



## **REGULAR MONTHLY BOARD MEETING**

**January 24, 2017**

**7:00 PM**

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

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Regular School Board Meeting  
January 24, 2017  
Educational Support Center  
7:00 PM

I. Pledge of Allegiance	
II. Roll Call of Members	
III. Awards/Recognition	
A. Wisconsin High School Theatre Festival Awards Recipients	
B. Wisconsin School Music Association State Honors Music Project Participants	
C. Mentors	
IV. Administrative and Supervisory Appointments	
V. Introduction and Welcome of Student Ambassador	
VI. Legislative Report	
VII. Views and Comments by the Public	
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**Kenosha Unified School District**  
**Kenosha, WI**  
**January 24, 2017**

The Human Resources recommendations regarding the following actions:

<b>ACTION</b>	<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>SCHOOL/DEPT</b>	<b>POSITION</b>	<b>STAFF</b>	<b>DATE</b>	<b>FTE</b>	<b>SALARY</b>
Appointment	Gates	Michelle	Washington Middle School	Intervention Specialist	Instructional	12/05/2016	1	\$72,830.00
Appointment	Lins	Debra	Harborside Academy	Dean of Students	Instructional	12/12/2016	1	\$78,490.00
Appointment	Duffy	Bethanne	Instructional Media Center	Administrative Support	Secretarial	01/05/2017	1	\$17.34
Appointment	Gore	Sally	Prairie Lane Elementary School	Health Information Clerk	ESP	01/09/2017	1	\$14.33
Resignation	Valentine	Kerri	Prairie Lane Elementary School	Information/Health Services	ESP	12/21/2016	1	\$14.35
Resignation	Wilbourne	Amy	Wilson Elementary School	Guidance	Instructional	01/02/2017	1	\$45,084.00
Resignation	Mc Kay	Michael	Indian Trail Academy	Technology Education	Instructional	01/12/2017	1	\$70,602.00
Resignation	Hubeler	Heather	Tremper High School	Special Education (IDEA)	ESP	01/03/2017	1	\$14.99
Resignation	Gierach	Suzanne	Lincoln Middle School	Special Education	ESP	01/13/2017	1	\$15.35
Resignation	Krebs	Kristal	Indian Trail Academy	ESL Other Language	Instructional	01/20/2017	1	\$40,344.00
Resignation	McCarthy	Diana	Tremper High School	Social Worker	Instructional	06/12/2017	1	\$78,490.00
Resignation	Pecore	Ryan	Strange Elementary School	Classroom (CEIS)	ESP	01/19/2017	1	\$15.35
Resignation	Slater	Alyssa	Finance Department	Financial Analyst I	AST	02/08/2017	1	\$66,683.00
Retirement	Perrine	Shari	Bradford High School	Math	Instructional	01/20/2017	1	\$78,490.00
Retirement	Schneider	Jolene	School Leadership - Elementary	Principal	Administration	06/30/2017	1	\$105,118.00
Separation	Rosales	Wilma	Cesar Chavez Learning Station	Family Literacy/Service Provider	ESP	12/06/2016	1	\$14.77

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A SPECIAL MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD DECEMBER 12, 2016

A special meeting of the Kenosha Unified School Board was held on Monday, December 12, 2016, at 6:00 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public, a WASB Presentation – Key Work of School Boards, Review of the Board Development Survey Results, and Discussion on Next Steps.

The meeting was called to order at 6:00 P.M. with the following members present: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis; Dr. Louis Birchbauer, WASB Director of Superintendent Search Services, Organizational Consultant, and Governance Consultant; and Attorney Barry Forbes, WASB Associate Executive Director and Staff Counsel; were also present. Mr. Falkofske 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 No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

There were no views and/or comments by the public.

Dr. Birchbauer and Attorney Forbes gave a PowerPoint presentation entitled Governance and Leadership Development – Building Effective School District Leadership which covered the following topics: board retreat focus, characteristics of effective school boards, key work of school boards, vision, accountability standards/program/alignment, policy-culture/climate, collaboration and community engagement, building collaborative relationships, board/superintendent relationships, annual board planning inventory, and board performance comparison - school board vs. leadership staff.

Mr. Falkofske arrived at 6:19 P.M.

Dr. Birchbauer guided board members through several participation activities and board members provided feedback.

Dr. Birchbauer presented board members with suggested next steps.

Mr. Kunich moved to adjourn the meeting. Mrs. Snyder seconded the motion. Unanimously approved.

Meeting adjourned at 8:29 P.M.

Stacy Busby  
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD DECEMBER 13, 2016

A special meeting of the Kenosha Unified School Board was held on Tuesday, December 13, 2016, 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 6:31 P.M. with the following members present: Ms. Stevens, Mrs. Snyder, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Mr. Kunich was excused.

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 Personnel: Problems.

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

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

1. Personnel: Problems

Mrs. Annie Petering, Chief Human Resource Officer, arrived at 6:32 P.M. and provided information to Board members regarding a personnel issue.

Mrs. Petering was excused from the meeting at 6:41 P.M.

Mr. Wade moved to adjourn the meeting. Mr. Falkofske seconded the motion. Unanimously approved.

Meeting adjourned at 6:42 P.M.

Stacy Schroeder Busby  
School Board Secretary



REGULAR MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD DECEMBER 13, 2016

A regular meeting of the Kenosha Unified School Board was held on Tuesday, December 13, 2016, 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 7:02 P.M. with the following Board members present: Ms. Stevens, Mrs. Snyder, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Mr. Kunich was excused.

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.

There were no awards or recognitions.

There were no Administrative or Supervisory Appointments.

Mr. Wade introduced the student ambassador, Jessica Pringle from LakeView Technology Academy, and she made her comments.

Mr. Wade gave the legislative report.

There were no views or comments by the public.

Board members made their responses/comments.

Mrs. Coleman gave the Board President remarks.

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

Board members considered the following Consent-Approve items:

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

Consent-Approve item XI-B – Minutes of the 11/15/16 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. Savaglio-Jarvis, excerpts follow:

"It is recommended that the November 2016 cash receipt deposits totaling \$176,315.94, and cash receipt wire transfers-in totaling \$3,060,420.58, be approved.

Check numbers 543602 through 544800 totaling \$4,012,652.43, and general operating wire transfers-out totaling \$350,152.60, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the November 2016 net payroll and benefit EFT batches totaling \$12,390,276.84, and net payroll check batches totaling \$38,386.75, be approved."

Mr. Falkofske moved to approve the Consent Agenda as presented in the agenda. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the ALiCE Lesson Plans submitted by Ms. Kimberly Fischer, Interim Regional Coordinator of Leadership and Learning – Secondary; Mr. Martin Pitts, Regional Coordinator of Leadership and Learning – Elementary; Mr. Scott Kennow – Regional Coordinator of Leadership and Learning – Elementary; Dr. Bethany Ormseth, Chief of School Leadership; and Dr. Savaglio-Jarvis, excerpts follow:

"At the July 28, 2015, regular school board meeting, the ALiCE response to violent intruder events was adopted along with six action steps. One action step was the creation of training materials and lesson plans to provide training to all district students in an age appropriate manner.

During the summer of 2016, school leadership and district staff drafted lesson plans for student training. The lesson plans focus on instructional and procedural aspects of ALiCE; there are no plans for physical role playing of students. These lesson plans are differentiated for each level and specific for elementary, middle and high school.

Feedback was gathered from principals and teaching and learning coordinators on August 10, 2016. Seven sessions for instructional and support staff were also scheduled. Staff signed up for feedback sessions and the sessions were led by school leadership staff.

The ALiCE lesson plans were presented to the Curriculum/Program Standing Committee on November 1, 2016. Committee members were given hard copies of all lesson plans at that meeting. The feedback from this session was broken down into three parts: Student Training Timeline, Parent Information Timeline and Student Lessons Plans. The feedback from the standing committee was processed and adjustments were made to both the student training and parent information timelines. Much of the feedback was in question form.

All lesson plans were mailed to the Board of Education in hard copy format on November 4, 2016, and sent electronically on November 7, 2016. The plans were presented to the school board for discussion on November 15, 2016. Feedback from

the school board was positive and no concerns, suggestions or questions were raised by board members.

The student lesson plan feedback was extended to the November 29, 2016, at the Curriculum/Program Standing Committee meeting to ensure committee members had enough time to process the lesson plan content.

Administration recommends that the School Board approve the ALiCE curriculum as presented.”

There were no questions from Board members.

Mr. Wade moved to approve ALiCE curriculum as presented. Mr. Garcia seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Summer School 2016 Update and Summer School 2017 Program Recommendations submitted by Mrs. Patricia Clements, Coordinator of Talent Development; Mrs. Julie Housaman, Chief Academic Officer; and Dr. Savaglio-Jarvis, excerpts follow:

“The goal of the Summer School program was to provide interventions and enrichment consistent with the approved curriculum of the Kenosha Unified School District. In the programs at the elementary and middle school levels, the objective was to provide opportunities for personalized learning in reading and math that encompassed collaboration, creativity, critical thinking, and communication around meaningful learning targets. At the high school level, the objective was to provide high school students with advanced credit in physical education and health, credit recovery opportunities, and to improve the graduation rate. In addition, Summer School provided learning opportunities in the areas of music; science, technology, engineering, and math (STEM) camps, world language camps; and Recreation Department Summer Activities for Children.

The district continued to use a regional site partner school plan at the elementary level. Elementary schools either held Summer School at their site or used the partner school plan.

Middle level programs were held at each of the buildings and included future sixth graders enrolled in the Forward Progress program.

High school programs were offered at Bradford High School, Harborside Academy, Indian Trail High School and Academy, Reuther Central High School, Tremper High School, and Kenosha eSchool. The high school program included future ninth graders enrolled in the Early Start program.

It is proposed that elementary and middle schools continue to run on a 24-day schedule, and high schools offer two sessions of 14 days each.

Grant Elementary School and Jefferson Elementary School have provided summer programs through the Regional Site Partner School Plan. Due to the specific

needs of students at both schools, the schools have requested to operate programming as individual sites for the 2017 summer session.

The summer 2016 budget was \$1,253,336. Administration recommends that the budget remain the same for summer 2017.

At its November 29, 2016, meeting, the Curriculum/Program Standing Committee voted to forward this report to the Board of Education. Administration recommends that the Board of Education approve the proposed dates, program updates, and budget for Summer School 2017."

There were no questions from Board members.

Ms. Stevens moved to approve the proposed dates, program updates, and budget for Summer School 2017. Mrs. Snyder seconded the motion. Unanimously approved.

Mr. Hamdan presented the 2016-2017 Adopted Budget Book. He demonstrated how to navigate the budget book through the following areas: table of contents, executive summary, district staffing, staffing by location, student information, revenue limit history, equalized values breakdown by municipality, tax levy information and history, budget adoption format, fund balance history, detail of revenue by source, chart of revenue source, detail of expenditures, and summary of expenditures by location.

Mr. Hamdan answered questions from board members.

Dr. Savaglio-Jarvis introduced the KUSD Teacher Salary Structure Survey submitted by Mr. Kristopher Keckler, Chief Information Officer; Mrs. Annie Petering; Chief Human Resources Officer; and Dr. Savaglio-Jarvis, excerpts follow:

"In the fall of 2016, Kenosha Unified began the process of gathering various forms of data and feedback with the goal of developing an updated and financially feasible salary schedule for district employees. For example, several staff members along with the Superintendent attended a CESA 1 Superintendent meeting that focused on teacher salary presentations. These included compensation models from multiple school districts and their processes for gathering feedback from staff to building a salary structure. As noted during these presentations, the general timeline for developing and implementing these models covered a two to three-year period.

Staff in the teacher group make-up approximately 75% of the overall organization. The goal of this KUSD survey was to capture as many teacher voices; ensuring staff on a teacher contract had an opportunity to provide input. This survey was voluntary and anonymous. The survey was sent to 1,708 staff identified in the teacher group. Of which, 1,361 responded within the window of 10/27/16-11/07/16.

As the largest employer in the county, KUSD is always looking to attract and retain quality employees for all positions. Representatives from the Office of Human Resources, Office of Educational Accountability, Communications Department, School Leadership and the Superintendent's office attended survey-planning meetings. During

these meetings, draft inquiries were discussed. These discussions helped shape this interest based collection survey. Similar areas of feedback were aligned to questions and research obtained from a recent Kenosha Area Business Alliance (KABA) project.

