
d. Somewhat uncomfortable	144	4.38%
e. Uncomfortable	58	1.77%
f. Very uncomfortable	48	1.46%
Total Not Answered:	771	23.47%
Total Respondents:	2514	76.53%

15. Course expectations	Total Responses	Percent of Total
a. Very comfortable	531	16.16%
b. Comfortable	1217	37.05%
c. Somewhat comfortable	516	15.71%
d. Somewhat uncomfortable	144	4.38%
e. Uncomfortable	51	1.55%
f. Very uncomfortable	59	1.80%
Total Not Answered:	768	23.38%
Total Respondents:	2517	76.62%

Please leave any other comments regarding the transition to middle school or the transition to high school in the below box.		
16.	Total Responses	Percent of Total
Individual Text Area Responses Are Not Displayed In This Report.		
Total Not Answered:	2900	88.28%
Total Respondents:	385	11.72%

17. My school is clean and well maintained.		Total Responses	Percent of Total
a.	Strongly Agree	395	12.02%
b.	Agree	940	28.61%
c.	Somewhat agree	880	26.79%
d.	Somewhat disagree	332	10.11%
e.	Disagree	218	6.64%
f.	Strongly disagree	181	5.51%
Total Not Answered:		339	10.32%
Total Respondents:		2946	89.68%

18. Students at my school are generally well behaved.		Total Responses	Percent of Total
a.	Strongly Agree	186	5.66%
b.	Agree	483	14.70%
c.	Somewhat agree	1043	31.75%
d.	Somewhat disagree	499	15.19%
e.	Disagree	385	11.72%
f.	Strongly disagree	350	10.65%
Total Not Answered:		339	10.32%
Total Respondents:		2946	89.68%

Please leave any other comments regarding the school climate at your school in the below

19. box.		Total Responses	Percent of Total
Individual Text Area Responses Are Not Displayed In This Report.			
Total Not Answered:		2692	81.95%
Total Respondents:		593	18.05%

20. I would be interested in serving and/or participating in the election of representatives on a district level Student Advisory Council that meets quarterly in the evenings.		Total Responses	Percent of Total
a.	Strongly Agree	292	8.89%
b.	Agree	500	15.22%
c.	Somewhat agree	741	22.56%
d.	Somewhat disagree	322	9.80%
e.	Disagree	573	17.44%
f.	Strongly disagree	498	15.16%
Total Not Answered:		359	10.93%
Total Respondents:		2926	89.07%

Kenosha Unified School District
Kenosha, Wisconsin

January 27, 2015

STUDENT ADVISORY COUNCIL POLICY – 8000 SERIES

School board member Kyle Flood proposed creation of a new school board policy which would require creation of a Student Advisory Council. His proposed policy wording was forwarded to legal counsel for review and their suggested changes are noted in red on the attached draft policy.

The proposed student advisory council policy is brought forward for school board consideration.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

POLICY _____ STUDENT ADVISORY COUNCIL

The School Board recognizes that students are the largest stakeholders in all district decision-making and therefore believes it is necessary to present multiple opportunities for the student voice to be heard. The Board will work with Student Advisory Council (**the “Council”**) to discuss student concerns.

The ~~Student Advisory~~ Council will be made up of two students from every KUSD high school that are elected by the student body of that student’s high school. Each school must elect a sophomore and a junior for the two seats on the Council. It will be the responsibility of the School Principal and/or designee to work with the School’s Student Government to organize the election. In the event that two students are not elected, the President of the School’s Student Government may appoint the needed student(s) to the council with approval from the School Principal or designee. Elections should be held in late April or early May of every year.

The Board President will annually appoint a Board member as ~~Student Advisory~~ Council liaison (**the “Liaison”**) to attend and chair the meetings of the ~~Student Advisory~~ Council. The Liaison must also present a report to the full Board on each of these meetings.

The ~~Student Advisory~~ Council will meet four times a year, once per academic quarter. Members of the Council are required to attend all meetings. In the event that a student misses a meeting and is unexcused they will be removed from the Council and their Student Government President will appoint a new student to the Council with Principal or designee approval.

The Council may discuss and take an advisory vote on any item concerning the district. This includes Board policy, district curriculum, finances, facilities, etc. The Council may vote on items for advisory purposes only. Every member of the Council may request items to be placed on the agenda for their meetings. Board members and the Superintendent may also place items on the agenda for the purpose of getting student feedback. Agendas must be finalized by the Superintendents office and distributed to all members of the Council and Board of Education at least two weeks in advance of the meeting.

~~Student Advisory~~ Council meetings will be open to the public. The Superintendent/**designee** must be in attendance.

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**Kenosha Unified School District
Kenosha, Wisconsin**

August 25, 2015

Act 55 - Informational Report

On July 12, 2015, the Wisconsin 2015-17 State Budget Bill, Act 55, was signed into law. It identifies the following requirements for school districts:

- Each school board must annually include as an item on the agenda of the first school board meeting of each school year, notice that identifies the academic standards that have been adopted by the school board and that will be in effect for the school year.
- Annual parent notice of academic standards must be issued prior to the beginning of the school year. This parent notice may be provided electronically by posting the notice or posting a link to the specific academic standards on the school district's web page.

