



REGULAR MONTHLY BOARD MEETING

**March 27, 2007
7:00 P.M.**

**Pleasant Prairie Elementary School
Gymnasium
9208 Wilmot Road
Pleasant Prairie, Wisconsin**



KENOSHA UNIFIED SCHOOL BOARD

REGULAR SCHOOL BOARD MEETING

Pleasant Prairie Elementary School

March 27, 2007

7:00 P.M.

AGENDA

- I. Pledge of Allegiance – Kenosha Military Academy Color Guard
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
 - Bradford High School's Kelsey Swaitko Named Prudential Wisconsin Top Youth Volunteer
 - Bradford High School's Ernest Wright Named Boys and Girls Club's State Youth of the Year
 - Wisconsin Honors Music Project
 - Bullen, Mahone and Stocker School Students Earn State Battle of the Books Honors
 - Tremper Service Project Earns State Honors
 - Bradford Wrestling Team Featured in State Magazine
- IV. Pleasant Prairie Elementary School Presentation
- V. Administrative and Supervisory Appointments
- VI. Introduction and Comments by Student Ambassador
- VII. Legislative Report
- VIII. Views and Comments by the Public
- IX. Response and Comments by the Board of Education
- X. Remarks by the President
- XI. Superintendent's Report
- XII. Consent Agenda
 - A. Consent/Receive Strategic Planning
Implementation Team
#4 Update Pages 1-4
 - B. Consent/Approve Head Start Federal
Grant Request for the
2007-08 School YearPage 5-9

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XII. Consent Agenda – Continued

- C. Consent/Approve Waiver of Policy 1330 -
Use of School District
Facilities Pages 6-12
- D. Consent/Approve Advertisement Sales
Affiliated With WGTD
Sportscasting-Policy 1220..... Pages 13-18
(Second Reading)
- E. Consent/Approve Student Ambassador -
Policy 5411 (Second Reading)..... Pages 19-20
- F. Consent/Approve Corporal Punishment/
Use of Physical Force -
Policy 5471 (Second Reading)..... Pages 21-22
- G. Consent/Approve Donations to the District..... Page 23
- H. Consent/Approve Recommendations
Concerning Appointments,
Leaves of Absence,
Retirements and Resignations Page 24
- I. Consent/Approve Minutes of 2/27/07 and
3/10/07 Special
Meetings and Executive
Sessions, 2/27/07
Regular Meeting and
3/13/07 and 3/19/07
Special Meetings..... Pages 25-37
- J. Consent/Approve Summary of Receipts, Wire
Transfers and Check Registers..... Pages 38-39

XIII. Old Business

- A. Discussion/Action Department of Public
Instruction Wisconsin
Youth Risk Behavior Survey Pages 40-56
- B. Discussion/Action Security Related
Project Needs Pages 57-60

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XIII. Old Business - Continued

- C. Discussion/Action Resolution Authorizing
the Issuance and Awarding
the Sale of \$8,000,000
Note Anticipation Notes..... Pages 61-72

XIV. New Business

- A. Discussion/Action Resolution No. 272 – Resolution
Supporting the Improvement of
the Union Pacific and Canadian
Pacific Railroad Crossings on
Highways “E” and “L” in the
Town of Somers..... Pages 73-74
- B. Discussion Harborside Academy
Charter Contract Review..... Pages 75-96
- C. Discussion Kenosha School of Technology
Enhanced Curriculum Charter
Contract Review..... Pages 97-110
- D. Discussion Proposed High School
Schedules (Bradford &
Tremper Pages 111-113
- E. Discussion/Action Open Enrollment Applicants
For School Year 2007-08 Pages 114-115
- F. Discussion/Action Cycle III School District Self-
Evaluation of the Status of
Pupil Nondiscrimination and
Equality of Educational
Opportunities Pages 116-162

XV. Other Business as Permitted by Law

- XVII. Tentative Schedule of Reports, Events and Legal
Deadlines For School Board (March-April) Page 163

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

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Kenosha Unified School District No. 1
Kenosha, Wisconsin

March 27, 2007

STRATEGIC PLANNING IMPLEMENTATION TEAM #4 SUMMARY

Strategy No. 4

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

Appendix A reflects information recorded in the strategic planning software. It reflects progress on the specific results identified for 2005-06. Significant work was done by teacher teams during the last two weeks of June 2006, resulting in new materials for August 2006 inservices. These materials include the new documents of standards, benchmarks, and most essential benchmarks in English/language arts and math, which were approved by the Board in June 2006. Common assessments in language arts and math were also identified and developed. As part of the 6-12 math adoption, every math course (with the exception of probability and statistics, trigonometry, and math analysis) now has a common syllabus, curriculum maps, pacing guides, and common assessments.

Appendix B reflects the specific tasks and timelines for the work that will be completed in math, language arts, science, and social studies by the end of the strategic plan.

Update on Progress and Timelines

Strategy IV.1—Select a user-friendly student information system (SIS) easily accessible to teachers, administrators, and parents for the purpose of student data collection, analysis, curriculum development, grading, and reporting. Zangle has been selected as the Student Information System. First use for developing high school master schedules will occur in January 2007. Revisions in the detailed action steps are proposed to match the implementation process as it is now laid out.

Strategy IV.2—Implement the consistent use of the Wisconsin Knowledge and Concepts Examination data in order to measure student academic performance and develop school improvement plans. The Office of Educational Accountability has continued to support school use of data. In conjunction with School Leadership, the original school improvement plan and process is being merged with the site planning process, and clarification is being provided about use of data to guide planning and to document student improvement.

Strategy IV.3—Train teachers to use effective instructional strategies that promote high order thinking and hands-on learning experiences for all students. Effective instructional strategies were defined for KUSD staff as including the Nine Powerful Strategies based on Marzano's *Classroom Instruction That Works* plus seven Proficient Learner Skills identified in the "Making Thinking Visible" initiative for all grades and all content levels as well as evidence of curriculum implementation and factors in the Teacher Performance Appraisal. Grant money

supported development of a literacy cadre, with a particular focus on high schools. Planning for differentiation training has begun as a joint effort of Curriculum, Professional Development, Talent Development, and Special Education.

Strategy IV.4—Establish a quality induction program for new District instructional administrators that includes orientation to District curriculum, training on effective instructional strategies, and training on use of data to improve student achievement. Five new principals participated in the first New Administrator Induction sessions, which will continue throughout the year. They were grateful to have topics covered in a small group and to get a head start prior to the general administrator sessions at Quest in August 2006. Mentors have been assigned and are supporting the new principals. During second semester, four newly appointed principals joined the monthly Ongoing Support Seminars and are currently working with a mentor.

Strategy IV.5—Revise the induction program for new teachers to the District to include orientation to District curriculum, training on effective instructional strategies, and training on use of data to improve student achievement. Ongoing Support Seminars continue the work of new teacher induction. Training of mentors is a major endeavor, with an estimated need for 100 mentors for 2006-07.

Strategy IV.6—Establish K-12 common grade level/course assessments for mathematics to insure that staff is implementing the District curriculum. In conjunction with Strategy VII, most essential benchmarks were identified and a new standards document was approved by the Board in June 2006. As part of the 6-12 math adoption, quarterly common assessments, pacing guides, and common syllabi have been developed for grades 6, 7, 8, pre-algebra and Algebra at the middle level. High school math teachers have developed common final assessments, pacing guides, and common syllabi for all math courses. All 6-12 common assessments are currently being reviewed and revised. At the elementary level, cumulative quarterly common assessments have been developed. The new common assessments are being implemented in 2006-07.

Strategy IV.7—Establish K-12 common grade level/course assessments for reading, writing, and language arts to insure that staff is implementing the District curriculum. In conjunction with Strategy VII, most essential benchmarks were identified and a new standards document was approved by the Board in June 2006. A K-12 writing continuum has been refined. Common writing assessments are being given. Common reading assessment methods have been identified at the elementary level. Word analysis assessments will begin first semester, and reading comprehension assessments will begin second semester.

Strategy IV.8—Establish K-12 common grade level/course assessments for science to insure that staff is implementing the District curriculum. As part of the ongoing cycle of curriculum evaluation, adoption, and implementation, the work of aligning standards and benchmarks is well underway; and revisions will be presented to the school board for approval in June 2007. A proposal for the purchase of new science materials will go to the board in January 2008 with implementation of the new materials planned for fall 2008. Curriculum maps and common assessments will be developed based on the new materials.