Since each question of the teacher survey was voluntary, the percentage of responses for respective selections will only be based on those staff that provided a response. The survey also had six questions that allowed staff to provide an individual text response. Those six questions produced nearly 5,000 comments that were reviewed and catalogued by twelve staff that were assigned to read each separate response. A quick reference guide for the select response questions and summary points for the comments are provided with the attached presentation.

This is an informational report.”

Mr. Keckler presented the WorkplaceDynamics Survey Summary submitted by Mr. Keckler, Mrs. Petering, and Dr. Savaglio-Jarvis, excerpts follow:

“With regards to gaining insight to the overall organization, KUSD Leadership decided to survey employees in order to better understand the feelings of the staff and establish growth objectives for improved engagement. WorkplaceDynamics is a national provider of comprehensive organizational surveys, working with thousands of companies and covering over 2 million employees each year. Multiple workplace metrics and factors are measured; “Direction”, “Effectiveness”, “Connection”, and “My Manager” are factors of the “OrgHealth” metric and “My Work”, “My Expectations”, and “My Pay & Benefits” are factors of “The Basics” metric. Each of these factors may be further explored by selecting different demographic filters (departments, tenure, factor statements, etc.). The “OrgHealth” and “The Basics” of a job help to establish employee engagement, hopefully defining attitudes that sustain growth and performance excellence.

The WorkplaceDynamics surveys were provided to staff via a secure email link to allow for anonymous delivery and feedback. Staff provided responses to both select response statements and comment boxes. These various submissions are cataloged under different workplace factors and statements. The district will use this data in developing improvements in areas that were noted as weaknesses and continue to enhance areas of strength. In Winter 2016, Administration from every building and department received respective access to their feedback and responses and attended initial trainings to help guide further discussions. In the winter of 2017, the building administrators and department heads will continue to review the results and recent progress with their staff. The overall district baseline data obtained in April 2015 is compared with the recent October 2016 results and summarized in the associated presentation.

To improve the working conditions of the organization, the goal is to address the top challenges, especially in the OrgHealth metric. For staff to have a quality connection, they must feel that their efforts are a true investment in both their professional growth and the betterment of the service to students. These areas are tied directly to teacher efforts and student achievement. The organizational health will always play a direct and impactful role in any company. The recently adopted KUSD

mission, vision, core values and five strategic directions will, over a period of time, address the concerns for organizational alignment, while developing and retaining quality staff should advance the structural execution. Having effective leaders and managers increase communications and means of appreciation will assist in impacting the alignment and effectiveness of the organization.

The district plans to continue to conduct this survey every fall in order to track improvement and change over multiple years. This is an informational report.”

Mr. Keckler gave a PowerPoint presentation which covered the following topics: survey snapshot, WorkplaceDynamics timeline (2015-2016 & 2016-2017), survey participation, experience of responders, KUSD staff input, working culture alignment and uniqueness, what the survey measures, what drives success?, average scores of statements, "the basics" results sample, my manager average scores of statements, alignment average scores of statement, connection average scores of statement, average scores of bottom statements, average scores of top statements, positive engagement, and top challenges.

Mr. Keckler answered questions from Board members.

Mrs. Coleman presented Resolution No. 330 – National Mentoring Month – January 2017, which read as follows:

“WHEREAS, a number of Kenosha organizations have partnered with the Kenosha Unified School District to offer a variety of mentoring programs that support students; and

WHEREAS, relationships with caring individuals offer students valuable support; and

WHEREAS, quality mentoring encourages positive choices, promotes self-esteem, supports academic achievement and introduces young people to new ideas; and

WHEREAS, mentoring provides the skills needed to build strong, positive relationships with family, friends and community members; and

WHEREAS, mentoring programs have shown to be effective in combating school violence and discipline problems, substance abuse, incarceration and truancy.

NOW, THEREFORE, be it resolved that Kenosha Unified School District does hereby proclaim January 2017 as the annual observance of National Mentoring Month and recognizes those who volunteer their time to help our students reach their full potential.

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

Ms. Stevens moved to approve Resolution No. 330 – National Mentoring Month – January 2017. Mr. Garcia seconded the motion. Unanimously approved.

Mrs. Julie Housaman, Chief Academic Officer, presented the Report of Contracts in Aggregate of \$25,000 submitted by Mr. Robert Hofer, Purchasing Agent; Mrs. Housaman; Mr. Hamdan; 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 December 13, 2016, with approval of the purchasing agent are shown in the database in coral color.

The following contract/agreement has not been added to the Contract Management Database and is being presented for board approval:

- Wisconsin Evaluation Collaborative (WEC) at WI Center for Education Research in the amount of \$46,634.”

There were no questions from Board members.

Ms. Stevens moved to approve the contract/agreement with Wisconsin Evaluation Collaborative (WEC) at WI Center for Education Research in the amount of \$46,634. Mr. Wade seconded the motion. Unanimously approved.

Mr. Falkofske presented the Donations to the District.

Mr. Falkofske moved to approve the Donations to the District. Ms. Stevens seconded the motion. Unanimously approved.

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

Meeting adjourned at 8:36 P.M.

Stacy Schroeder Busby  
School Board Secretary

A SPECIAL MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD JANUARY 10, 2017

A special meeting of the Kenosha Unified School Board was held on Tuesday, January 10, 2017, at 5:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public and 2017 WASB Proposed Resolutions

The meeting was called to order at 5:34 P.M. with the following members present: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present.

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

There were no views and/or comments by the public.

Mrs. Coleman presented the WASB Proposed Resolutions – submitted by Dr. Savaglio-Jarvis, excerpts follow:

“The Superintendent and Leadership Council reviewed the 2017 WASB proposed resolutions and make the following recommendations:

- 17-01-a Repeal Resolution 1.23 School Calendar – Support;
- 17-01-b Repeal Resolution 1.24(b) Days of Instruction - Support;
- 17-01-c Repeal Resolution 3.116 Administration of Certain Required State Assessments – Support;
- 17-02-a Amend Resolution 2.05 Balanced Tax System – Support;
- 17-02-b Amend Resolution 2.12(g) State Aid Reduction - Support;
- 17-02-c Amend Resolution 3.18 State School Accountability System and ESEA Waiver – Support;
- 17-02-d Amend Resolution 6.13 State and Local Responsibility – Support;
- 17-03 Commencement of the School Term – Support;
- 17-04 Increase Resources for Summer Learning – Support;
- 17-05 Transportation Aid to Address Student Mobility – Support;
- 17-06 Annual Revenue Limit Adjustments – Support;
- 17-07 Narrowing Disparities in Allowable Revenue Under the Revenue Limits – Support;
- 17-08 Impact Aid – Support;
- 17-09 Educational Goals and Objectives – Support;
- 17-10 Measuring College and Career Readiness – Support;
- 17-11 Medicaid Direct Certification – Support;
- 17-12 Mental Health Supports – Support;
- 17-13 Sparsity Aid – Support;
- 17-14 Recovery School Districts – Support;



- 17-15 Weapons Possession - Support;
- 17-16 Education Savings Account - Support; and
- 17-17 Gender Identity - Abstain;

It is recommended that the School Board provide direction to its delegate relative to the 2017 WASB proposed resolutions and give their delegate discretionary latitude to vote on amendments or other resolutions.”

There were no questions from Board members.

Mr. Kunich moved to approve the recommendations provided by the Superintendent and Leadership Council for the 2017 WASB Proposed Resolutions and to give their delegate discretionary latitude to vote on amendments or other resolutions. Mr. Wade seconded the motion. Unanimously approved.

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

Meeting adjourned at 5:39 P.M.

Stacy Busby  
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD JANUARY 12, 2017

A special meeting of the Kenosha Unified School Board was held on Thursday, January 12, 2017, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:33 P.M. with the following members present: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present.

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 Reviewing Findings/Orders of an Independent Hearing Officer.

Mr. Garcia moved that the executive session be held. Mrs. Snyder seconded the motion.

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

1. Review of Findings/Orders of an Independent Hearing Officer

Mr. Daniel Tenuta, Principal at Kenosha eSchool, arrived at 5:34 P.M. and provided Board members with information pertaining to four expulsions.

Mr. Tenuta and Dr. Savaglio-Jarvis were excused at 5:50 P.M.

Mr. Kunich moved to approve the recommendation of the hearing officer in relation to the first expulsion. Mrs. Snyder seconded the motion. Unanimously approved.

Mr. Kunich moved to approve the recommendation of the hearing officer with the option of open enrollment in relation to the second expulsion. Mr. Wade seconded the motion. Unanimously approved.

Mr. Wade moved to approve the recommendation of the hearing officer in relation to the third expulsion. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Kunich moved to approve the recommendation of the hearing officer in relation to the fourth expulsion. Mr. Falkofske seconded the motion. Unanimously approved.

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

Meeting adjourned at 6:00 P.M.

Stacy Schroeder Busby  
School Board Secretary

A SPECIAL MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD JANUARY 12, 2017

A special meeting of the Kenosha Unified School Board was held on Thursday, January 12, 2017, at 6:00 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public and WASB Facilitation – Board Teambuilding and How to Govern Through Policy.

The meeting was called to order at 6:04 P.M. with the following members present: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis and Dr. Louis Birchbauer, WASB Director of Superintendent Search Services, Organizational Consultant, and Governance Consultant, were also present.

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

There were no views and/or comments by the public.

Dr. Birchbauer gave a PowerPoint presentation which covered the following topics: review of next steps from the December 12, 2016 school board retreat, what is a team?, team building, leadership roles in team building, what is a school board?, what do you want to accomplish as a school board?, what are the attributes of an affective school board?, powers and duties, when does a school board member get their authority?, and school board meetings.

The Board recessed at 7:27 P.M. and reconvened at 7:43 P.M.

Dr. Birchbauer continued his PowerPoint presentation and covered the remaining topics: what is the role of the superintendent and executive team?, what are the stages of a group development?, what is the panasonic foundation experience?, stability impacts, superintendent decision levels, school board issues – positive, building relationships, what is impeding your operations as a school board/school board member?, school board issues – negative, crucial conversations, school board protocols, school board policy – questions, school board meeting – structure, school board performance tips, goal areas, and future meeting and anticipated meeting focus.

Dr. Birchbauer guided board members through several participation activities and board members provided feedback.

Dr. Birchbauer presented board members with suggested next steps.

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

Meeting adjourned at 8:59 P.M.