The specific content areas that must be addressed in the annual notice are:

- Mathematics
- Science
- Reading and writing
- Geography
- History

The Office of Teaching and Learning will bring the standards for mathematics, science, reading and writing, geography, and history to the School Board for approval at the October 27, 2015, meeting. Moving forward the annual approval of standards will be scheduled for the July school board meetings.

This is an information only item.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Julie Housaman
Assistant Superintendent of Teaching and Learning

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

August 25, 2015

**CLASSIFICATION, COMPENSATION AND PERSONNEL POLICY FOR GENERAL
ADMINISTRATIVE, INSTRUCTIONAL ADMINISTRATIVE, SUPERVISORY AND
TECHNICAL PERSONNEL AND AST EMPLOYMENT CONTRACTS**

The only change being recommended for the Classification, Compensation, and Personnel Policy for General Administrative, Instructional Administrative, Supervisory and Technical Personnel is to extend the term of the policy from July 1, 2015, through June 30, 2017. In addition, it is recommended that all currently issued one and two-year contracts be approved.

Please see the details below regarding Classification, Compensation and Personnel Policy:

Section I – Application and Effective Date of Operation

No changes are recommended to this section.

Section II – Adoption of This Policy

No changes are recommended to this section.

Section III – Basis for Determination of Salary Policy and Other Working Conditions

No changes are recommended to this section.

Section IV - Salary Policy

Due to the current budget restrictions, no step movements are recommended. If budget dollars become available, monetary relief may be provided in the manner best determined by the Board.

No additional changes are recommended to this section.

Section V – Fringe Benefits

No changes are recommended to this section.

Section VI – Additional Compensation

No changes are recommended to this section.

Section VII – Other Conditions of Employment

No changes are recommended to this section.

Section VIII – Early Retirement

No changes are recommended to this section.

Section IX – Duration and Provisions for Amending This Policy

The policy should be renewed for another two-year term. Therefore, the adopted policy will be effective from July 1, 2015 to June 30, 2017.

Section X – Residency

No changes are recommended to this section.

AST Employment Contracts

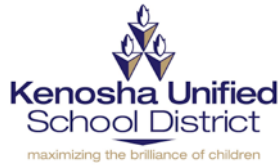
Currently, Human Resources has issued 120 contracts in total. One-year contracts were issued to 42 administrators, supervisors and technical employees and will expire on June 30, 2016. Two-year contracts were issued to 78 administrators, supervisors and technical employees and will expire on June 30, 2017. It is recommended that the Board approve all issued contracts.

Administrative Recommendation:

Administration recommends that the board of education approve the changes to the Classification, Compensation, and Personnel Policy for General Administrative, Instructional Administrative, Supervisory and Technical Personnel as noted above. Administration also recommends that the board of education approve all currently issued one and two-year AST employment contracts.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Annie Petering
Chief Human Resources Officer



August 25, 2015

POLICY AND RULE 8850 – SCHOOL BOARD COMMITTEES

Background

The board of education values the participation of community members and student ambassadors on district committees. The purpose of school board committees is to collaboratively work with the board on researching district items surrounding policy, finance, facilities and curriculum.

On February 24, 2015, the board updated and adopted the 8000 policy series. Since then the board has experienced an issue with maintaining meeting quorums and has decided to again review policy and rule 8850 in an effort to remedy the issue. Currently, the policy is being updated to reflect current practice to assist with ensuring quorum requirements can be met. Updates to the rule portion include grammatical updates and changes to provide clarity and accountability in line with current practice. Feedback on the rule was provided by the district's leadership council.

School Board President Recommendation

It is the board president's recommendation that the school board approve revised Policy and Rule 8850 – School Board Committees as a first and second reading at the August 25, 2015, and September 22, 2015, regular school board meetings.

Tamarra Coleman
School Board President

POLICY 8850
SCHOOL BOARD COMMITTEES

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

The ~~Board-board~~ shall have four standing committees: (1) Audit, Budget and Finance, (2) Curriculum and Program, (3) Planning, Facilities and Equipment, and (4) ~~Personnel and Policy~~. Each standing committee shall consist of three ~~Board-board~~ members. A quorum of the committee shall ~~include a minimum of two (2) Board members~~ **be defined as a majority of the committee members**. The ~~Board-board President~~ **president** shall appoint ~~Board-board~~ members to standing committees in accordance with established procedures. No ~~Board-board~~ member may serve on more than two standing committees and can only chair one standing committee. The ~~Board-board President~~ **president** shall select the committee chair. The committee chair may seek six qualified community members and two students to serve on the committee. Every attempt will be made to have these committees reflect the diversity of the ~~District-district~~. Community member appointments shall be made in accordance with established procedures. The term of appointment to a standing committee will be for two years for community and student members, with option of renewal at the chair's discretion **with approval of the board president**.