Strategy IV.9—Establish K-12 common grade level/course assessments for social studies to

insure that staff is implementing the District curriculum. As part of the ongoing cycle of curriculum evaluation, adoption, and implementation, the initial steps of aligning standards and benchmarks are underway. As it pertains to work completed during the 2006-07 school year and ongoing work regarding standards and benchmarks alignment with the state, grades 6, 7, and 8 (middle school) have aligned their grade level benchmarks and have identified their grade level most essential benchmarks. As it relates to grades 9, 10, 11, and 12 (high school), all of the courses required for graduation have aligned their benchmarks and have identified the most essential benchmarks. The majority of elective courses have also aligned benchmarks and identified most essential benchmarks. The alignment work for our elementary grade levels (K-5) are in the early stages of aligning our current KUSD standards and benchmarks with the state benchmarks.

Strategy IV.10 Implement a District-wide common standard format for unit and lesson design in order to ensure the use of effective instructional strategies. – This specific result was not identified for immediate implementation.

Strategy IV.11—Establish a teacher evaluation process aligned with the Wisconsin Teacher Standards that is systematically and uniformly implemented. The teacher evaluation tool has been refined; and principals have received training in performance assessment, goal setting, and growth planning. The rubric is in place, has been used for one year, and is being reviewed for improvement in the second year.

Strategy IV.12—Establish an evaluation process for licensed instructional administrators aligned with the Wisconsin Administrative Standards that is systematic-cally and uniformly implemented. During 2005-06, administrators were evaluated against the Wisconsin Standards and their Mutual Commitments and Expectations in support of the district strategic plan. In addition, an instrument specifically geared to-ward principals has been developed and is being piloted with a small group of principals during the 2006-07 school year.

Budget

The major fiscal implications for Strategy IV include opportunities for teacher participation in continued curriculum development, curriculum mapping, and selection and development of common assessments and depend on access to substitute teacher allocations for work during the school day and/or funds for compensation for work out-side the regular school day.

Existing funds for staff time and curriculum writing were redirected and focused exclusively on work related to Strategy IV during the 2005-06 and 2006-2007 school years. Budget assumptions of \$30,653 for summer work on curriculum and common assessments and \$200,000 for reading assessment were granted to further the Strategy IV activities in 2006-07. In order to expedite the 2007-2008 work which combines the Board policy-directed adoption cycle in Science and the action steps of Strategy IV.8, a budget assumption was submitted to provide the support of an additional teacher consultant. There are two teacher consultants leading the math work and two leading the Language Arts, but only one teacher consultant for Science K-12.

Staff Persons Leading This Strategy

Dr. Edie Holcomb, Executive Director of Instructional Services, and Mr. Timothy Miller, Executive Director of School Leadership, have served as Implementation Team Co-Chairs for Strategy IV. Staff members with leadership for Specific Results include Mr. Daniel Honore, Mrs. Sonya Stephens, Mrs. Louise Mattioli, Dr. Marguerite Sneed, Ms. Kristal Brandt, Mrs. Fran Romano, Mrs. Geri Santarelli, and Ms. Sheronda Glass.

Next Steps

On February 20, 2007, the district Strategic Planning Team received recommendations from the Strategy IV Action Team. The following recommendations were accepted and will guide next steps.

1. The operational work of curriculum review and evaluation, and materials adoption, purchase and implementation were integrated with the action steps for Specific Results IV.6, IV.7, IV.8 and IV.9. The timelines laid out in the attached charts (Appendix B) will allow for the work to be integrated, and result in all action steps of those Specific Results for math, language arts, science and social studies to be completed by the end of the five-year window of the strategic plan.
2. As seen in the attached timeline charts, the development of Science common assessments will occur in 2009-10.

Elementary teachers are responsible for all content areas and will be administering common assessments in math, reading, writing and science. No Child Left Behind and Wisconsin assessment plans do not include a timeline for testing at every grade in social studies or for Social Studies to be included as criteria requiring Adequate Yearly Progress. Therefore, common assessments for Social Studies will be developed for grades 6-12, but not for the elementary grades.

3. *Strategy IV.10—Implement a District-wide common standard format for unit and lesson design in order to ensure the use of effective instructional strategies. This Specific Result was not identified for immediate implementation by the district Strategic Planning Team in its first implementation schedule. Due to requests from principals and teachers, it will be initiated during the 2006-07 school year. Formats now in use in the district will be gathered and analyzed. A common format will be identified for use in 2007-08.*

Link to Appendices

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 27, 2007

HEAD START FEDERAL GRANT REQUEST FOR THE 2007-08 SCHOOL YEAR

Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2007-08 school year. The funding for this grant is \$1,877,492. The grant is designed to fund the operating costs of the Kenosha Unified School District Head Start Child Development Program.

Grant Title

Federal Head Start Grant

Funding Source

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

Grant Time Period

July 1, 2007 to June 30, 2008

Purpose

The purpose of the Head Start program is to provide comprehensive services in the areas of health, education, social services, and parent involvement for low-income preschool children and their families. This grant will service 330 high-risk children that will be three or four years of age on or before September 1, 2007. Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and through the Head Start Performance Standards.

Number of Students Served

330 Eligible Head Start Students

Relationship to District Strategic Plan and Goals

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

- All students meet or exceed the District and state identified proficiency levels for performance in reading, math, science and social studies by 2010.
- All students participate in meaningful service projects annually.
- All students consistently demonstrate respectful and responsible behavior within our diverse school community.
- All students will meet our requirements for graduation.

The District's Pre-School Standards and Benchmarks and the Head Start Performance Standards serve as a framework for all Head Start programming. By working with the children early in their lives, we have an opportunity to imprint the value of education on

the child and his/her family. A positive value of education will impact the District objectives.

Fiscal Impact

See attached Fiscal Impact statement.

Changes in Program Services

The amount of the Federal Grant award has not increased in the past five years. In fact, for the 2006-07 school year, the Defense Appropriations Act cut the funding by 1%. The funding award for 2007-08 remains at the same level as the 2006-07 school year. As a result of the stagnant and decreased funding, Head Start has had to make cuts to the program every year. This year is no exception. To balance the budget the following changes will be made to the program:

- A DPI certified teacher will be cut from Head Start and reassigned within the District. A pre-school associate will be hired to teach the classroom.
- The current full time clerical educational assistant position will be reduced to a .4 position. The full time clerical educational assistant is currently responsible for attendance and data entry. Reduction of this position to .4 will change her responsibilities to the monitoring of attendance only.
- Transfer the funding source of one full time special education classroom assistant from Head Start to the Department of Special Education.
- Transfer the funding source of one full time family service provider from the Head Start Federal Grant to the Head Start State Grant.
- No field trips requiring bussing and/or entrance fees will be funded.

These are the changes that this grant report will be based around. There remain many unknown factors that may impact the budget and require deeper cuts. The budget will be revised if those are needed.

Evaluation Plan

- The Head Start program meets a community need for the services that it provides. This will be evident through the maintenance of a Head Start waiting list of families that qualify for the program.
- Achievement of the 2007-08 Head Start Action Plan goals.
- Student outcomes to be monitored in the eight outcome areas required by Head Start for each individual child and the growth of the child will be reported to parents/guardians three times during the school year.
- Semi-annual Program Report to the Policy Council and School Board.
- Semi-annual Program Plan Report to the Head Start Region V office in Chicago.
- Head Start monthly reports (HS 22) to the Policy Council and School Board.

Staff Person in Charge of Program

Belinda Grantham, Head Start Administrator

Staff Persons involved in preparation of the grant application:

Angela Erbentrout, Policy Council Vice-President

Rhonda Etzelmueller, Family Service Provider
Belinda Grantham, Head Start Administrator
Tarik Hamdan, Grant Analyst
Tracy Henry, Teacher
Laura McClure, Pre-School Associate
Anna McMahon, Teacher
Laura Schollmeier, Teacher

Administrative Recommendation

At its March 13, 2007 meeting, the Curriculum/Program Committee approved forwarding the 2007-08 Federal Head Start Grant Request to the School Board for approval to submit and implement for the 2007-08 school year. Administration recommends that the Board concur with the Committee's recommendation.

R. Scott Pierce
Superintendent of Schools

Tim Miller
Executive Director of School Leadership 2

Kurt Sinclair
Director of School Leadership

Belinda Grantham
Head Start Administrator

Fiscal, Facilities and Personnel Impact Statement

Title: Head Start Federal Grant Request **Budget Year:** 2007-2008

Department: Head Start **Budget Manager:** Belinda Grantham

REQUEST

Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2007-08 school year. The funding for this grant is \$1,877,492. It is designed to fund the operating costs of the Kenosha Unified School District Head Start Child Development Program.