Stacy Busby  
School Board Secretary

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Kenosha Unified School District  
Kenosha, Wisconsin  
Summary of Cash Receipts and Disbursements  
January 24, 2017

CASH RECEIPTS	reference	total
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**December 2016 Wire Transfers-In, to Johnson Bank from:**

WI Department of Public Instruction	state aids register receipts	\$ 41,411,744.54
Johnson Bank	account interest	164.39
Bankcard Services (MyLunchMoney.com)	food services credit card receipts (net of fees)	132,550.30
Bankcard Services (TicketSpice.com)	fine arts ticket sales receipts (net of fees)	(6.26)
Bank (RevTrak)	district web store receipts (net of fees)	5,221.19
Retired & Active Leave Benefit Participants	premium reimbursements	33,033.08
HHS	head start grant	188,243.46
Various Sources	small miscellaneous grants / refunds / rebates	17,571.33
Total Incoming Wire Transfers		41,788,522.03

**December 2016 Deposits to Johnson Bank - All Funds:**

General operating and food services receipts	(excluding credit cards)	151,594.27
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**TOTAL DECEMBER CASH RECEIPTS**

**\$ 41,940,116.30**

CASH DISBURSEMENTS	reference	total
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**December 2016 Wire Transfers-Out, from Johnson Bank to:**

*Payroll & Benefit wires*

Individual Employee Bank Accounts	net payrolls by EFT (net of reversals)	\$ 9,123,632.21
WI Department of Revenue	state payroll taxes	243,951.17
WI Department of Revenue	state wage attachments	2,222.70
IRS	federal payroll taxes	3,810,128.74
Delta Dental	dental insurance premiums	236,038.29
Diversified Benefits Services	flexible spending account claims	24,225.81
Employee Trust Funds	wisconsin retirement system	1,452,872.48
NVA	vision insurance premiums	15,311.53
Various	TSA payments	322,465.48

*Subtotal* 15,230,848.41

*General Operating Wires*

US Bank	purchasing card payment-individuals	152,678.95 *
Kenosha Area Business Alliance	LakeView lease payment	16,666.67
Johnson Bank	banking fees	644.32
Various	returned checks	254.13

*Subtotal* 170,244.07

Total Outgoing Wire Transfers \$ 15,401,092.48

**December 2016 Check Registers - All Funds:**

Net payrolls by paper check	Register# 01025DP, 01925DP 01026DP, 01726DP	\$ 11,858.02
General operating and food services	Check# 544801 thru Check# 545948 (net of void batches)	13,169,473.97
Total Check Registers		\$ 13,181,331.99

**TOTAL DECEMBER CASH DISBURSEMENTS**

**\$ 28,582,424.47**

\*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending December 15, 2016

<b>Merchant Name</b>	<b>Total</b>
HOTEL	\$ 12,441.76
AIRLINE	\$ 8,728.80
MENARDS KENOSHA WI	\$ 7,128.19
3654 INTERSTATE	\$ 6,031.30
PROVANTAGE LLC	\$ 5,500.89
EDS ARCHITECTURAL OPENING	\$ 4,843.05
TRUGREEN LP *5545	\$ 4,620.48
WW GRAINGER	\$ 4,605.09
FIRST SUPPLY LLC #2033	\$ 4,558.97
VEHICLE MAINT. & FUEL	\$ 4,252.05
AMAZON MKTPLACE PMTS	\$ 4,205.63
VIKING ELECTRIC - KENOSHA	\$ 3,409.09
ULINE *SHIP SUPPLIES	\$ 3,339.85
RESTAURANTS & CATERING	\$ 3,225.61
REI*GREENWOODHEINEMANN	\$ 2,935.37
INDUSTRIAL CONTROLS	\$ 2,768.30
SCHOLASTIC BOOK FAIRS R8	\$ 2,593.55
IN *GAPPA SECURITY SOLUTI	\$ 2,146.25
KITCHEN CUBES LLC	\$ 1,959.00
HALOGEN SUPPLY COMPANY	\$ 1,930.00
HIGHWAY C SVC	\$ 1,909.10
CLASS 1 AIR INC	\$ 1,897.30
GLENROY, INC.	\$ 1,693.99
SOLUTION TREE INC	\$ 1,518.00
CONVERGINT	\$ 1,484.00
EXPEDIA	\$ 1,454.60
MPM ADMISSIONS	\$ 1,414.00
JUNIOR THEATER GROUP	\$ 1,400.00
MAYFAIR RENT A CAR KENO	\$ 1,371.38
DW DAVIES AND CO INC	\$ 1,092.85
USPS.COM POSTAL STORE	\$ 1,058.50
NIAAA	\$ 1,030.00
CHESTER ELECTRONIC SUPPLY	\$ 1,024.27
HALLMAN LINDSAY PAINTS	\$ 1,024.02
IRIS USA INC	\$ 908.00
CESA 6	\$ 900.00
U. S. SCHOOL SUPPLY	\$ 886.78
WISCONSIN ASSOCIATION OF	\$ 871.00
SQ *LAKELANDCOM-COM / BAR	\$ 858.91
HAJOCA KENOSHA PC354	\$ 853.90
ZORO TOOLS INC	\$ 838.07
DASH MEDICAL GLOVES	\$ 828.00
MENARDS RACINE WI	\$ 821.68
THE HOME DEPOT #4926	\$ 773.00
FASTENAL COMPANY01	\$ 769.78
ACT - CVENT	\$ 700.00
CONNEY SAFETY	\$ 668.16



BARNES&NOBLE.COM-BN	\$	658.32
ARO LOCK & DOOR	\$	655.00
SOCRATIC SEMINAR INTL	\$	645.00
CROWN TROPHY	\$	603.51
MCMASTER-CARR	\$	589.30
EXPEDIA7228743721362	\$	568.33
EXPEDIA7228744776368	\$	568.33
EXPEDIA7228745075554	\$	568.33
EXPEDIA7228745333375	\$	568.33
EXPEDIA7228745596963	\$	568.33
VIKING ELECTRIC-CREDIT DE	\$	547.10
MAXON EQUIPMENT	\$	545.20
THE MIDWEST CLINIC	\$	535.00
ORBOTIX	\$	519.96
SHIFFLER EQUIPMENT	\$	507.20
HYDRO-FLO PRODUCTS INC	\$	491.21
U-HAUL OF KENOSHA	\$	460.86
SCHOOLSAFETY	\$	450.00
ANIXTER/CLARK/TRI-ED	\$	441.06
WSPRA	\$	425.00
OFFICEMAX/OFFICEDEPOT6358	\$	417.15
KRANZ INC	\$	410.26
EXPEDIA1153830042139	\$	404.28
HUDL	\$	400.00
HOLLAND SUPPLY INC	\$	382.62
BEST BUY 00011916	\$	379.97
OTC BRANDS, INC.	\$	379.05
RAYMOND GEDDES	\$	377.04
PAYPAL *WISCONSINCH	\$	375.00
BLS*NOVISIGN LTD	\$	360.00
WM SUPERCENTER #1167	\$	351.47
PAYPAL *COOPERATIVE	\$	350.00
USPS PO 5642800260	\$	334.00
SAMS CLUB #6331	\$	332.60
SCHOOL SPIRIT PRODUC	\$	317.78
WISCONSIN SCHOOL MUSIC AS	\$	307.00
STATE OF WI DPI REGONLINE	\$	300.00
LIFTPRO LLC	\$	300.00
AIRGASS NORTH	\$	298.23
SHERWIN WILLIAMS 703180	\$	287.45
WOODWORKERS HARDWARE - W	\$	279.85
PAYPAL *STANDTALL	\$	278.80
OFFICE DEPOT #1105	\$	278.32
LIFE SAFETY CONSULT WWW	\$	278.13
GFS STORE #1919	\$	273.61
KENOSHA PUBLIC MUSEU	\$	271.50
NATL CCL TEACHERS OF MATH	\$	269.81
WM SUPERCENTER #2668	\$	268.72
THE WEBSTAURANT STORE	\$	264.72
FESTIVAL FOODS	\$	260.40
AMAZON.COM	\$	256.78
TRANE SUPPLY-116407	\$	251.32
ANIMOTO INC	\$	249.00
JOHNSTONE SUPPLY	\$	246.99
WAL-MART #1167	\$	245.99

INSTITUTE FOR EDUCATIONAL	\$	245.00
META INC	\$	245.00
PIGGLY WIGGLY #209	\$	242.10
BATTERIES PLUS KEN	\$	238.85
ARC MGMT GROUP	\$	234.00
AT&T*BILL PAYMENT	\$	229.18
TEACHERSPAYTEACHERS.COM	\$	229.00
SP * DISTRIBUTITVE EDU	\$	228.00
BAUDVILLE INC.	\$	225.36
AAA CLUB/INSUR 0470590R	\$	219.60
SPELLCITY	\$	208.00
BADGE A MINIT	\$	199.95
DOLLAR TREE	\$	199.16
DG HARDWARE.	\$	191.43
DESIGN AIR	\$	189.32
MOTION INDUSTRIES WI04	\$	187.02
INDIGO INSTRUMENTS	\$	180.04
STAR ROLLER RINK	\$	175.00
STAPLES DIRECT	\$	172.36
IN *HANSENS POOL & SPA, I	\$	167.36
BIG K LIMO	\$	165.00
ROCKLER	\$	155.26
DEMCO INC	\$	154.81
FITNESS FINDERS INC	\$	148.95
DANCEWEAR SOLUTIONS	\$	146.65
ELECTRIC MOTORSPORT INC	\$	143.17
GIH*GLOBALINDUSTRIALEQ	\$	137.70
NATIONAL SCIENCE TEACHER	\$	134.00
BETTY BRINN CHILDREN'S M	\$	132.50
NELSON ELECTRIC SUPPLY	\$	131.40
SP * TEACHGEEK	\$	126.66
ACDA INTERNET	\$	125.00
L AND S ELECTRIC	\$	125.00
THE HARRYFOX AGENCY	\$	123.00
COLUMBIA PIPE & SUPPLY	\$	109.47
GARVIN INDUSTRIES	\$	108.61
USPS PO 5666100158	\$	107.25
TOOLUP.COM	\$	106.47
THINK SOCIAL PUBLISHING	\$	105.43
LOWES #02560*	\$	104.86
NATIONAL ENGLISH HONOR	\$	101.50
E-CONOLIGHT	\$	100.98
NWEA 503-624-1951	\$	100.00
IN *MY SCHOOL COLOR RUN,	\$	100.00
TARGET 00022517	\$	99.96
PAYPAL *LIVEBINDERS	\$	99.50
AMAZON.COM AMZN.COM/BILL	\$	99.09
SECOND LANGUAGE PROMOT	\$	99.00
MOBYMAX	\$	99.00
SAGE PUBLICATIONS	\$	97.95
DOLLAR RENT A CAR	\$	95.44
COSTCO WHSE #1198	\$	91.90
HOBBY LOBBY #350	\$	84.40
SMARTSIGN	\$	82.51
GTM SPORTSWEAR	\$	72.74

LEARNING A-Z, LLC	\$	71.21
ASSOC SUPERV AND CURR	\$	65.45
PIGGLY WIGGLY #004	\$	59.86
FIRST BOOK	\$	59.40
VZWRLSS*IVR VN	\$	57.83
PARTS TOWN	\$	50.79
NSPRA	\$	50.00
STUDENTREASURES 800867229	\$	49.80
CRESCENT ELECTRIC 105	\$	49.45
BARNES & NOBLE #2037	\$	49.39
GRESSCO LTD	\$	48.00
WWW.DICKSPORTNGGOODS.COM	\$	47.45
MEIJER STORE #284	\$	44.14
ALDI 64096	\$	43.31
USA WRESTLING ASSOCIATION	\$	40.00
BED BATH & BEYOND #1374	\$	39.99
UBER US NOV18 QXQDL	\$	39.42
E BOARD.COM	\$	39.00
WWW.MIDWESTSTEELSUPPLY.CO	\$	36.97
ASOPE INC	\$	35.00
SENIOR WOOLY LLC	\$	35.00
RUBBERSTAMPSCOM	\$	32.97
WALGREENS #3153	\$	31.70
WUFOO.COM/CHARGE	\$	29.95
SP * GREG TANG MATH	\$	29.90
CVS/PHARMACY #02933	\$	27.99
DICKS SPORTING GOODS#753	\$	26.97
RADIOSHACK COR00162438	\$	25.98
PIGGLY WIGGLY #344	\$	25.46
AMC WESTSHORE PLZ #0701	\$	25.33
CAREER CENTER	\$	25.00
MINDSTEPS INC	\$	23.36
WALGREENS #12413	\$	22.47
EXPEDIA7229176510731	\$	20.00
EDHELPER	\$	19.99
RDA*TASTE OF HOME	\$	19.98
WALGREENS #3617	\$	19.58
SQ *LIMO FLEX GOSQ.COM	\$	19.00
SQ *GUENNADI TAXI	\$	18.00
SQ *JEANGANTHIER2@GMAIL.C	\$	18.00
HOBBY LOBBY #283	\$	17.54
UBER US NOV19 A35QQ	\$	16.97
VERTICAL EXPRESS	\$	16.93
SQ *ADDIS TAXI	\$	16.33
UBER US NOV18 CXYID	\$	15.14
ZOOM.US	\$	14.99
SQ *A1A GOSQ.COM	\$	14.97
SQ *S.T TAXI SERVICE	\$	14.60
UBER US NOV19 KWOYC	\$	14.43
SHOPKO 31 00200311	\$	14.14
THE UPS STORE 3860	\$	12.76
APL* ITUNES.COM/BILL	\$	10.53
SQ *CAB PLUS/TAMPA	\$	10.00
UBER TECHNOLOGIES INC	\$	9.50
UBER US NOV19 Z7DC4 HELP.	\$	8.66

UBER US NOV25 GR7WK	\$	8.58
UBER US NOV19 JQRNB	\$	8.55
EXPEDIA7228997653575	\$	8.00
UBER US NOV20 36BQB	\$	7.94
UBER US NOV19 DOBLX	\$	6.79
UBER US NOV19 2VOR2	\$	5.95
UBER US NOV19 XZDCC	\$	5.95
JEWEL #3466	\$	5.09
AMAZON VIDEO ON DEMAND	\$	4.21
EXPEDIA7226856100676	\$	4.00
PARKSIDE TRUE VALUE	\$	1.61
UPS*ADJ00204228294861	\$	(0.76)
AMAZON VIDEO ON DEMAND AM	\$	(4.21)
TEAM CONNECTIONS INC	\$	(34.95)
VICTORY SIGN	\$	(475.00)
US Bank Purchasing Card Payment - Individuals	\$	152,678.95

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

January 24, 2017

**Administrative Recommendation**

It is recommended that the December 2016 cash receipt deposits totaling \$151,594.27, and cash receipt wire transfers-in totaling \$41,788,522.03, be approved.