Whenever possible, terms will be staggered. It is expected that all committee members will attend at least 80% **percent** of the meetings of the standing committee to which they have been appointed. Consistent with ~~Board-board~~ policy concerning ~~Board-board~~ officers, the chair of each committee may not serve as committee chair for more than two consecutive years.

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

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

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

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

POLICY 8850
SCHOOL BOARD COMMITTEES
Page 2

LEGAL REF.: Wisconsin Statutes
Sections 19.84 [Public notice requirement]
19.85 [Reasons for closed session]

CROSS REF.: 8712, School Board Meeting Agenda Preparation and Dissemination
8840, School Board Minutes
8850, School Board Committees

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 8, 1993

REVISED: April 21, 1998
July 13, 1999
February 22, 2000
July 10, 2001
July 28, 2009

DELETED: June 25, 2002

REAFFIRMED: May 13, 2003
December 19, 2006
June 22, 2010
February 24, 2015

RULE 8850
SCHOOL BOARD COMMITTEES

A. Committee Appointment Process

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

B. Standing Committee Operating Procedures

1. Whenever possible, policy items to be considered by the ~~Board-board~~ shall be introduced to the standing committee at a monthly committee meeting. Any item referred to a standing committee must come back to the full ~~Board-board~~ within 30 days, unless a motion by the standing committee to further review the item is determined.
2. Standing committees, unless canceled by the committee ~~Chair-chair~~ or ~~Board-board~~ **President-president**, shall meet once each month. Additional meetings will be scheduled by the chair as necessary.
3. The committee chairs, the ~~Superintendent-superintendent~~ of ~~Schools-schools~~ and designated administrators shall meet to establish meeting agendas for standing committees. This process will ensure the orderly flow of information and the effective operation of the ~~Board-board~~ and committees. -Committee agenda items are limited to those referred by the ~~Board-board~~ **President-president**, committee chairs and designated administrators. Meeting agendas must be published at least five working days prior to a scheduled meeting.
4. -Administrators and other ~~District-district~~ staff, as appropriate, will be requested to serve in an advisory capacity to standing committees and/or to provide necessary support resources.
5. Committee meetings shall be conducted in accordance with *Policy 8810*.
6. Any ~~Board-board~~ member or citizen may attend a standing committee and may speak to any item on the agenda. However, only committee members may vote on agenda items.
7. Minutes shall be kept of all standing committee meetings. The minutes shall be distributed to all ~~Board-board~~ members in order to keep the full Board informed of matters discussed at committee meetings. Committee meeting minutes shall also be made available for inspection by the public in accordance with state law and the Board's policy on access to public records.
8. Motions that have come from committee shall appear on a regular meeting agenda, and shall contain the committee's recommendation, and include comments of dissent, in addition to ~~Administration's~~ **administration's** recommendation.

RULE 8850
SCHOOL BOARD COMMITTEES
Page 2

C. Specific Duties of ~~Standing-standing~~ Committeescommittees

BOARD OF EDUCATION
ORGANIZATIONAL CHART – COMMITTEES

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

RULE 8850
 SCHOOL BOARD COMMITTEES
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BOARD OF EDUCATION
 ORGANIZATIONAL CHART – COMMITTEES

<u>Personnel and Policy Committee</u>	<u>Ad-Hoc Committee</u>
<ul style="list-style-type: none"> • All employment of staff and related issues concerning staff would be addressed through this committee • Bargaining of Labor Contracts—All contracts that are bargained would be reviewed with recommendations forwarded to the full Board • Review all personnel transactions, job descriptions, hiring, etc. • Prepare and update Review annual student enrollment projections • Policy Development—All pPolicy development would may receive first readings through Personnel and Policy Committee when applicable • Strategic Plan—Any issues of personnel or policy that may come out of plan will be reviewed by this committee. Those issues endorsed by this committee would be forwarded to the full Board for approval. • Review policy issues resulting from strategic planning 	<ul style="list-style-type: none"> • Ad-hoc committee(s) are appointed by the Board-board President • Their responsibilities are based on the task(s) for which they are assigned • Ad-hoc committees are not standing committees and have a limited term



August 25, 2015

DONATION TO THE DISTRICT

The District has received the following donations:

1. Costco donated 600 backpacks to Brass Community School. The estimated value of this donation is \$6,000.00.
2. Marcos and Karen Giese donated a 1999 Hyundai Sonata GLS to Bradford High School. The estimated value of this donation is \$1,814.00.
3. Able Equipment Co. Inc. donated properties for the show "In the Heights" at Bradford High School. The value of this donation is \$1,000.00.

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 1400, 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).

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

August 25, 2015

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

August

- August 11, 2015 – Standing Committee Meetings – 5:30 p.m. in ESC Board Room
- August 19-24, 2015 – New Staff Orientation
- August 25, 2015 – Instructional Staff Report to Work
- August 25, 2015 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room

September

- September 1, 2015 – First Day of School for Students
- September 7, 2015 – Labor Day – No School
- September 8, 2015 – Standing Committee Meetings – 5:30 p.m. in ESC Board Room
- September 22, 2015 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room

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