RATIONALE/ INSTRUCTIONAL FOCUS

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

IMPACT

This Head Start grant provides:

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

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$920,593.00
200's	Fringes	\$675,014.00
300's	Purchased Services	\$47,700.00
400's	Non-Capital Objects	\$6,457.00
500's	Capital Objects	\$168,775.00
900's	Dues/Fees	\$58,953.00
TOTAL		\$1,877,492.00

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

FUNDING SOURCES
Select Funding Sources:

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 27, 2007

WAIVER OF POLICY 1330
USE OF SCHOOL DISTRICT FACILITIES

The Superintendent is in receipt of a letter from Sheriff David Beth requesting a waiver of user fees for use of District facilities. Specifically, he is requesting a waiver of fees for use of Edward Bain School of Language and Art on Saturday, February 24, 2007 for Tactical Response Team (TRT) training. Sheriff Beth's letter indicates, "The TRT is responsible for the safe and effective resolution of critical incidents, which may occur in our community. The opportunity for this highly trained and skilled team to practice at a Kenosha Unified School will familiarize our members with this newly built school and will enhance our ability to respond and save lives."

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

RECOMMENDATIONS

At its March 13, 2007 meeting, the Audit/Budget/Finance Committee recommended that this waiver request be approved and submitted to the full Board for consideration. Administration recommends that the Board approve the recommendation of the Audit/Budget/Finance Committee.

Dr. R. Scott Pierce
Superintendent of Schools

Bdreport/waiver of policy 1330 Sheriff2



COUNTY OF KENOSHA

OFFICE OF THE SHERIFF

David G. Beth
Sheriff

1000 - 55th Street
Kenosha, WI 53140
(262) 605-5101
Fax: (262) 653-6903

February 19, 2007

Dr. Scott Pierce
KUSD Superintendent
3600 52nd Street
Kenosha, WI 53144

Dear Superintendent Pierce,

Please accept this written communication as a formal request to use the Edward Bain School of Language and Art (EBSOLA), a Kenosha Unified School property located at 2600 - 50th Street in Kenosha, Wisconsin as a training site for the Kenosha Sheriff's Department Tactical Response Team.

The Tactical Response Team (TRT) is responsible for the safe and effective resolution of critical incidents, which may occur in our community. The opportunity for this highly trained and skilled team to practice at a Kenosha Unified School will familiarize our members with this newly built school, and will enhance our ability to respond and save lives.


TRT Command Staff have developed a top ten list that we would like to share with school officials.

1. Have a current crisis plan in place. Review and revised crisis plan manuals to reflect necessary changes in security measures.
2. Crisis Plans and school floor plans should NOT be released to the public or media.
3. The lockdown procedure and rapid armed response are the most effective methods to protect children in the schools. Lockdown drills must be repeated regularly like fire drills, and safe areas must be identified.
4. First, ATTEMPT to move everyone out of the kill zone.
5. Second, attempt to move everyone to a secure location and decide what is secure ahead of time.
6. Know the location of the shooter(s) based on evidence such as the sounds of gunfire or reliable eyewitness accounts.
7. Conduct intruder drills, which test the amount of time it takes for a staff member to approach a visitor who fails to check into the office.
8. Work law enforcement agencies to conduct active shooter drills that involve mock hostage situations at the school. Allow the Kenosha Sheriff's Tactical Response Team (TRT) to conduct (i.e. SWAT-based) team drills in school buildings, and coordinate joint training with the school's SRO.
9. Talk to school counselors who should know and can quickly identify troubled students and their families.
10. Work with the Kenosha City/County Joint Service's 911 Center to establish evacuation plans in the case of a shooting or similar event.

The Sheriff's Tactical Response Team would like to request the permit fees to be waived based on our specialized training session that is designed to save children, teachers, and staff members' lives during a critical incident. We would like to extend an open invitation to any school board member to observe our training session.

This is a work related training session, and all team members would be covered by worker's compensation in the unlikely event if an injury occurred. As with all training, safety is a priority and all safety rules are strictly enforced. We are planning to conduct training on February 24, 2007. Thank you for considering our request and feel free to contact me at (262) 605-5100 extension 5127 with any questions.

David G. Beth
Sheriff -- Kenosha County

By: 
Sergeant Horace J. Staples
Assistant TRT Commander
Communications and Support Services

Cc: Sheriff David Beth
Chief Deputy Charles Smith
Chief Dan Wade
Chief Brian Wagner
Lt. Paul Falduto
Sgt. Robert Hallisy

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 27, 2007

ADVERTISEMENT SALES AFFILIATED WITH WGTD SPORTSCASTING

WGTD (Public Radio) is requesting permission to underwrite the airing of Kenosha Unified School District events. The Kenosha Community Media policy that the District uses for rebroadcasting school events over Channels 14 and 20 complies with the current District Policy 1510, Advertising/Promotions and Policy/Rule 1220, Media Coverage. The Wisconsin Association of School Boards was contacted and they are in agreement with this recommendation.

Therefore, it is recommended to apply the underwriting policy of the Kenosha Community Media for the WGTD (Public Radio) broadcast of Kenosha Unified School District events as the Administrative Regulation 1220. Attached is also revised Policy 1220 – Media Coverage – to include local radio programs.

The Curriculum and Program Committee reviewed Advertisement Sales Affiliated with WGTD Sportscasting on February 13, 2007 and forwarded it to Board for approval on a first and second reading at the February 27 and March 27, 2007 Board meetings.

Administrative Recommendation:

Board approval is requested for the revised Policy and Rule 1220, Media Coverage, on a second reading on March 27, 2007.

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

Kathleen M. Barca
Executive Director of School Leadership

Suzanne Chernik
Specialist for Library Media and Instructional Technology

POLICY 1220

MEDIA COVERAGE CABLE TELEVISION

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

The Specialist for Library Media and Instructional Technology is responsible for the operating and programming of the District's subscriber cable channel.

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

LEGAL REF.: Wisconsin Statutes

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

120.13(22) [Board power; cable television]

CROSS REF.: 1200, Public Relations Program

1210, Communication - School Sponsored (Including Crisis)

1510, Advertising/Promotions

3220, Funding Proposals and Grants

3643, Emergency Closings (Inclement Weather)

6100, District Vision

6110, Instructional Program Mission and Beliefs

8860, Citizen Advisory Committees

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: February 9, 1999

February 25, 2003

December 19, 2006

RULE 1220

MEDIA COVERAGE ~~CABLE TELEVISION~~

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

ADMINISTRATIVE REGULATION

ADMINISTRATIVE REGULATION 1220 MEDIA COVERAGE

Producers may defray the cost of production expenses by seeking assistance from an underwriter. An underwriter is a third party that voluntarily contributes cash or substantial in-kind services to finance, in whole or in part, the production or acquisition of a program, and does not exercise any inappropriate influence over the content of the program it has funded. Underwriters shall not have a close commercial connection between their products and services and the content or focus of program. They may not appear on a program that they have underwritten. Their business location, interior or exterior, may not be shown except in a program's underwriting credits.

An underwriter may provide reimbursement for direct out-of-pocket expenses and the cost of reasonable accommodation as covered under the American Disabilities Act. Direct out-of-pocket expenses may include, but not be limited to, the purchase of recording and playback medium such as tapes or disks, equipment rental fees, props, backdrops, sets, furniture, promotional materials such as brochures or newspaper advertisements, and refreshments for crew persons.

Producers may not solicit or receive personal financial compensation of the production of program(s).

SOLICITING DONATIONS. At least two business days prior to airplay of a program that is being underwritten, the program's producer shall submit an underwriter's agreement form in person to the Media Coordinator. Forms are available at the Media Center. The Coordinator may deny the agreement when underwriting arrangements would violate these rules and procedures or federal law.

Kenosha Unified School District No. 1's (KUSD's) status as a 501(c)(3) non-profit organization does not extend to the independent producers that use its equipment and facility. Therefore, an underwriter's contribution to a program created by an independent producer may not be considered a tax-exempt donation based solely upon KUSD's status as a non-profit.

UNDERWRITING CREDITS. The purpose served by underwriting credits is to identify the underwriter. Credits shall not be used to promote the underwriter or its products or services. Underwriting is not commercial sponsorship. Underwriters shall be identified in a program by their legal corporation name or the legal name of any private person. Credits may use full or partial screen with plain background or over program video with or without voice-over in the following format:

SUPPORT FOR THIS PROGRAM WAS PROVIDED, IN PART, BY
(Business name of underwriter and the name of the city/village/town where underwriter exists)

Logos, slogans, value neutral descriptions of a product line or service, brand and trade names and product or service listings, visual depictions of specific products or business locations, and telephone numbers may be used as long as these items are not designed to be promotional in nature. Subject to advanced approval from the Media Coordinator,

ADMINISTRATIVE REGULATION

ADMINISTRATIVE REGULATION 1220
MEDIA COVERAGE
Page 2

producers may include other information in the credits when this language does not closely imply a commercial interest or editorial participation by the underwriter.