Check numbers 544801 through 545948 totaling \$13,169,473.97, and general operating wire transfers-out totaling \$170,244.07, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the December 2016 net payroll and benefit EFT batches totaling \$15,230,848.41, and net payroll check batches totaling \$11,858.02, 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  
Kenosha, Wisconsin**

**January 24, 2017**

**Graduation Committee Recommendations**

**Background**

In the spring of 2015, concerns about the inequities within the way courses are transcribed, course offerings and the calculation of weighted grade point averages were brought to the attention of school leadership. Administration identified these concerns to be valid and requested the formation of a committee to review the graduation process. The recruitment for committee members began in September 2015.

The first committee meeting was September 28, 2015. The committee met on the following dates:

September 28, 2015	May 23, 2016
October 26, 2015	June 6, 2016
December 21, 2015	September 8, 2016
February 29, 2016	October 17, 2016
March 21, 2016	November 21, 2017
April 18, 2016	December 14, 2017
April 27, 2016	

Committee members are represented below:

Bethany Ormseth	Jennifer Knight	Kris Keckler	Rachel Riese
Chris Pratt	Jill Eggert	Kurt Koesser	Robert Wolchuk
Cindy Willer	Julie Dawson	Kurt Sinclair	Scott Plank
Dawn Burford	Julie Housaman	Maria Lall	Steven Udry
Holly Graf	Karen Seagren-Rasmussen	Mary Castle	Tenisha Williams-Jelks
Jakelyn Karabetos	Shannon Robertson	Mary Snyder	

**Process**

The committee work began in September 2015 with exercises to create a deep understanding of how to calculate weighted grade point averages followed by detailed examples of student schedules that demonstrate the inequity within the current structure. The student schedule examples presented were specific to the afterschool theater option and the waiver option for physical education. In efforts to establish a foundation for committee work, the committee members completed a survey.

Results from the survey revealed two questions for the committee to investigate:

1. Why is our current class rank procedure not fair to all students?
2. What are the obstacles to KUSD students taking the most rigorous schedules?

The committee identified concerns and obstacles. These identified concerns and obstacles became the foundation for the committee work. The recommendations generated by the committee evolved from discussion and research. There were four categories of recommendations:

- Weighting of Grades
- Graduation Recognition
- Communication/Scheduling/Course Offerings
- Afterschool Offerings

**Weighting of Grades** – The College Board explains advance placement courses (AP) reflect college expectations. Committees of higher education faculty and high school AP teachers create a rigorous AP curriculum. These courses are data driven from universities and colleges. Highly qualified teachers with the expectation of regular professional development specific to the AP curriculum must teach AP courses. The College Board website ([www.collegeboard.org](http://www.collegeboard.org)) contains specific AP course information and the rigor of the AP curriculum.

**Committee Recommendation: AP courses will carry more weight in weighted GPA calculation.**

Current weighted grade point average points and the proposed points for each course:

Advanced Placement		
Grade	Current Points	Proposed Points
A+, A, A-	6	5
B+, B, B-	5	4
C+, C, C-	4	3
D+, D, D-	3	2

Honors		
Grade	Current Points	Proposed Points
A+, A, A-	6	4.5
B+, B, B-	5	3.5
C+, C, C-	4	2.5
D+, D, D-	3	1.5

Regular (Non-Weighted)		
Grade	Current Points	Proposed Points
A+, A, A-	5	4
B+, B, B-	4	3
C+, C, C-	3	2
D+, D, D-	2	1



**Graduation Recognition** – The committee articulated the desire to have a grade point calculation structure that is fair to all and one that acknowledges the hard work of our top students. According to the *National Association for College Admission Counseling*, 55% of high schools do not report rank. Information on the laude system can be found at [www.cumlaude.org](http://www.cumlaude.org). The purpose of the laude system is to recognize students for the rigor of their academic program as well as their success in that program. The laude structure recognizes academic levels of distinction. There are different ways laude systems are calculated. The committee analyzed different laude systems. The committee recommends the use of weighted grade point average ranges for laude recognition.

Recognition levels based on only weighted grade point averages allows students to compete against themselves for recognition. Without competition with other students, the laude system allows for a fair structure for students. The laude system is a tiered recognition system that recognizes students for the rigor of their academic program as well as their success in that program. A range of weighted grade point averages would determine the various tiers, summa cum laude, magna cum laude, and cum laude.

The recognition tiers were determined by evaluating historical graduation cohorts using the new weighted calculation formula.

**Committee Recommendation: Phase in a Laude recognition models for graduating classes, beginning with the Class of 2022.**

<b>Laude Recognition</b>	<b>Weighted Grade Point Average Range</b>
Suma Cum Laude	4.30-5.0
Magna Cum Laude	4.0 – 4.29
Cum Laude	3.70 – 3.90

**Communication/Scheduling/Course Offerings** – This category contains the analysis of communication between schools during scheduling, communication with parents, the rotation of course offerings. This section offers guidelines to schools for communication with each other and to parents. Committee created six guidelines for schools.

1. Schools will work collaboratively with the goal of scheduling singletons not in conflict.
2. If time allows between registration and the locking of the schedule, schools will do an all call to families for notification of schedule conflicts.
3. Schools will use blended honors courses as a last resort in scheduling.
4. Schools will attempt to run AP courses on a rotational basis to ensure students have maximum exposure.
5. Teaching and Learning will work with AP teachers to identify needs to increase scores and student participation on AP tests.
6. Each department within Teaching and Learning will explore expanding honors offerings.

**Afterschool Course Offerings** - Currently students have the ability to take multiple afterschool honors credits. This ability to add additional weighted credits outside the school day creates an unfair academic environment for students.

**Committee recommendation: Allow students to designate one credit a year that will not calculate in the grade point average.**

**Committee recommendation: Afterschool honors course offerings will be transcribed but zero credit tied to course.**

### **Implementation Timeline**

<b>Recommendation</b>	<b>Timeline</b>
AP Courses will carry more weight in weighted GPA calculation	Class of 2022 (Current Grade 7)
Phase in Laude recognition system beginning with the Class of 2022.	Class of 2022 (Current Grade 7)
Communication Guidelines	Implementation Summer 2017
Allow students to audit one credit per year through identification of course as audited.	Implementation Fall 2017
Afterschool honors course offerings will be transcribed but zero credit tied to course.	Class of 2022 (Current Grade 7)

### **Future Decisions**

At the first committee meeting, this group of volunteers clearly articulated the belief our current class ranking system is unfair. The group also communicated a desire to have a fair system for all KUSD students. This was the foundation for the work.

The recommendations included in this report align with the desire to have a fair system and these recommendations target specific practices that make the current system unfair. Any recommendation or decision that comes before the Board of Education should be viewed through this lens. For example, the proposal for a student athlete to waive a physical education class in place of a core class is still yet to be determined by the board.

Physical education classes are unweighted classes, meaning, there is not an honors option. Therefore, if we allow student athletes to replace this unweighted course with an honors or AP course, it would be unfair. To make it fair, student athletes must be required to replace the unweighted physical education class with another unweighted class. This is just an example of possible decisions that could impact the fairness to all students.

Should the board of education vote on any PE waiver, the board should consider the following statement, "If the school board votes to allow an approved PE waiver for those student athletes who participate in a WIAA sport, students must successfully complete an unweighted class from a core content area (math, science, social studies, language arts, or health). This statement was reviewed at the January 10, 2017, school board Curriculum/Program standing committee.

## **Recommendations**

At the January 10, 2017, meeting, the Curriculum/Program Standing Committee voted to forward this report to the board of education. Administration recommends approval of the following recommendations:

- AP Courses will carry more weight in weighted GPA calculation.
- Phase in Laude recognition system beginning with the Class of 2022.
- Communication guidelines as presented in this report.
- Allow students to audit one credit per year through identification of course as audited.
- Afterschool honors course offerings will be transcribed but zero credit tied to the course.

Dr. Sue Savaglio-Jarvis  
Superintendent

Dr. Bethany Ormseth  
Chief of School Leadership

Mrs. Julie Housaman  
Chief Academic Officer

Mr. Bryan Mogensen  
Coordinator of Athletics, PE, Health and  
Senior Center

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**January 24, 2017**

**Building Lifelong Trust**

**Background**

The Kenosha Police Department approached KUSD to collaborate on a program connecting high school students with Kenosha police officers in the Fall of 2016. The design of the program facilitates conversation and dialogue between KUSD high school students and the Kenosha Police Department. The program titled, **Building Lifelong Trust** (BLT) written by the Kenosha Police Department and the program is broken down into seven distinct lessons. The recommendation is for BLT to be scheduled at Bradford High School, second semester of the 2016-2017 school year with expansion to Tremper, Indian Trail and Reuther during the 2017-2018 school year. BLT has the approval and support of Kenosha Police Department Chief, Dan Miskinis.

**Program Details**

The program includes up to 12 students. The program runs 7 weeks concurrently (**Attachment A**). The students meet with police officers one time per week. The program will run during non-instructional time. The officers conducting the program will be the school resource officer and Officer Felicia Labatore, who represent the Kenosha Police Department. There is no cost to the district for this program.

Bradford High School administration and Kenosha Police Department representatives will hold parent meetings prior to the start of the program. Parents have the opportunity to review the lessons and must give permission for their child prior to participation. Parents or students can opt out at any time during the 7 week course.

Student volunteers for the BLT program will be solicited from the student body. Final participants will be chosen based on student schedule availability. Parents of this group of students will be contacted for an informational meeting, review of lesson plans, permission slips, etc. Bradford High School and the Kenosha Police Department will collect feedback from students after the completion of the program. This feedback and evaluation process will drive program adjustments. See attachment A for the seven lessons.

**Recommendation**

At the January 10, 2017, meeting, the Curriculum/Program Standing Committee voted to forward this report to the board of education. Administration recommends approval of this program.

Dr. Sue Savaglio-Jarvis  
Superintendent

Dr. Bethany Ormseth  
Chief of School Leadership

Dr. Kurt Sinclair  
Principal  
Bradford High School

# ***Building Lifelong Trust Curriculum***

*In partnership with:*

*Kenosha Police Department*



*Kenosha Unified School District*



# *Week 1*

## *Introductions*



## ***Week 1 - Introductions***

### ***Goal:***

Officers will begin to build relationships with the students by providing a laid back environment that is comfortable and welcoming.

### ***Explanation of program***

Review of the topics that will be discussed each week.

### ***Lesson:***

1. Welcome students
2. Have students write out their name cards
3. Reasons why we are here
  - a. Build trust
  - b. Get to know each other as individuals
  - c. Give them a safe place to voice their concerns
  - d. Expectations on both sides of the table
4. Welcome
5. Officer introductions  
Name, marital status, education, hobbies, why you became an officer, what positions you have held, what you currently do, tell a story to make them laugh
6. Student introductions  
Name, grade, school activities, what do you want to be when you grow up, why did you agree to join the group
7. 4 Pillars Activity  
A large sheet of paper will be placed on four different walls. The students will be asked to go to each sheet and write as much as they would like. The topics will then be discussed and if more time is needed to cover all of the information listed, we will use other days when time is available.

Statements to be written on each of the 4 sheets:

- a. What are some good experiences you have had with the police?
- b. What are some negative experiences you have had with the police?
- c. What are some rumors you have heard about the police?
- d. What are questions you have about the police?