Underwriting credits shall not include any call to action, superlative description or qualitative claim about the company, its products or its services, direct comparison with other companies, or with other companies' products or services, price or value information, inducements to buy, sell, rent, or lease, endorsements or demonstrations of consumer satisfaction.

An underwriter may not be anonymous. A producer of a program may never receive credit as an underwriter even though a producer may have a financial investment in a program.

FREQUENCY OF UNDERWRITING CREDITS. Producers shall provide credit to underwriters at the beginning and end of a program. Producers may provide credit at other times when a program is sixty (60) minutes or longer in duration. For programs of at least sixty (60) minutes, underwriters may receive a credit at each thirty (30) minute intervals in the same format as credits provided at the beginning or end of a program.

Credits for each underwriter shall be announced or displayed for a maximum of ten (10) seconds. Visual depictions of specific products or business locations shall be limited to a single image of the product or location.

Producers may not provide credit, mention or description of the underwriter, its business, products or services at any other time or in any other format unless approved by the Media Coordinator.

No single underwriter may be credited with greater frequency than any other underwriter of the same program, and all underwriters of a particular program must be mentioned in each underwriting credit shown for that program.

POLICY 1510
ADVERTISING/PROMOTIONS

Schools shall not be used for advertising of commercial products or activities, except as approved by the Superintendent of Schools/designee.

Equipment or materials containing advertising of a service, product, or activity may be approved for school use by the Superintendent/designee, if the educational value or savings to District taxpayers warrant such approval. Competing commercial enterprises, upon their request, will be afforded equal opportunity to offer equipment or materials for such approval.

No advertising for alcoholic beverages, tobacco, or other harmful substances or that is inconsistent with the District mission or educational objectives of the District may be accepted for any school or school publication. No paid advertisement shall be construed as or constitute an endorsement by the Board, the District or the school of any product, services or activity or program. The Board and the school reserve the right to reject any paid advertisement for any reason.

Announcements of activities that are cultural or recreational and sponsored by school-related organizations or non-commercial, non-denominational or non-political community organizations may be made on the school public address system, or be posted or disseminated. Building principals will regulate the posting or other dissemination of such announcements by school personnel.

LEGAL REF.: Wisconsin Statutes
Section 118.12(1) [Promotions on school premises]

CROSS REF.: Rule 1220, Cable Television
1330, Use of School Facilities
1400, Gifts, Grants and Bequests
1410, Free Materials
1500, Solicitations/Fundraising
1520, Distribution of Materials and Literature to Students
3422, Exclusivity Agreements with Vendors
5143.1, Access to School Buildings
6750, Student Contests

ADMINISTRATIVE REGULATIONS: 1213A, Web Page Publication Technical Specifications

AFFIRMED: December 28, 1990

REVISED: February 25, 2003
December 19, 2006

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
REGULAR SCHOOL BOARD MEETING
Kenosha, Wisconsin

March 27, 2007

STUDENT AMBASSADOR – POLICY 5411

As evidenced by the Search Institute Student Youth Survey, it is important for youth to be valued in the community. The Board of Education believes that it is important to stay current on events occurring in our schools and is requesting student representation at the monthly full Board meeting.

Students have a unique perspective on the problems, issues and needs facing schools and what can be done to address those problems, issues and needs. Involving students in the decision-making process and getting this perspective may be beneficial to both students and the schools. For example, such involvement:

- may be a valuable learning experience for students;
- may help school officials better identify problems, issues and needs in the schools;
- may lead to decisions that better serve the educational or other needs of students;
- may promote positive school spirit and increased pride in the schools;
- may help students realize that issues are often complex and not always easy to resolve;
- may lead to better student acceptance of the decisions that are made;
- may help students develop the citizenship and leadership skills they need to be contributing members of society; and
- may increase student's awareness of the district's democratic process.

The Personnel and Policy Committee recommended, at its February 13, 2007 meeting, that the Student Ambassador – Policy 5411 be brought to the full Board. The policy was approved on a first reading on February 27, 2007 and a sentence was added at the end of the first paragraph to expand student participation on KUSD committees as deemed appropriate.

Administrative Recommendation:

Administration recommends board approval for a second reading at the March 27, 2007 meeting.

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

Kathleen M. Barca
Executive Director of School Leadership

POLICY 5411
STUDENT AMBASSADOR

The purpose of the Kenosha Unified School District is to serve the educational needs of the students who attend their schools. In order to better facilitate communication between the Board and the District's students, to increase awareness of the democratic process within the District and to improve the opportunity for participation in the decision-making process by young people, the Board will include student ambassadors in the Board meeting process. Student participation on other KUSD committees will be encouraged as deemed appropriate.

One of the student council presidents/designees will participate in the regular monthly meetings of the full Board. As student ambassadors, they shall act as a resource to the Board and advise the Board on student-related matters. Specifically, the duties and responsibilities of the student ambassador shall be to:

- Attend regular monthly Board meetings and sit at the Board table in an advisory capacity. The ambassador shall be free to speak during board comments and participate in discussion or answer questions in the same manner as elected Board members. They will not be able to vote on any issues before the Board.
- Communicate to the student body actions or discussions of the Board, which will affect or be of interest to students.

All student council presidents/designees that are the assigned student ambassadors will have access to agenda for the regular monthly meeting of the full board. The student ambassador position will rotate monthly by schools throughout the year.

CROSS REF.: 8710, Regular Board Meetings
8712, Agenda Preparation and Dissemination

ADMINISTRATIVE REGULATIONS: None

AFFIRMED:

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 27, 2007

CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE – POLICY 5471

This policy was discussed at the November 14, 2006 Personnel and Policy Committee meeting with direction that it come back to the committee in February. The attached revised Policy 5471, Corporal Punishment/Use of Physical Force, includes wording that was recommended by the Wisconsin Association of School Boards.

Administrative Recommendation:

The Personnel and Policy Committee recommended, at its February 13, 2007 meeting, that the Corporal Punishment/Use of Physical Force – Policy 5471 be brought to the full Board for a first reading on February 27, 2007 and a second reading on March 27, 2007.

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

Kathleen M. Barca
Executive Director of School Leadership

POLICY 5471
CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE

Students will not be subjected to the use of corporal punishment in any of its forms. District employees who violate this policy shall be subject to established disciplinary procedures.

Although school officials, employees, or agents are encouraged to use non-forceful control measures, school officials **may, according to state law, use** ~~are not prohibited by the corporal punishment law from using~~ reasonable and necessary force under the following specific circumstances:

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

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

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

LEGAL REF.: Wisconsin Statutes
Section 118.31 Corporal punishment prohibited; reasonable physical force
authorized, policy required

CROSS REF.: 4362 Employee Discipline
Current Employee Agreements

AFFIRMED: August 13, 1991

REVISED: July 26, 1994
February 10, 1998

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 27, 2007

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Daekyo, Co., Ltd. donated \$14,000.00 worth of materials and shipping for the E.nopi Math Program being used at the Community Learning Center programs at Durkee and Lincoln Elementary Schools.
2. Wendy Dufek donated Leap Pads and miscellaneous art supplies worth \$180.00 to Somers Elementary School.