8. Ask students to write down 3 things they learned from the day's session and discuss.
9. Thank the students for agreeing to be a part of the group.  
(Great to meet each of them, have a great week, and see them next week same time - same place).

## *Week 2*

### *Descriptions & Scenarios*



## ***Week 2 – Descriptions & Scenarios***

### **Goal:**

To gain an understanding of the importance of giving good descriptions.

- Have students be able to describe a situation.
- Provide information on reasonable suspicion and probable cause.

### **Lesson:**

1. Welcome students back and ask about their week.
2. Recap information from Week 1
3. Description Exercise - show slide for 1 minute.
  - a. Hand out paper and pens and ask students to write down descriptions of the person in the slide.
  - b. Many different descriptions will be given: male, female, white, black, Asian, clothing etc. Officers will write down all of the answers to show the variety of descriptions.
  - c. Discuss how all of the students were offered the same opportunity, distance and time frame to see the same person, yet the descriptions are all different.

#### 4. What is Reasonable Suspicion?

Definition:

Reasonable suspicion is a standard established by the Supreme Court in a 1968 case in which it ruled that police officers should be allowed to stop and briefly detain a person if, based upon the officer's training and experience, there is reason to believe that the individual is engaging in criminal activity. The officer is given the opportunity to freeze the action by stepping in to investigate. Unlike probable cause that uses a reasonable person standard, reasonable suspicion is based upon the standard of a reasonable police officer.

#### 5. What is Probable Cause?

Definition:

According to the Supreme Court, probable cause to make an arrest exists when an officer has knowledge of such facts as would lead a reasonable person to believe that a particular individual is committing, has committed or is about to commit a criminal act. The officer must be able to articulate the facts and circumstances forming the basis for probable cause.

- a. This is why if you ever call the police, the dispatcher will ask a lot of questions. They then provide the information to the responding officer.
- b. Additional discussion about this scenario?

6. Listen to Dispatch calls
  - a. Call #1
  - b. Discuss the call: What was the call? What was the description?  
Any other helpful information given.
7. Hand out description sheets. The students will fill in the information while listening to each call.
  - a. Call #2
  - b. Discussion
  - c. Call #3
  - d. Discuss
  - e. Call #4
  - f. Discuss
8. Next Slide. What are some reasons why you think witnesses or victims get descriptions wrong or incomplete? Discuss before moving on to the next slide.
  - a. Next slide.  
Go over answers, stress, anxiety, poor observation skills, all of the above.
9. Write down 3 things that you learned today.

*Week 3*

*Police Stops, Behavior and  
Ordinances*



## ***Week 3 – Police Stops, Behavior and Ordinances***

### **Goal:**

Mutual understanding of expected behavior during police contacts

### **Lesson:**

1. Welcome students back and ask about their week.
2. Recap information from week 2.
3. Ask students about the different ways to have contact or interact with officers. Officers are to write down the students' answers on a large sheet of paper that is hung on the wall. Then compare to the next slide. Discuss each type of contact. Ask the students to give examples if they have had any contacts with officers.
4. Next Slide. Discuss Mutual expectations during police contacts.
  - a. Mutual respect. Looking at each other while talking.
  - b. Identification. Officer and person should both identify themselves. Officer should explain the reason for the contact.
  - c. Communication. Verbal & physical. Examples of both the officer and person. Ask students to give examples.
  - d. Safety. Environment.  
Examples: Dark alley vs. bright daytime in an open park. High-crime area vs. low-crime area. Students give examples.
  - e. Any other mutual expectations students want to discuss.
5. What is an Ordinance?  
An ordinance is a municipal law, rule, or regulation that applies to a specific town or city limits. Because each city has their own set of ordinances, the different violations can be very broad.
  - a. What does an ordinance mean to you?  
If you are in violation of an ordinance, you could receive a ticket.
  - b. How is an ordinance created?  
Each area in the city limits has an elected alderman. If a citizen has an idea for a new ordinance, the information could be brought to their Alderman. The Alderman would then bring it to the City Attorney. In the end, the City Council would vote on it and a new ordinance could be created.

*Provide an explanation that police officers taken an oath to enforce the laws, but they do not create the laws.*

- c. Enforcement  
If you are in violation of an ordinance, you could be given a ticket. If you are under the age of 18, your parent would also receive a copy of the ticket.
- d. Consequences  
If you don't pay the ticket or show up for the scheduled court date, your driver's license will be suspended. If you are 17 years old, you are considered

an adult. If you don't pay or show up for court, you could eventually receive jail time.

If you are under 17 years old, you can ask for community service on the 1<sup>st</sup> offense and then you wouldn't have to pay the fine and it could be dismissed.

6. Trivia Game

Have students decide if a scenario is an ordinance violation- yes or no. Divide students into 2 groups and each student will have a turn to be the representative for each group and answer the question.

- |  |            |
|--|------------|
| • Throwing a snowball at a person or property                | <b>Yes</b> |
| • Leaving a refrigerator on curb with doors still on         | <b>Yes</b> |
| • Swimming with no life guard on duty                        | <b>No</b>  |
| • You can only have 6 rummage sale days in a year            | <b>Yes</b> |
| • Caught cheating on a test                                  | <b>No</b>  |
| • Sitting in a car for more than 2 hours in a neighborhood   | <b>No</b>  |
| • Letting your cat out without a leash                       | <b>Yes</b> |
| • Ordering in a drive thru on a bike                         | <b>No</b>  |
| • Walking in the street interfering with the flow of traffic | <b>Yes</b> |
| • Making your muffler to be louder than originally made      | <b>Yes</b> |
| • Minor getting a piercing other than in the ears            | <b>No</b>  |
| • Owning more than 2 pit bulls                               | <b>No</b>  |
| • Asking for money at a public place                         | <b>Yes</b> |
| • Hearing a car stereo more than 50 feet away                | <b>No</b>  |
| • Wearing headphones while riding your bike                  | <b>No</b>  |

The winning team gets gift certificates for free ice cream from Culver's.

7. Write down 3 things you learned today and discuss.

# *Week 4*

## *Laws Common for You*





## ***Week 4 - Laws and how they affect Juveniles***

### **Goal**

Some of the common laws that juveniles often see. What do they mean? What are the consequences?

Overview of the Juvenile Justice System and how it works depending on age.

### **Lesson**

1. Welcome students back and ask about their week.
2. Recap information from Week 3.
3. Next Slide. What are the different age groups for crimes?
  - a. 12-15 years old                      Ordinances
  - b. 16 years old                        Traffic
  - c. 17 years old                        Adult for Ordinances, Domestic Violence and Physical Abuse of a Child. Could go to jail..
  - d. 18 years old                        All adult
  - e. What does "waived into adult court mean?"
4. Next Slide. Show the Slender Man video and discuss the case. Ask the students' opinions about the case and whether they believe that the girls should be waived into adult court for the crime.
5. Laws most common to Juveniles
  - a. Disorderly Conduct.  
Engage in violent, abusive, indecent, profane, boisterous, unreasonably loud, or otherwise disorderly conduct under circumstances in which such conduct tends to cause or provoke a disturbance.
  - b. Battery.  
Cause bodily harm to another by any act done with intent to cause bodily harm to that person or another without the consent of the person so harmed.
  - c. Theft  
Intentionally take and carry away, use, transfer, conceal, or retain possession of movable property of another, the value of which does not exceed Three Hundred (\$300.00) Dollars without his/her consent and with intent to deprive the owner the permit.
  - d. Curfew  
No minor person under eighteen (18) years of age shall be in any public place between the hours of 10:30 P.M. and 6:00 A.M., Sunday through Thursday, and 12:00 Midnight to 6:00 A.M., Friday and Saturday, unless such minor is accompanied by an adult person having legal custody of such minor, or unless such minor is in the performance of an errand or a duty directed by the adult having legal custody of such minor, or whose employment makes it necessary for such minor to be in such public place. Unless there exists a reasonable necessity therefor, no person having legal custody of such minor shall permit

said minor in any public place during the hours specified in the above paragraph.

- e. Truancy
- f. Runaway
- g. Domestic Violence.
- h. Physical Abuse of a Child

(1) **DEFINITIONS.** In this section, "recklessly" means conduct which creates a situation of unreasonable risk of harm to and demonstrates a conscious disregard for the safety of the child.

(2) **Intentional Causation of Bodily Harm.**

- (a) Whoever intentionally causes great bodily harm to a child is guilty of a Class C Felony.
- (b) Whoever intentionally causes bodily harm to a child is guilty of a Class H Felony.
- (c) Whoever intentionally causes bodily harm to a child by conduct which creates a high probability of great bodily harm is guilty of a Class F felony.

i. **Sexual assault of a Child**

(1) **FIRST DEGREE SEXUAL ASSAULT.**

- (a) Whoever has sexual contact or sexual intercourse with a person who has not attained the age of 13 years and causes great bodily harm to the person is guilty of a Class A felony.
- (b) Whoever has sexual intercourse with a person who has not attained the age of 12 years is guilty of a Class B felony.
- (c) Whoever has sexual intercourse with a person who has not attained the age of 16 years by use or threat of force or violence is guilty of a Class B felony.
- (d) Whoever has sexual contact with a person who has not attained the age of 16 years by use or threat of force or violence is guilty of a Class B felony if the actor is at least 18 years of age when the sexual contact occurs.
- (e) Whoever has sexual contact or sexual intercourse with a person who has not attained the age of 13 years is guilty of a Class B felony.

(2) **SECOND DEGREE SEXUAL ASSAULT.**

Whoever has sexual contact or sexual intercourse with a person who has not attained the age of 16 years is guilty of a Class C felony.

J. **Bomb Threat Terrorist threats.**

- (1) Whoever, under any of the following circumstances, threatens to cause the death of or bodily harm to any person or to damage any person's property is guilty of a Class I felony:
  - (a) The actor intends to prevent the occupation of or cause the evacuation of a

building, dwelling, school premises, vehicle, facility of public transportation, or place of public assembly or any room within a building, dwelling, or school premises.

- (b)** The actor intends to cause public inconvenience.
- (c)** The actor intends to cause public panic or fear.
- (d)** The actor intends to cause an interruption or impairment of governmental operations or public communication, of transportation, or of a supply of water, gas, or other public service.
- (e)** The actor creates an unreasonable and substantial risk of causing a result described in par. (a), (b), (c), or (d) and is aware of that risk.

**(2)** Any person who violates sub. (1) and thereby contributes to any individual's death is guilty of a Class G felony.

j. Drugs/OWI

k. Sexting

l.

6. Next Slide. Review the Juvenile statistics for Kenosha.

7. Write down 3 things you learned today and discuss.

*Week 5*

# *Mental Health, Drug & Alcohol*



## ***Week 5 - Mental Health, Drugs and Alcohol***

### **Goal**

Understanding that mental health issues affect 1 in 4 people and the common diagnosis.  
Effects of Drugs & Alcohol

### **Lesson**

1. Welcome students back and ask about their week.
2. Recap information from Week 4.
3. Next Slide. What is mental health? Ask students to describe it.  
Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Over the course of your life, if you experience mental health problems, the way you think, your mood, and behavior could be affected. Many factors contribute to mental health problems, including:

- Biological factors, such as genes or brain chemistry
  - Life experiences, such as trauma or abuse
  - Family history of mental health problems
4. Early Warning Signs  
Not sure if you or someone you know is living with mental health problems?  
Experiencing one or more of the following feelings or behaviors can be an early warning sign of a problem:
    - Eating or sleeping too much or too little
    - Pulling away from people and usual activities
    - Having low or no energy
    - Feeling numb or like nothing matters
    - Having unexplained aches and pains
    - Feeling helpless or hopeless
    - Smoking, drinking, or using drugs more than usual
    - Feeling unusually confused, forgetful, on edge, angry, upset, worried, or scared
    - Yelling or fighting with family and friends
    - Experiencing severe mood swings that cause problems in relationships
    - Having persistent thoughts and memories you can't get out of your head
    - Hearing voices or believing things that are not true
    - Thinking of harming yourself or others
    - Inability to perform daily tasks like taking care of your kids or getting to work or school

5. Next Slide. Clay's Story
6. Marijuana/Alcohol slides
7. Take questions
8. Distribute resource cards
9. Write down 3 things you learned today.

*Week 6*

*Identifying Police &  
Equipment*



## ***Week 6 - Identifying Police and Equipment***

### **Goal:**

To understand police equipment and its uses.

To be able to identify the police in different roles.

### **Lesson:**

1. Welcome students back and ask about their week.
2. Recap information from Week 5.
3. What do you think is a typical day in the life of a police officer?
4. Next slide. Identify uniformed police officers. They wear a navy blue uniform, have a metal badge, and most wear an outside bullet proof vest with a gun belt and police tools.  
Show a picture of Officer Yandel
5. Identify Detectives  
Detective Hagen is wearing a suit, and that's how officers dress for court.  
Detectives Viola & Pfeffer are wearing business/casual, and this is how detectives dress day to day. But they too may wear their vest. They will all have their gun, badge, handcuffs and radio.
6. Identify Kenosha Specialty Units
  - a. K-9. Their job is to assist with finding people and drugs.
  - b. Motor Officers. Show a picture of Officer Stitch with his motorcycle.
  - c. Bicycle Unit. They are out for special events like the parade and fireworks.
  - d. Tactical Unit. They execute drug/home search warrants, standoffs, riots.  
They recently went to Milwaukee to assist.
7. Identify Squad Cars
  - a. Marked vs. Unmarked.  
All squads have lights, radios and sirens. The marked squads have computers and cages.
  - b. Specialty evidence vehicles.  
These vehicles carry equipment needed to process crime scenes. These officers are specially trained to collect evidence & the K9 vehicle is equipped to carry the K9.
8. Duty Belt Equipment
  - a. O/C Spray.
  - b. Flashlight
  - c. Ammo Magazine x2. Holds 15 rounds. We carry hollow point.
  - d. Radio. Motorola digital. We can talk with all surrounding agencies.
  - e. Expandable Baton. ASP
  - f. Gloves
  - g. Handcuffs X 2



- h. Taser. X26. 50,000 volts. 2 probes that have barbed needles like a fish hook, that hook into your skin. How it works is it affects your skeletal muscle system. It does not affect your organs, heart, lungs, and brain. Explain the probe cartridge, take off and spark test. The shock lasts for 5 seconds.
- i. Firearm. Glock G22 Gen 4. Holds 16 rounds. We can add lights and night sights to them to help assist us if needed.

# *Week 7*

## *Scenarios & Graduation*



## **Week 7 - Public Relations, Role Play & Graduation**

### **1. Public Relations**

- a. This program is an example of the type of public relations that the police department does. Talking with students and getting to know each other.
- b. Facebook. Keeping the community informed on events.
- c. Coffee & a Cop. Interacting with our community in positive ways.
- d. Special events booths. Example - Taste of Wisconsin.
- e. Shop with a Cop
- f. Back to School with a Cop - Backpack give away
- g. Police & Firemen's Ball- Fundraiser
- h. What ideas/events would the students like to see?

### **2. Role Reversal**

Officer will describe the scenario and ask the students who would like to be the officer and the back-up officer. We will demonstrate how easy, quickly and smooth things go when completely following the rules that were discussed of expectations on both sides from Week 3. We will also see the opposite effects when the rules are not followed. *\*It should be noted that at no time will anyone be touched, handcuffed or any other force or equipment be used.*

#### **a. Scenario #1**

There is a student in the hallway of the school who has been asked to leave by the Dean, and they are yelling and being disruptive in the hallway. The officer will play the role of the disruptive student. The student will play the role of the officer.

#### **b. Scenario #2**

The officer stops a car for speeding with a driver (the officer) and 3 passengers (other students). All in classroom with chairs set up for vehicle.

#### **c. Scenario #3**

There is a call for a group of kids fighting in a park. The officer (student) will arrive to the 2 officers arguing.

#### **d. Scenario # 4**

The officer (the student) will be dispatched to a loud party, called in by a neighbor that didn't give a name.

#### **e. Scenario #5**

Student's Choice for a scenario

### **3. Graduation**

Each student will be called up and given a certificate and have a picture taken. At the end, a group picture will be taken to be put on the KPD Facebook website. Snacks will be provided.

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**January 24, 2017**

**POLICY 6700—EXTRACURRICULAR ACTIVITIES AND PROGRAMS**

**Background**

The U.S. Department of Education, Office of Civil Rights (OCR), filed a complaint against Kenosha Unified School District alleging discrimination on the basis of sex. More specifically the complaint alleged that the district discriminated against female students at Tremper and Bradford High Schools by denying them an equal opportunity to participate in interscholastic athletics. On October 24, 2012, the Kenosha Unified School District signed a Resolution Agreement to resolve the complaint filed.

Section III of the aforementioned agreement required the district to develop a process or procedure for students or other interested parties, such as coaches or parents, to use to request the addition of new sports or level of sports at Bradford or Tremper and to publish the procedure, including on the district's website.

In response to this finding, Policy 6700 was last updated on November 15, 2016, based on the following recommendations made by legal counsel:

- Include a detailed procedure for adding new extracurricular programs and activities.
- Add federal statutes related to the policy as well as review Wisconsin Statutes, Wisconsin Administrative Code, and cross references currently listed in the policy.

**Recent Office of Civil Rights Communication**

On November 17, 2016 Kenosha Unified School District received notification from the OCR that additional wording should be added to Policy 6700 to clarify that a request for additional levels of competition in an existing sport is made under this policy. An updated copy of Policy 6700 with the latest OCR required wording added may be found in Appendix A.

Additionally the District is asked to submit a plan to OCR that explains how it will demonstrate compliance to ensure that the interests and abilities of students who are members of the underrepresented sex have been met by the present athletic program for the 2017-2018 school year. In order to meet this criterion the District has extended the October 1, 2016, deadline for submitting requests for new programs or requests for additional levels of competition in an

existing program to February 1, 2017. This has been communicated to the high school students and their families via school newsletters and social media.

### **Recommendation**

At its January 10, 2017, meeting, the Personnel/Policy Committee voted to forward revised Policy 6700 to the School Board for consideration. Administration recommends that the School Board approve revised School Board Policy 6700—Extracurricular Activities and Programs as a first reading on January 24, 2017, and a second reading on February 28, 2017.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mrs. Julie Housaman  
Chief Academic Officer

Mr. Bryan Mogensen  
Coordinator of Athletics, Physical Education, Health, Recreation, and Senior Center

## POLICY 6700

## EXTRACURRICULAR ACTIVITIES AND PROGRAMS

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

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

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

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

New program requests **or requests for additional levels of competition in an existing program** shall be submitted in writing to the coordinator of athletics, physical education, health, and recreation by October 1 for new programs to be considered for the following school year. The coordinator will forward the request to a district team comprised of: the superintendent of schools or designee; the building principal; and the coordinator of athletics, physical education, health, and recreation. The team will review the request utilizing the following criteria: financial impact of proposal, availability of facilities, student interest, qualified coaching candidates, Title IX, impact on existing district-approved programs, and the availability of competition in the reasonable geographic area. Where such programs **or additional levels of competition** have current or future budgetary implications, written approval of the superintendent of schools or the board of education will be required.

## LEGAL REF.: Federal Statutes

20 U.S.C. §§ 1681	[Prohibition on sex discrimination]
42 U.S.C. 2000d	[Prohibition on race, color, national origin discrimination]
29 U.S.C. § 794	[Prohibition on disability discrimination]

## Federal Regulations

34 C.F.R. §§ 106.41	[Prohibition on sex discrimination]
34 C.F.R. § 100.3	[Prohibition on race, color, national origin discrimination]
34 C.F.R. Part 104	[Prohibition on disability discrimination]

## Wisconsin Statutes

Sections 118.13	[Student discrimination prohibited]
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POLICY 6700  
EXTRACURRICULAR ACTIVITIES AND PROGRAMS  
Page 2

120.12(23)	[Board duty; extracurricular activity policy required that encourages full participation of K-8 students]
120.13	[Board power to do all things reasonable for the cause of education]
120.13(1)(a)	[Board power to establish rules of conduct]

Wisconsin Administrative Code

PI 9.03(1) [Extracurricular activity policy required to include nondiscrimination statement]

CROSS REF.: 5110, Equal Educational Opportunities/Discrimination Complaint  
5430, Student Conduct and Discipline  
6520, Field Trips/Co-Curricular Trips  
6710, Student Organizations  
6730, Student Social Events/Student Reward Trips  
6740, Student Fundraising Activities  
6750, Student Contests  
6770, Interscholastic Athletics  
6780, Public Appearances by Students  
*Athletic Code of Conduct*

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 13, 1991

REVISED: September 24, 1991  
January 29, 2002  
August 23, 2016  
November 15, 2016



KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

January 24, 2017

**FOUR-YEAR GRADUATION RATE – COHORT ANALYSIS**

*(School Year 2015-16 - Graduation Class of 2016)*

***Executive Summary***

Administration presented the first cohort analysis of graduation trends to the Kenosha Unified School Board beginning with School Year 1994-95. This cohort analysis is the twenty-first annual report to the Kenosha Unified School Board. It provides a “base cohort” illustrating the progress of students from their initial enrollment as a ninth grader on the Official Third Friday Count Day in SY 2012-13 until the end of summer school four school years later in August 2016. Additionally, the graduation “base cohort” of the Class of 2015 was examined in terms of its progress during the year following its designated graduation year (fifth year) along with the Class of 2014 after two years (sixth year).

The cohort graduation rate presented in this report is slightly different than the rate published by the Wisconsin Department of Public Instruction (DPI). Beginning in 2009-10, DPI reported a 4-year cohort graduation rate which includes all students who have been assigned to a *Wisconsin* public school cohort and were last enrolled in the Kenosha Unified School District (KUSD) during the 4-year time period, whether or not the student *began* in KUSD in their ninth grade year. Additionally, DPI’s graduation rate is a factor in two priority areas of the annual Accountability School and District Report Card: Closing Gaps and On-Track and Postsecondary Readiness. For the school and district report cards, DPI provides data on the 4-year cohort and the 6-year cohort graduation rates. DPI’s WISEdash portal also includes a 5-year rate. This KUSD cohort report will align with the DPI model of presenting a 4-year, 5-year and 6-year graduation rate.

Beginning in SY 2010-11, new federal guidelines regarding student race and ethnicity were implemented. In the past, parents/guardians were required to categorize their child in one of the following ethnic groups: Asian, Black/African American, Hispanic, Native American, and White. The current guidelines apply a two-part question format: first whether or not the student is Hispanic/Latino **and** then selecting one or more of the following races: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. The students of the Class of 2016 will utilize the new race/ethnicity categories whereas cohorts prior to Class of 2014 will use the former categories.

The current graduation requirements for core content areas are 3.0 credits for Social Studies, Math and Science and 4.0 credits for English. Rule 6456 also includes a Community/Service Learning requirement with a minimum of 10 service hours. A recent change effective for Kenosha Unified students earning a diploma in School Year 2016-17 is an additional 0.5 elective credit which totals to 8.0 elective credits and a total credit requirement of 23.5. In addition, all students, beginning in 2016-17, must successfully pass the U.S. Civics Exam (U.S. Citizenship and Immigration Services Exam) with a score of 60 or higher out of 100 questions. Currently, Wisconsin High School Graduation Standards contain a minimum requirement of 4 credits for English/Language Arts, 3 credits each for

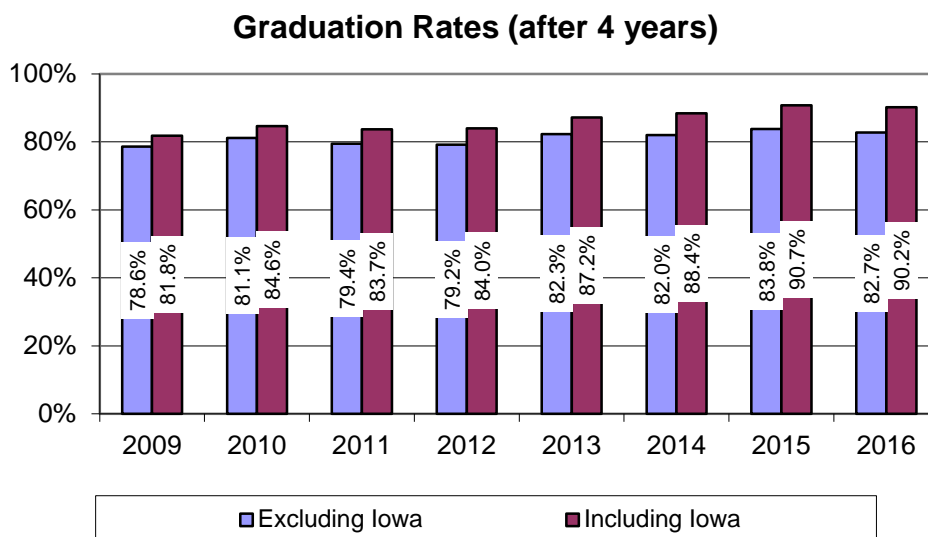
Social Studies, Math and Science, 1.5 in physical education, 0.5 in health education and encourages an additional 8.5 credits which totals 23.5 credits. For the current school year (cohort 2017) the graduation requirement total number of credits for KUSD is equal to the state of Wisconsin suggested total of 23.5.