Administrative Recommendation

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

R. Scott Pierce
Superintendent of Schools

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Kenosha Unified School District No. 1

Kenosha, WI

MARCH 27, 2007

Human Resources recommendations concerning the following actions:

Action	Board Date	code Staff	Employee Last Name	Employee First Name	School/Dept	Position	Effective Date	Salary or Hourly Rate	Reason	Step / Level	Letter or Contract
Appointment	3/27/07		Hofer	Robert	Business Services	Purchasing Agent	03/01/07	71,867.00	New Hire		
Appointment	3/27/07		Kennedy	Carrie	Indian Trail Academy	Accelerated Independent Stud	02/23/07	32,456.00	New Hire	B Step 3	Letter
Appointment	3/27/07	*	Rantisi	Hilda	Stocker Elementary School	Special Educational	02/27/07	10.75	New Hire		
Appointment	3/27/07		Rider	Jane	Indian Trail Academy	Journalism	02/23/07	32,950.00	New Hire	B 9 Step 3	Letter
Appointment	3/27/07	*	Savaglio-Jar	Susan	Bradford High School	Principal	07/01/07	90,749.00	Appointment	AST 23/1	Contract
Appointment	3/27/07	*	Wolbers	Charles	Tremper High School	Special Education	08/30/06	46,228.00	New Hire	M Step 9	Contract
Early Early Retirement	3/27/07		Aiello	Carolina	Tremper High School	Business Education	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Asonwha	Floyd	Vernon Elementary	Prevention Specialist	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Bailey	Ronald	Tremper High School	L.D.	06/11/07	63,851.00	Retirement Early Early	M 24 Step 15	Contract
Early Early Retirement	3/27/07	*	Bednarz-Phi	Nancy	Tremper High School	Science	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Breidenbach	Linda	Somers Elementary	Guidance	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Bruno	Philip	Prairie Lane Elementary	Library Media Specialist	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Chambers	Althea	Tremper High School	English	06/11/07	61,258.00	Retirement Early Early	M 12 Step 15	Contract
Early Early Retirement	3/27/07	*	Chatman	Charles	Bradford High School	Physical Education	06/11/07	61,258.00	Retirement Early Early	M 12 Step 15	Contract
Early Early Retirement	3/27/07	*	Dahl	Helen	Tremper High School	Guidance	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Deaton	Janice	Harvey Elementary	Grade 2	06/11/07	61,258.00	Retirement Early Early	M 12 Step 15	Contract
Early Early Retirement	3/27/07	*	Evangelisti	Joan	Lance Middle School	English	06/11/07	53,951.00	Retirement Early Early	B 24 Step 14	Contract
Early Early Retirement	3/27/07	*	Hawes	Donald	Grant Elementary	Grade 2	06/11/07	53,951.00	Retirement Early Early	B 24 Step 14	Contract
Early Early Retirement	3/27/07		Hoffman	Terry	Reuther Central High	Art	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Jacoby	Sandra	Tremper High School	English	06/11/07	53,951.00	Retirement Early Early	B24 Step 14	Contract
Early Early Retirement	3/27/07	*	Johnson	Peter	Tremper High School	Social Studies	06/11/07	53,951.00	Retirement Early Early	B 24 Step 14	Contract
Early Early Retirement	3/27/07	*	Kordus	Donna	Roosevelt Elementary	Grade 2	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Krueger	Kathy	Washington Middle School	Grade 6	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	LaCombe	Judith	Whittier Elementary	Grade 2	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Larson	Carolyn	Lance Middle School	Grade 6	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Leischow	Diane	Tremper High School	English	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	McBeth	Frederick	Bradford High School	E.D.	06/11/07	65,063.00	Retirement Early Early	M30 Step 15	Contract
Early Early Retirement	3/27/07	*	Miller	Marlene	Bose Elementary	Grade 2	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07		Milligan	Sandra	Reuther Central High	Home Bound Instructor	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Minski	Susan	Vernon Elementary	C.D.S.	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Mitmoen	Victor	Bradford High School	Technology Education	06/11/07	53,951.00	Retirement Early Early	B 24 Step 14	Contract
Early Early Retirement	3/27/07	*	Neururer	Kathleen	Tremper High School	L.D.	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Petersen	Cathleen	Reuther Central	Accel Lrn Teacher	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07		Ristau	June	Jane Vernon Elementary	Grade 1	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Schani	David	Tremper High School	Physical Education	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Skrenes	Neal	Lincoln Middle School	Instructional Technology	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Soens	Patti	Chavez Learning Station/Hei	Speech Therapist	06/28/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Van Lone	Ruth	Stocker Elementary	Grade 2	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Wade	Marilyn	Reuther Central High	L.D.	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Early Retirement	3/27/07	*	Werve	Kathryn	Lincoln Elementary	Speech Therapist	06/11/07	65,063.00	Retirement Early Early	M30/15	Contract
Early Early Retirement	3/27/07	*	Wienke	Richard	Bradford High School	Tech Ed/Math	06/11/07	65,063.00	Retirement Early Early	M 30 Step 15	Contract
Early Retirement	3/27/07	*	Nelson	Barry	Lincoln Middle School	Library Media Specialist	06/12/08	65,063.00	Early Retirement	M 30 Step 15	Contract
Early Retirement	3/27/07	*	Siemon	Sandra	Information Services	Program Analyst 2	03/30/07	59,235.00	Early Retirement	AST/04/08	Contract
Early Retirement	3/27/07	*	Stanley	Grover Yeltc	Bradford High School	E.D.	06/11/07	58,524.00	Early Retirement	M 0/Step 15	Contract
Leave of Absence	3/27/07		Metzler	Tracy	Bradford High School	Science	03/27/07	32,456.00	Yr. 1	B Step 3	Contract
Resignation	3/27/07		Leedle	Lisa	LakeView Technology Acad	Technology	06/11/07	32,590.00	Resignation	B 6 Step 3	Contract
Resignation	3/27/07		Molini	Kelly	EBSOLA	Cross Categorical	06/11/07	35,482.00	Resignation	B 18 Step 4	Contract
Resignation	3/27/07		Novit	Jerry	Harvey Elementary	Math	02/13/07	10,723.50	Resignation	M Step 3	Letter
Resignation	3/27/07	*	Tharpe	Marian	Chavez Learning Station	Fam. Lit. Svc. Provider	06/11/07	11.24	Resignation		
Resignation	3/27/07	*	Williams	Cedric	Lincoln Elementary	Educational Assistant Special	03/14/07	11.75	Resignation		
Resignation	3/27/07	*	Willing	Jennifer	Tremper High School	Science	06/11/07	37,372.00	Resignation	M Step 4	Contract
Retirement	3/27/07	*	Barry	Sandra	Bradford High School	Social Studies	06/11/07	65,063.00	Retirement	M 30 Step 15	Contract
Separation	3/27/07	*	Bolin	Roy	Information Services	Integrated Systems Manager	03/30/07	90,111.00	Separation	AST 11/11	Contract

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 27, 2007

A special meeting of the Kenosha Unified School Board was held on Tuesday, February 27, 2007, in the Teachers' Lounge at Somers Elementary School. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:46 P.M. with the following members present: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain, and Mr. Olson. Dr. Pierce was also present.

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

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

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

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

1. Personnel: Position Assignments

Ms. Sue Savaglio arrived at 5:47 P.M. and responded to Board members' questions. She was excused at 5:57 P.M.

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

Ms. Stephens arrived at 6:00 P.M. and provided Board members with information regarding seven expulsions.

Ms. Stephens and Dr. Pierce were excused at 6:23 P.M.

Mrs. Stevens moved to extend the length of the first expulsion until the end of the 2007-2008 school year with consideration for the Hillcrest Bridges Program and approve the recommendation of the hearing officer as amended. Mr. Ostman seconded the motion. Unanimously approved.

Mr. Ostman moved to extend the length of the second expulsion until the end of the 2007-2008 school year and approve the recommendation of the hearing officer as amended. Mr. Hujik seconded the motion. Motion carried. Mrs. Stevens dissenting.

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

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

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

Mr. Englund moved to concur with the recommendation of the hearing officer with respect to the sixth expulsion. Mr. Stalker seconded the motion. Motion carried. Mrs. Stevens dissenting.

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

Dr. Pierce returned to the meeting at 6:30 P.M.

3. Personnel: Problems and Compensation and/or Contracts

Ms. Glass and Mr. Honore arrived at 6:30 P.M. and presented a proposed personnel change.

Mr. Honore was excused at 6:42 P.M.

4. Lease/Rental

Mr. Johnston arrived at 6:42 P.M. and gave an update on the potential lease of space for the new charter schools. The Board directed that RFP's be sought regarding potential space for lease for the new charter schools.

5. Collective Bargaining Deliberations not Subject to S.S. 19.85(3)

Ms. Glass updated Board members on the status of collective bargaining deliberations.

Meeting adjourned at 6:56 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 27, 2007

A regular meeting of the Kenosha Unified School Board was held on Tuesday, February 27, 2007, at 7:00 P.M. at Somers Elementary School. Mr. Olson, President, presided.

The meeting was called to order at 7:02 P.M. with the following Board members present: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain and Mr. Olson.

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

Dr. Pierce presented the following awards: WFCB Assistant Football Coach of the Year Award, Wisconsin State Education Convention Student Art Exhibit and Awards, Scholastic Art Awards, and the Time Warner "Hang Tough" Video Team Finalists Awards.

Ms. Debra Schaefer gave a presentation about Whittier Elementary School.

There were no Administrative or Supervisory appointments.

There was not a Student Ambassador present.

There was no Legislative Report.

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

Dr. Pierce gave his Superintendent's report.

Ms. Lisa KC presented the Strategic Planning Update.

Consent-Approve items XIII-C, Request for Professional Development Time for Middle Schools and XIII-D, Student Ambassador – Policy 5411 were pulled from the consent agenda.

The Board then considered the following Consent-Approve items:

Consent-Approve item XIII-A – Strategic Planning Implementation Teams #1, 5, 6 and 7 Updates as contained in the agenda.

Consent-Approve item XIII-B – Advertisement Sales Affiliated with WGTD Sportscasting submitted by Ms. Suzanne Chernik, Specialist for Library Media and Instructional Technology; Mrs. Kathleen M. Barca, Executive Director of School Leadership; and Dr. Pierce, excerpts follow:

“WGTD (Public Radio) is requesting permission to underwrite the airing of Kenosha Unified School District events. The Kenosha Community Media policy that the District uses for rebroadcasting school events over Channels 14 and 20 complies with the current District Policy 1510, Advertising/Promotions and Policy/Rule 1220, Media Coverage. The Wisconsin Association of School Boards was contacted and they are in agreement with this recommendation.

Therefore, it is recommended to apply the underwriting policy of the Kenosha Community Media for the WGTD (Public Radio) broadcast of Kenosha Unified School District events as the Administrative Regulation 1220. Attached is also revised Policy 1220 – Media Coverage – to include local radio programs.

The Curriculum and Program Committee reviewed Advertisement Sales Affiliated with WGTD Sportscasting on February 13, 2007 and are forwarding it to the February 27, 2007 Board meeting.

Board approval is requested for the revised Policy and Rule 1220, Media Coverage, on their first reading on February 27, 2007.”

Consent-Approve item XIII-E – Corporal Punishment/Use of Physical Force – Policy 5471 submitted by Mrs. Barca and Dr. Pierce, excerpts follow:

“This policy was discussed at the November 14, 2006 Personnel and Policy Committee meeting with direction that it come back to the committee in February. The attached revised Policy 5471, Corporal Punishment/Use of Physical Force, includes wording that was recommended by the Wisconsin Association of School Boards.

The Personnel and Policy Committee recommended, at its February 13, 2007 meeting, that the Corporal Punishment/Use of Physical Force – Policy 5471 be brought to the full Board for a first reading on February 27, 2007 and a second reading on March 27, 2007.”

Consent-Approve item XIII-F – Donations to the Districts as presented in the agenda.

Consent-Approve item XIII-G – Recommendations Concerning Appointments, Leave of Absence, Retirements and Resignations as presented in the agenda.

Consent-Approve item XIII-H – Minutes of 1/23/07 and 2/13/07 Special Meetings and Executive Sessions, 1/23/07 Regular Meeting and 2/13/07 Special Meeting as presented in the agenda.

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

“It is recommended that receipt numbers CR024146 thru CR024677 that total \$415,117.86 be approved.

Check numbers 386124 thru 387667 totaling \$10,566,377.91 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated January 2, January 4, January 13, January 16 and January 18, 2007 totaling \$2,606,114.78, to US Bank of Milwaukee dated January 13, and January 16, 2007 totaling \$521,948.48 and to the Wisconsin Retirement System dated February 2, 2007 totaling \$1,003,992.80 be approved.”

Mr. Fountain moved to approve the consent agenda as revised. Mr. Stalker seconded the motion. Unanimously approved.

Dr. Pierce presented the Durkee/Lincoln Replacement School Borrowing submitted by Mr. Patrick Finnemore, Director of Facilities; Mr. Johnston, and Dr. Pierce, excerpts follow:

“On January 3, 2007, the Facilities Department received bids on the construction of the new school to replace Durkee and Lincoln Elementary Schools. Based on their analysis, the construction cost for the new school is projected to be \$12,072,772 (see Planning, Facilities and Equipment report for 02/13/07). This amount includes an additional \$497,856 for the Architect Fee, \$60,000 for environmental consulting and \$200,000 for additional furniture, fixtures and equipment (FFE) that was not contained in the above referenced report.

As has been communicated throughout the discussions regarding the replacement of these two (2) schools, the financing would occur through the issuance of general obligation promissory notes (within the Revenue Limits of the General Fund) with the debt repayment coming from the annual operating savings of combining the two (2) schools.

At the Audit, Budget and Finance Committee meeting, the Committee recommended that the borrowing be limited to \$8 million dollars (an additional \$2 million to come from the sale of Durkee) and that the balance of any additional needed funds to come from the General Fund. The Committee was cautioned that the total cost of the project might be as high as \$12 million. The sale of the promissory notes will take place on March 27th and the Board will be asked to accept the sale of the notes at the meeting that night.

Administration requests that the Board of Education concur with the Audit, Budget and Finance Committee's recommendation and approve the resolution authorizing the issuance and sale of general obligation promissory notes in the amount not to exceed \$8 million."

Mr. Hujik moved to approve the resolution authorizing the issuance and sale of general obligation promissory notes in the amount not to exceed \$8 million. Mr. Stalker seconded the motion. Unanimously approved.

The Lease Agreement for Harborside Academy and KTEC Charter Schools and the Proposed Meeting of Electors to Approve Lease, Sub-Lease and Designation of School Site were pulled from the agenda.

Dr. Pierce presented the Suicide Prevention Initiatives submitted by Mr. Joe Kucak, Coordinator of Student Support; Kathryn Lauer, Director of Special Education; and Dr. Pierce, excerpts follow:

"Both Strategy 5 and Strategy 7 of the District's Strategic Plan emphasize student connections to school. First, by stressing the importance of responsible student behavior, and, secondly, by working more effectively with our disengaged student population, specifically addressing the social influences or "barriers" that interfere with their ability to learn. Given our community's tragic history of children's death by suicide, I chose to highlight district and community plans to address this most vulnerable "disengaged" student population.

To summarize, first, our "wake up call": six children dying by suicide in the past 18 months, twice the national average in childhood depression, a three-fold increase in youth self-harm calls to Crisis Intervention, and, a growing number of involuntary youth mental health hospitalizations.

Secondly, a collective call to action, by strategically engaging with the county-wide health and mental health systems that routinely take care of children and families in crisis.

And, finally, additional research-based curriculum, providing skill-based instruction to teach middle and high school students to ACT (Acknowledge – Care – Tell).

Given these action plans, we hope to build more resiliency in our students, skills that will enable them to rebound from adversity, trauma, tragedy, and other stressors – ultimately creating a stronger sense of mastery, competence, and hope.

Administration requests that the School Board receive this report on the District's Suicide Prevention initiatives."

Mr. Hujik moved to receive the Suicide Prevention Initiatives as presented. Mr. Englund seconded the motion. Motion carried. Mr. Stalker and Mrs. Stevens dissenting.

Dr. Pierce presented the Request for Professional Development Time for Middle Schools submitted by Mr. Milton Thompson, Director of School Leadership; Mr. Kurt Sinclair, Director of School Leadership; Mrs. Louise Mattioli, Coordinator of Professional Development; Mrs. Barca; Mr. Timothy Miller, Executive Director of School Leadership; Dr. Edie Holcomb, Executive Director of Curriculum and Instructional Services; and Dr. Pierce, excerpts follow:

“Professional development is essential to the implementation of the district’s strategic plan. In order to meet our objectives, additional time for professional development is necessary. Permission is requested to expand the professional development days from half to full days. This is the current high school practice that the school board and State Superintendent have approved for several years.

State statutes require that students are in attendance for 180 school days and a set amount of minutes per day is met at the elementary, middle and high school levels. If each school meets the number of minute requirements a district can request an exception to the number of school days for specific professional development time. In order to meet the minute requirements, a few minutes need to be added at the beginning or ending of the school day. This time would fall within the teachers’ contract.

With these slight modifications to the length of the school day each school would meet the required number of minutes and specific professional development activities would be planned and coordinated through the office of professional development. Only activities that directly relate to the district or site strategic plans would be scheduled during this time.

School board approval is recommended to submit to the state superintendent and implement, if granted, a professional development schedule that increases the four half days to four full days for elementary, middle and high schools. This requires an exception to the 180 days for student attendance while still meeting the total number of minute’s requirement. The Curriculum and Program Committee reviewed this request on February 13, 2007 and recommended approval from the Board on February 27.”

Mr. Ostman moved to table the Request for Professional Development Time for Elementary and Middle Schools to an indefinite date. Mrs. Stevens seconded the motion. Motion failed. Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Fountain and Mr. Olson dissenting.