## **NOTICABLE FINDINGS**

### ***Four-Year Cycle (Class of 2016)***

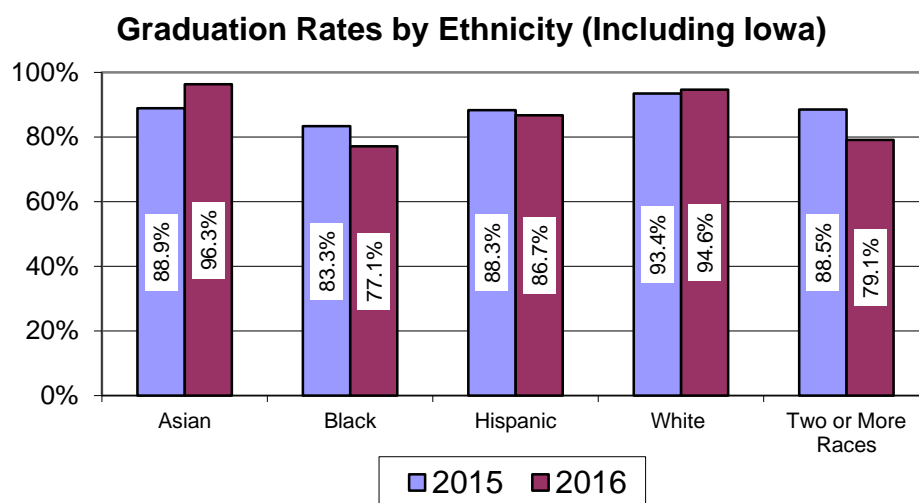
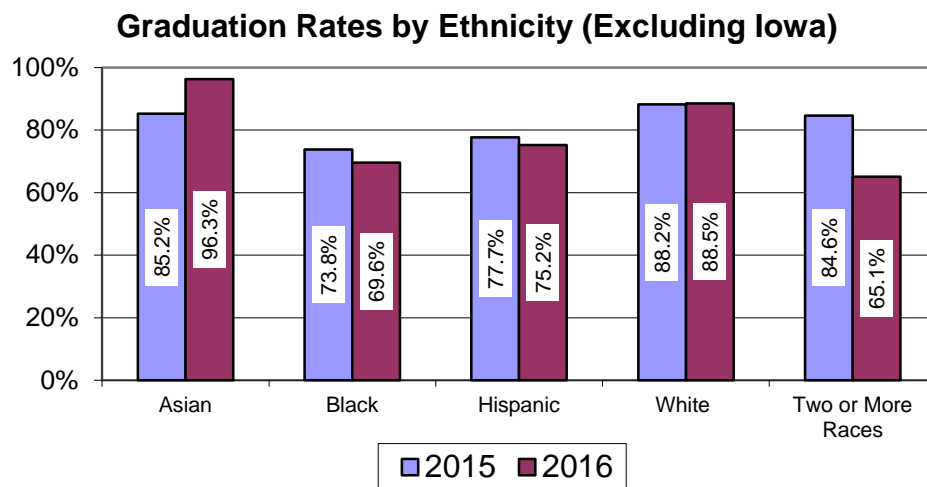
The following is a list of findings based on a review of this year's cohort analysis. Please note that the terms "Students with Disabilities", "Economically Disadvantaged", and "Limited English Proficient" are used as defined by the new Every Student Succeeds Act (ESSA), formerly No Child Left Behind (NCLB), and the Individuals with Disabilities Education Act (IDEA), as well as the state-approved waiver agreement post-NCLB, and are consistent with DPI reporting.

1. At the end of the four-year cycle, the KUSD Class of 2016 achieved an overall graduation rate of 82.7% when excluding "Iowa" graduates, and 90.2% when including "Iowa" graduates. These figures display a slight decrease from the 83.8% and 90.7% reported by the Class of 2015. However, it is the second year that the graduation rate surpassed 90%.



2. As in previous years, Females graduated at a higher rate than Males. When excluding "Iowa" graduates, Females report 84.7% compared to Males at 81.0%. However, when including "Iowa" graduates, this gender gap closes to an all-time low of less than one percent with the Class of 2016 reporting Females graduating at 90.5% and Males at 89.8%.
3. Most of the minority ethnic groups graduated at lower levels than their white peers in 2016. However, Asian students not only reported a significant increase from 2015 to 2016 when excluding and including "Iowa" graduates, they also reported the highest overall rate among the ethnic groups.
4. The other minority ethnic group reported declines in 2016. Hispanics showed a slight decrease from 2015 with 75.2% when excluding "Iowa" graduates and 86.7% when including "Iowa"

graduates. However, these 2016 rates by Hispanics are higher than that of the Class of 2014 and earlier. Rates of Black students and those with Two or More Races also declined in 2016 when excluding “Iowa” graduates and including “Iowa” graduates.

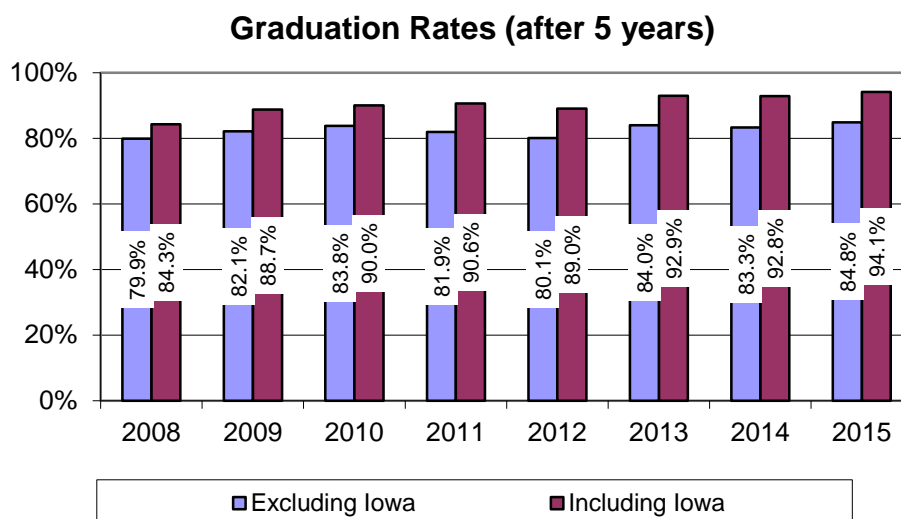


5. The graduation rates for the target groups in the School and District Report Card, “Students with Disabilities”, “Economically Disadvantaged”, and “Limited English Proficient” report graduation rates at a lower rate than their comparison group.
6. Limited English Proficient students reported significant increases from 2015 to 2016. When excluding “Iowa” graduates, their rate increased from 66.4% in 2015 to 74.8% in 2016. When including “Iowa” graduates, the rate increased from 81.9% in 2015 to 87.0% in 2016. This gap between English Proficient and Limited English Proficient fell to 3.4% when “including” “Iowa”.
7. The percent of students that transferred out of Kenosha decreased from 11.2% in 2015 to 9.6% in 2016. One of the highest rates was from Limited English Proficient students, with 16.6% transferring out since 9<sup>th</sup> grade compared to 11.5% with the Class of 2015.

8. The dropout rate decreased to a low of 1.5% in 2016 compared to 2.0% in 2015 when *excluding* “Iowa” graduates as dropouts. The student group with the highest dropout rate was students with Two or more Races (4.7%).
9. The number of “Iowa” graduates in the 2016 Cohort Graduation Class after four years increased to 114. There were 99 with the Class of 2015 and 97 with the Class of 2014.

### ***Five-Year Cycle (Class of 2015)***

10. At the end of the five-year period, 1,213 students (84.8%) graduated when *excluding* “Iowa” graduates and 1,347 students (94.1%) graduated when *including* “Iowa” graduates, resulting in an additional 1.0% and 3.4% of students, respectively, when compared to the end of the fourth year of the Class of 2015.



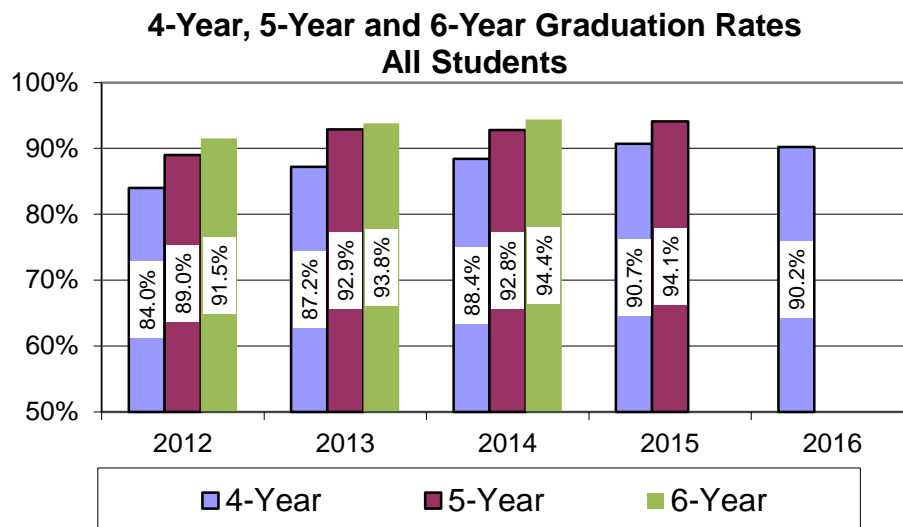
11. The Class of 2015, when compared to that of the Class of 2014, report increases in all student groups, with the exception of Asian students. When *including* “Iowa” graduates, the graduation rate of targeted student groups reached to the high 80s and above. Most notable were Black students at 89.5%, Hispanics at 93.0%, students of Two or More Races at 88.5%, Economically Disadvantaged at 90.7%, Students with Disabilities at 86.1% and Limited English Proficient Students at 88.2%.
12. The percent of “Credit Deficient” students in the 2015 graduation cohort group at the end of the fifth year was 2.7%, a decrease from 7.3% after four years.
13. The number of “Iowa” graduates in the 2015 cohort group after five years was 134 students, an increase of 35 students when compared to the same cohort group after four years.

### *Six-Year Cycle (Class of 2014)*

14. At the end of the six-year period, 1,259 students (83.6%) graduated when excluding “Iowa” graduates and 1,421 students (94.4%) graduated when including “Iowa” graduates, resulting in an additional 1.6% and 6.0% of students, respectively.

### *Cohort Graduation Rates*

15. The Class of 2013 was the first to meet an 85% graduation rate with a 4-year rate of 87.2%. The following year reported another increase to 88.4%. The Class of 2015 was the first to perform over 90% and this continued with the Class of 2016. The 5-year rates generally show a 4 to 5 percentage point increase from the 4-year rate to the 5-year rate. The six-year rates report an additional increase of 1 to 2 percentage points to the 5-year rate.