Mr. Stalker moved to approve the recommendation to submit and increase the professional development days, if granted. Mr. Hujik seconded the motion. Motion carried. Mr. Ostman dissenting.

Dr. Pierce presented the Student Ambassador – Policy 5411 submitted by Mrs. Barca and Dr. Pierce, excerpts follow:

“As evidenced by the Search Institute Student Youth Survey, it is important for youth to be valued in the community. The Board of Education believes that it is important to stay current on events occurring in our schools and is requesting student representation at the monthly full Board meeting.

Students have a unique perspective on the problems, issues and needs facing schools and what can be done to address those problems, issues and needs. Involving students in the decision-making process and getting this perspective may be beneficial to both students and the schools.

The Personnel and Policy Committee recommended, at its February 13, 2007 meeting, that the Student Ambassador - Policy 5411 be brought to the full Board for a first reading on February 27, 2007 and a second reading on March 27, 2007.”

Mr. Stalker moved to approve the first reading of the Student Ambassador policy. Mr. Hujik seconded the motion. Unanimously approved.

Meeting adjourned at 9:30 P.M.

Stacy Schroeder Busby
School Board Secretary

EXECUTIVE SESSION
OF THE KENOSHA SCHOOL BOARD
HELD MARCH 10, 2007

An executive session of the Kenosha Unified School Board was called to order at 8:02 A.M. on Saturday, March 10, 2007, in the small Board Room at the Educational Support Center for the purpose of discussing Personnel: Employment Relationship; Problems; and Evaluation Consideration and Collective Bargaining Deliberations not subject to State Statute 19.85(3).

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

Collective Bargaining Deliberations

Board members discussed the status of contract negotiations for Service Employees and Teachers. It was indicated that there is one last item pending for Service Employees and that a final insurance cost is needed to further negotiate the Teachers' contracts.

Mr. Englund arrived at 8:05 A.M.

Personnel: Employment Relationship; Problems; and Evaluation Consideration

Board members discussed the Superintendent's contract.

Board members discussed various personnel issues.

Meeting adjourned at 9:40 A.M.

These minutes were produced from notes taken by Eric Olson.

Stacy Schroeder Busby
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD MARCH 13, 2007

A special meeting of the Kenosha Unified School Board was held on Tuesday, March 13, 2007, at 8:00 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of the meeting was for the discussion/action on an administrative appointment; discussion/action on the Building Naming Committee recommendation and discussion/action on the proposed meeting of electors to approve lease, sub-lease and designation of a school site.

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

Mr. Olson, President, opened the meeting by announcing that this was a 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.

Dr. Pierce presented the Administrative Appointment of Sue Savaglio-Jarvis as Principal of Bradford High School effective July 1, 2007.

Mr. Fountain moved to approve the administrative appointment of Sue Savaglio-Jarvis as Principal at Bradford High School effective July 1, 2007. Mr. Hujik seconded the motion. Motion carried. Mr. Ostman and Mrs. Stevens dissenting.

Dr. Pierce presented the Building Naming Committee Recommendation submitted by the Committee, excerpts follow:

“School Board Policy 7400 – Naming or Renaming District Buildings states that a “Building Naming Committee, at the request of the Board, shall advise on the naming or renaming of District buildings or facilities.” Within the scope of its responsibility, a Building Naming Committee was charged with the responsibility to solicit and compile a list of potential names for the Durkee/Lincoln replacement elementary school. This Committee, with Judy Scovell, Lincoln Elementary School Teacher, as its chairperson, acknowledged and adhered to Board Policy in the performance of its duties.

The Building Naming Committee met on February 21, 2007, to determine the set of guidelines it would follow and determine a final name or names to be submitted to the School Board for consideration. The final candidate name was derived from a diverse list of different names submitted by the public, and the Committee also reviewed previously suggested names kept on file in the Superintendent of Schools’ Office per board policy. Those lists totaled over 140 additional names for the Committee’s consideration.

The Building Naming Committee unanimously approved recommending to the Board the name of Charles Durkee Elementary School as the name for the Durkee/Lincoln replacement school.”

Mr. Hujik moved to approve the name of Charles Durkee Elementary School as the name for the Durkee/Lincoln replacement school. Mr. Ostman seconded the motion.

Community members asked that the Board postpone voting on this item due to the fact that they felt that there was not enough community awareness and/or involvement on this issue. A discussion followed.

Mr. Olson directed that information regarding the Building Naming Committee be posted on the District website.

The previous motion made by Mr. Hujik and seconded by Mr. Ostman was withdrawn.

Mrs. Stevens moved to postpone voting on the Building Naming Committee Recommendation indefinitely. Mr. Fountain seconded the motion. Unanimously approved.

Dr. Pierce presented the Proposed Meeting of Electors to Approve Lease, Sub-Lease and Designation of a School Site submitted by Mr. William Johnston, Director of Finance, and Dr. Pierce, excerpts follow:

“Administration is requesting that the Board of Education schedule a special meeting of electors on Tuesday, April 3, 2007, to obtain elector approval to lease St. Elizabeth Congregation at 4816 – 7th Avenue, Kenosha, Wisconsin, for the location of Harborside Academy, Kenosha Technology Enhanced Curriculum (KTEC) and the Kenosha eSchool charter schools and to also designate that facility as a school site.

On July 25, 2006, Board of Education approval was given for KUSD to take over responsibility (long-term lease) of Simmons Field beginning on January 1, 2007. Administration would now like to sub-lease that field to Kenosha Post No. 21 of the American Legion (a/k/a Simmons Baseball Organization) and is requesting that this item be included on the agenda at the special meeting of electors.

Administration recommends that the Board of Education schedule a special meeting of electors on Tuesday, April 3, 2007, or another such date as may be required, based on finalizing agreements on these two issues. The purpose is to obtain approval to lease St. Elizabeth Congregation for the location of Harborside Academy, Kenosha Technology Enhanced Curriculum (KTEC) and Kenosha eSchool charter schools, designate it as a school site, and to also obtain approval to sub-lease Simmons Field to the Kenosha Post No. 21 of the American Legion (a/k/a Kenosha Simmons Baseball Organization).

Mr. Hujik moved to schedule a special meeting of electors on Tuesday, April 3, 2007, or another such date as may be required, to obtain approval to lease a site for the location of Harborside Academy, Kenosha Technology Enhanced Curriculum (KTEC) and Kenosha eSchool charter schools, designate it as a school site and to obtain approval to sub-lease Simmons Field to the Kenosha Post No. 21 of the American Legion (a/k/a Kenosha Simmons Baseball Organization). Mr. Stalker seconded the motion. Motion carried. Mr. Ostman and Mrs. Stevens dissenting.

Meeting adjourned at 8:30 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD MARCH 19, 2007

A special meeting of the Kenosha Unified School Board was held on Monday, March 19, 2007, in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for discussion on the LakeView Advanced Technology Center Partnership With Gateway Technical College.

The meeting was called to order at 6:40 P.M. with the following members present: Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain, and Mr. Olson. Mr. Stalker was excused. Dr. Pierce was also present.

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

Ms. Debbie Davidson, Executive Director of the Advanced Technology Centers at Gateway Technical College, gave an overview of the District's successful working relationship with Gateway Technical College.

Mr. Bryan Albrecht, President of Gateway Technical College, presented the partnership plan for the Horizon Center between Gateway Technical College and the District.

Dr. Pierce indicated that the Partnership Acknowledgement presented in the agenda would be signed immediately. There were no objections.

Meeting adjourned at 7:30 P.M.

Stacy Schroeder Busby
School Board Secretary

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	From	To	Date	Amount
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Total Receipts	CR024678	CR025173	01/20/07 - 02/15/07	\$	407,508.13
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Wire Transfers from Johnson Bank to:

First Natl Bank of Chicago/NationsBank (for federal payroll taxes)	February 1, 2007	1,181,026.01
First Natl Bank of Chicago/NationsBank (for federal payroll taxes)	February 15, 2007	1,160,592.37
First Natl Bank of Chicago/NationsBank (for federal payroll taxes)	February 16, 2007	112,331.09
US Bank of Milwaukee (for state payroll taxes)	February 15, 2007	494,206.53
Wisconsin Retirement System	February 28, 2007	1,001,091.66
Total Outgoing Wire Transfers		\$ 3,949,247.66

Check Registers:

General	387668	388203	February 2, 2007	1,239,706.94
General	388204	388204	February 2, 2007	310.00
General	388205	388207	February 6, 2007	291.99
General	388208	388369	February 9, 2007	668,223.34
General	388370	388371	February 13, 2007	9,053.93
General	388372	388380	February 15, 2007	1,618.47
General	388381	388954	February 16, 2007	7,744,544.88
General	388955	388960	February 20, 2007	13,106.77
General	388961	388961	February 22, 2007	675.00
General	388962	389199	February 23, 2007	201,363.27
General	389200	389203	February 23, 2007	298.32
General	389204	389214	February 27, 2007	26,814.58

Total Check Registers	\$ 9,906,007.49
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Administrative Recommendation

It is recommended that receipt numbers CR024678 thru CR025173 that total \$407,508.13 be approved.