### **Administrative Recommendation:**

At its January 10, 2017, meeting the Curriculum/Program Standing Committee moved approval to forward this report to the full board. Administration recommends that the school board review and accept the 2015-16 Four Year Graduation Rate – Cohort Analysis Report

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Mr. Kristopher Keckler  
Chief Information Officer

Ms. Renee Blise  
Research Coordinator

Link to Complete Report with Appendices:

<http://www.kusd.edu/sites/default/files/document-library/english/cohort-report.pdf>

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

January 24, 2017

**Open Enrollment Allocations – 2017-18 School Year**

The Wisconsin Department of Public Instruction (DPI) stipulates that each resident school district allocate open enrollment spaces during their January board meetings. The 2017-18 Open Enrollment period is from February 6 to April 28, 2017. Along with the posted 3-month open enrollment window, applicants may also apply to a non-resident district using the designated Alternative Open Enrollment Application during the current school year if the applicant can demonstrate that he/she meets certain criteria. Appendix A contains a listing by grade of available open enrollment regular education spaces for School Year 2017-18. DPI has communicated that the District's affirmation must specifically delineate both regular education seats by specific grade level and special education seats by program and/or service type.

KUSD Policy 5260 requires that a current open enrolled student re-apply just once, which is during the transition from elementary to middle school, or if they first enrolled during middle school, then they must reapply during the transition from middle school to high school. Also, tuition waiver students (those who start the year in KUSD but move out of district) have a right to complete the current year and apply for open enrollment the following year. Even though these are current KUSD students, they are counted as new applications for our state reporting.

The Offices of Educational Accountability, School Leadership, Teaching and Learning, Special Education/Student Support and Early Education met on multiple occasions to gather, refine and allocate information in regards to the number of available spaces for School Year 2017-18 within the Kenosha Unified School District. After review of the available data and enrollment projections, this cooperative team with the endorsement of the Superintendent of Schools makes the recommendation contained in Appendix A (regular education) and Appendix B (special education) to the School Board.

**Administrative Recommendation:**

Administration recommends that the Kenosha Unified School Board affirm and approve the space availability for open enrollment students for school year 2017-18.

Recommendation is for a total of 205 spaces, 23 of which are designated for selected special education programs service/types as noted below.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Kristopher Keckler  
Chief Information Officer

Dr. Bethany Ormseth  
Chief of School Leadership

Susan Valeri  
Chief of Special Education  
and Student Support

Luanne Rohde  
Director of Early Education Programs

Renee Blise  
Research Coordinator

**APPENDIX A**  
**Number of Regular Education Open Enrollment Spaces (2017-18)**

Grade Level	Regular Education Recommended Spaces
Pre-K	30
Kindergarten	10
Grade 1	10
Grade 2	10
Grade 3	10
Grade 4	10
Grade 5	10
Grade 6	60
Grade 7	10
Grade 8	10
Grade 9	20
Grade 10	5
Grade 11	5
Grade 12	5
<b>Total</b>	<b>205</b>

**Historical Open Enrollment Allocations & Confirmed Enrollments**

School Year	Board Allocated Seats	New Open Enrollment Students	Total Open Enrollment Students (3 <sup>rd</sup> Friday)	Alternative Application Enrollments
2016-17	195	37	99	17
2015-16	457	7	80	7
2014-15	37	24	69	13
2013-14	65	15	51	3
2012-13	111	14	55	1
2011-12	53	15	52	NA
2010-11	71	10	51	NA

**APPENDIX B**  
**Number of Special Education Open Enrollment Spaces (2017-18)**

Program	Recommended Spaces
<b>High School</b>	
• Cross-Categorical	3
• Speech/Language	1
<b>Middle School</b>	
• Cross-Categorical	6
• Speech/Language	2
<b>Elementary School</b>	
• Cross-Categorical	6
• Speech/Language	2
• Early Childhood	3
<b>District-Wide</b>	
Occupational Therapy	0
Physical Therapy	0



Kenosha Unified School District  
Kenosha, Wisconsin

January 24, 2017

**Policy and Rule 8870 – Public Participation at School Board Meetings**

School Board Policy 8870 was created in 1997 to provide an avenue for citizen comments at school board meetings which was last revised in February 2015. Attached is Policy 8870 – Public Participation at School Board Meetings with some recommended revisions for review.

Initial suggested revisions to the policy were sent to Board members by administration on November 21 and November 29 for individual review, feedback, and/or suggested changes.

The following revisions to the policy are being recommended:

- that the term “citizen” be defined as a District resident, Kenosha County resident, a student currently enrolled in the District, a parent of a student(s) currently enrolled in the District, and/or a current or former District employee;
- that citizen comments and/or questions at Board meetings be related only to topics on the board posted agenda;
- that the option to call the Superintendent’s Office to request to be placed on the list of speakers be removed;
- that prior to speaking, citizens be required to state their name, address, status as a district resident and the agenda topic that they will be speaking on;
- the addition of a process for verifying the legitimacy of a citizen if suspicion arises; and
- the addition of an option for the Board President or acting chairperson to revoke a citizen’s privilege to participate in the “Views and Comments” portion of the Board meeting if the participation is irrelevant, repetitive, or abusive or otherwise causes disruption to the orderly conduct of the meeting.

**Recommendation**

It is recommended that the Board approve revised Policy and Rule 8870 – Public Participation at School Board Meetings as a first reading at the January 24, 2017, regular school board meeting and as a second reading at the February 28, 2017, regular school board meeting.

Tamarra Coleman  
School Board President

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

POLICY 8870

PUBLIC PARTICIPATION AT SCHOOL BOARD MEETINGS

The School Board, as a representative body of the District, wishes to provide an avenue for any citizen to express interest in and concerns for the schools. Meetings of the Board shall be open to the public, except executive sessions, and the public shall be cordially invited to attend Board meetings.

**For purposes of this policy, the term “citizen” includes only District residents, Kenosha County residents, students currently enrolled in the District, parents of a student(s) currently enrolled in the District, and/or current or former District employees. For purposes of this policy, a current employee may designate the certified collective bargaining representative to speak on his/her behalf.** Citizens wishing to present requests or views directly to the Board shall be afforded the privilege during the "Views and Comments" portion of the agenda at each regular Board meeting, and at special Board meetings as appropriate. Consistent with the Board's responsibility for conducting the business of the District in an orderly and efficient manner, **citizen views and comments** ~~public presentations~~ may be regulated.

Citizen comments and questions at any Board meeting may **only** deal with ~~any topics~~ related **board posted agenda items** ~~to District issues or concerns and/or the Board's agenda~~. However in public session, the Board shall not hear irrelevant, repetitive, or abusive speech that causes disruption to the orderly conduct of the meeting. The Board also shall not hear discussion of confidential personnel disputes or grievances involving individual school employees that do not implicate issues of public concern, or individual student disciplinary matters, as there are other channels available in the District that provide for consideration and disposition individuals of such matters. The Board President may set time limits and other administrative requirements as appropriate on the public's participation at Board meetings.

In lieu of speaking during the "Views and Comments" portion of the agenda, timely received written communication shall be read and/or noted in the Board meeting minutes upon the specific request of a citizen. Also, citizens may write to the Board to ask questions, express concerns and make proposals or comments for consideration by the Board. Written communication to the Board should normally be addressed to the Board President. Citizen comments will be limited to three minutes per person and conclude after 45 minutes unless otherwise determined by a motion to extend speaking time approved by a majority vote.

LEGAL REF.: Wisconsin Statutes

Sections 19.83(2) [Board discussion of matters raised during period of public comment]

19.84(2) [Public notice of public comment period]

CROSS REF.: 8710, Regular School Board Meetings

8720, Special School Board Meetings

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: August 26, 1997  
July 10, 2001  
June 25, 2002  
June 24, 2003  
December 14, 2010

February 25, 2014

February 24, 2015

**February 28, 2017**

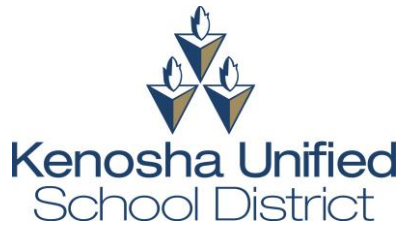
RULE 8870

PUBLIC PARTICIPATION AT SCHOOL BOARD MEETINGS

For purposes of this rule, the term “citizen” includes only District residents, Kenosha County residents, students currently enrolled in the District, parents of a student(s) currently enrolled in the District, and/or current or former District employees. For purposes of this rule, a current employee may designate the certified collective bargaining representative to speak on his/her behalf.

~~Presentations~~ **Views and comments** to the School Board by ~~citizens members of the public~~ shall be regulated in the following manner:

1. ~~Citizens Persons or groups~~ wishing to make presentations to the Board during the "Views and Comments" portion of the Board meeting agenda shall sign up on a sheet provided for this purpose prior to the **start of the** meeting. ~~Persons wishing to state their views to the Board may also call the Superintendent of Schools' Office prior to 4:00 p.m. on the day of a Board meeting to request that they be placed on the list of speakers.~~
2. **Citizens speaking during the “Views and Comments” portion of the Board meeting agenda** ~~Speakers~~ shall be limited to three minutes and to speaking only once during the "Views and Comments" portion of each meeting. Time for speaking will be allocated only by the Board President, or other presiding officer, and may not be reallocated by ~~citizens speakers~~ to others. The Board President, or other presiding officer, may honor a request to permit a **citizen speaker** more time than provided, for good reason, hearing no objection from the Board.
3. The "Views and Comments" portion of regular and special meeting agendas shall conclude after 45 minutes at the beginning of the meeting. This time allotment may be extended by a two-thirds vote of the Board.
4. **Before speaking on a particular posted board agenda topic during the “Views and Comments” portion of the Board meeting agenda, each citizen shall state his/her name, address, status as a District resident, Kenosha County resident, student currently enrolled in the District, parent of a student currently enrolled in the District, a current or former District employee, and/or a certified collective bargaining representative speaking on behalf of a current District employee, and the agenda topic that he/she will be speaking in reference to. Refusal to provide such information shall be grounds for the Board President or acting chairperson to revoke the citizen’s privilege to participate in the “Views and Comments” portion of the Board meeting agenda.**
5. **If the Board President or acting chairperson has reasonable suspicion that an individual seeking to speak during the “Views and Comments” portion of the Board meeting agenda is not a citizen, the Board President or acting chairperson, at his/her discretion, may require that the individual submit documentation to verify his/her claim to be a District resident, Kenosha County resident, student currently enrolled in the District, parent of a student currently enrolled in the District, a current or former District employee, or a certified collective bargaining representative speaking on behalf of a current District employee. If an individual submits fraudulent documentation and/or is otherwise untruthful about his/her status as a citizen, the individual shall forfeit the opportunity to speak during the “Views and Comments” portion of future Board meetings.**
6. The Board President or acting chairperson may, at any time and at his/her discretion, revoke a citizen’s privilege to participate in the “Views and Comments” portion of the Board meeting agenda. Such discretion shall normally be exercised if the Board President determines that a citizen’s participation is irrelevant, repetitive, or abusive or otherwise causes disruption to the orderly conduct of the meeting.



January 24, 2017

### DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Kenosha Area Business Alliance donated \$2,000 to the Lakeview Technology Academy Supermileage Club.
2. MOD Pizza donated \$1,442.54 to Stocker Elementary School. The donation will be used to purchase a 3D printer in their library Maker's Space.
3. Riley Construction donated \$500 in December 2016 to the LakeView Technology Academy Supermileage Club.
4. Harbor Machining Inc. donated \$200 in December 2016 to the Bradford High School Wrestling team.
5. Sandra Halmo donated \$200 in December 2016 to the Fine Arts Department. The donation is to be used toward lessons or instruments for talented students who otherwise could not participate in the music program.

### 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

January 24, 2017

**Tentative Schedule of Reports, Events,  
and Legal Deadlines for School Board  
January-February**

**January**

- January 10, 2017 – Special Meeting – 5:30 P.M., Standing Committee Meetings – 6:00 P.M. in ESC Boardroom
- January 10, 2017 – Standing Committee Meetings – 5:50 P.M. in ESC Boardroom
- January 12, 2017 – Special Meeting – 6:00 P.M. in ESC Boardroom
- January 16, 2017 – Dr. Martin Luther King, Jr. Day – Schools and ESC Closed
- January 20, 2017 – Staff Workday – No school for students
- January 24, 2017 - Regular Board of Education Meeting – 7:00 P.M. in ESC Boardroom

**February**

- February 14, 2017 – Standing Committee Meetings, 5:30 P.M. in ESC Boardroom
- February 23, 2017 – Special Board Meeting – 6:00 P.M. in ESC Boardroom
- February 28, 2017 – Regular Board of Education Meeting – 7:00 P.M. in ESC Boardroom

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