Check numbers 387668 thru 389214 totaling \$9,906,007.49 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated February 1, February 15, and February 16, 2007 totaling \$2,453,949.47, to US Bank of Milwaukee dated February 15, 2007 totaling \$494,206.53 and to the Wisconsin Retirement System dated February 28, 2007 totaling \$1,001,091.66 be approved.

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

William L. Johnston, CPA
Director of Finance

Eileen Coss
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT NO.1
Kenosha, Wisconsin

March 27, 2007

Department of Public Instruction
Wisconsin Youth Risk Behavior Survey

The Wisconsin Youth Risk Behavior Survey (YRBS) is conducted as part of a national effort by the U.S. Centers for Disease Control and Prevention. The survey monitors health-risk behaviors of the nation's high school students in grades nine through twelve. The survey includes ninety-nine questions regarding traffic safety; weapons and violence; suicide; tobacco use; alcohol and other drug use; sexual behavior; and diet, nutrition and exercise.

Initiated in 1993, the Department of Public Instruction has administered the YRBS every two years. Wisconsin Local Education Agencies (LEA) who receive the Wisconsin Department of Public Instruction Alcohol and Other Drug Abuse (AODA) Program Grant Funds agree to participate if selected through the assurances within the grant application. Assurance #6 on page 2 of the AODA Program Grant Application indicates:

*"The LEA will evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.
This includes participation in the Youth Risk Behavior Survey, if selected."*

The District has been awarded the AODA Program Grant since 1990. Currently, the District is in the first year of a two-year AODA Program Grant award. The Department of Public Instruction has randomly selected the District to conduct a sample size survey of two classrooms at Bradford High School. The survey is being scheduled for the end of March 2007. The survey has to be implemented by the end of April.

The Department of Public Instruction contracts with the University of Wisconsin-Milwaukee to administer the survey. UW-Milwaukee Associate Researcher Les Singer is in charge of the implementation and data collection. Proctors are sent from the University of Wisconsin-Milwaukee to administer the survey at each school site across the state. Survey procedures are designed to protect the privacy of students through anonymous and voluntary participation. This survey is administered with the understanding that parents can opt their child out of the survey and a student can decline to participate. In addition, students will have the option to skip questions and/or may stop participating in the survey at any point. Upon completion, the UW-Milwaukee proctors will collect the surveys and bring them to the UW-Milwaukee to compile the data. Each school participating in the state sample sizing will be anonymous. The report will not mention any school's name.

Informational letters will be sent to the parents of the students in the randomly selected classrooms with a passive consent form. The letters will include the Survey Fact Sheet provided

by the Department of Public Instruction. Surveys will be available in the Bradford High School Scheduling Office for parents to review. Any questions and/or concerns may be directed to Marsha Nelson, Bradford High School Assistant Principal at 653-7550 or Patricia Demos, Community School Relations Manager at 942-2257.

Included in this information packet is:

- 1) Survey Fact Sheet
- 2) Passive Parental Permission Form
- 3) 2007 Wisconsin Youth Risk Behavior Survey High School Questionnaire

At its March 13, 2007 meeting, the Curriculum/Program Committee recommended that the Youth Risk Behavior Survey be administered to two classrooms at Bradford with passive parent permission.

Administrative Recommendation:

Administration recommends that the Board grant permission for the Youth Risk Behavior Survey to be administered to two classrooms at Bradford with passive parent permission.

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

Kathleen Barca
Executive Director of School Leadership

Sonya Stephens
Executive Director of Educational Accountability

Joseph Kucak
Coordinator of Student Support

Patricia Demos
Community School Relations Manager

Marsha Nelson
Assistant Principal
Bradford High School

Dear Parent(s)/Guardian(s):

The Wisconsin Youth Risk Behavior Survey (YRBS) is conducted statewide every two years by the Department of Public Instruction as part of a national effort by the U.S. Centers for Disease Control and Prevention. The Department of Public Instruction has randomly selected the District to conduct a sample size survey of two classrooms at Bradford High School. Wisconsin Local Education Agencies who receive the Wisconsin Department of Public Instruction Alcohol and Other Drug Abuse (AODA) Program Grant Funds agree to participate if selected through assurances within the grant application. The District has received these funds since 1990.

The survey monitors health-risk behaviors of the nation's high school students in grades nine through twelve. The survey includes ninety-nine questions regarding traffic safety; weapons and violence; suicide; tobacco use; alcohol and other drug use; sexual behavior; and diet, nutrition and exercise.

The Department of Public Instruction has contracted with the University of Wisconsin-Milwaukee to implement and compile the data statewide. Individual staff, Proctors, from UW-Milwaukee will administer the survey in two classrooms at Bradford High School.

Please know that while student participation is encouraged, this questionnaire is voluntary. The information is collected anonymously, and the questionnaire procedure assures students of confidentiality. This survey is administered with the understanding that students do not have to complete every question and/or may stop participating in the survey at any point. When each student has completed the survey, the Proctors will collect the surveys and bring them to the University of Wisconsin-Milwaukee to compile the data.

The survey is available to review in the Bradford Scheduling Office. Please read the section below. If you do not want your child to take part in the survey, check the box and return the form to the school by March 27, 2007. For questions, please contact Bradford Assistant Principal Marsha Nelson at 653-7550 or Community School Relations Manager Patricia Demos at 942-2257. You are welcome to call Mr. Brian Weaver, Department of Public Instruction at (608) 266-7921 for additional information.

PLEASE PRINT

Child's Name: _____ Grade: _____

I have read this form and know what the survey is about.

☐ My child may not take part in this survey.

Parent's Signature: _____ Date: _____

Phone Number: _____

**Wisconsin Youth Risk Behavior Survey (YRBS)
SURVEY FACT SHEET**

Q: Who is doing the survey?

A: The Wisconsin Department of Public Instruction (DPI) has conducted the Wisconsin YRBS every other year beginning in 1993.

Q: Why is the survey being done?

A: DPI will use the survey results to measure how many Wisconsin high school youth practice health-risk behaviors. The survey results also will be used to create school health programs to help reduce these behaviors.

Q: What does the YRBS measure and why are these things important?

A: The YRBS focuses on health-risk behaviors that result in the highest rates of death, disability, and social problems during both adolescences and adulthood. These include: 1) behaviors that result in injuries, such as fights and carrying a weapon; 2) tobacco use; 3) alcohol and other drug use; 4) sexual behaviors that may result in AIDS or unintended pregnancies; 5) eating habits; and 6) physical activity.

Q: Can I view a copy of the survey?

A: Yes, a copy of the survey will be kept at your child's school for parents to review. You can contact the principal to arrange a time to review the survey.

Q: Will students' names be used or linked to the surveys?

A: No. The survey has been designed to protect your child's privacy. Teachers are not involved directly. Students do not put their name on the survey. When students finish the survey, they place the survey in an envelope and seal it shut. The envelopes are then placed in a big box.

Q: Do students take the survey more than once to see how their behaviors change?

A: No. Each year the YRBS is done a new sample of schools and students is picked. Students who take part one year cannot be tracked because their names are not on the survey.

Q: How was my child picked to be in the survey?

A: The schools and then the students who go to these schools were selected randomly to participate statewide. Approximately 2,000 students in grades 9-12 in 65 schools were randomly selected to participate.

Q: How long does it take to fill out the survey? Does the survey include a physical test?

A: One class period is needed to fill out the written survey, which has 99 questions. The survey does not include a physical test or exam.

Q: Who supports the survey?

A: This survey is supported by many state organizations interested in the health of youth. The Wisconsin Association of School Boards, Association of Wisconsin School Administrators, and the Wisconsin Education Association Council have given letters of support. It is also supported by many national organizations. People from over 100 state and local health and education agencies and 19 federal agencies helped develop the survey.

Q: What will be done with the results?

A: Data will be provided to the Center for Disease Control and DPI. DPI will publish a report summarizing the information from Wisconsin. Remember—no child and no school will ever be mentioned by name. You can view past reports at <http://dpi.wi.us/sspw/yrbsindx.html>

Q: Who can I contact if I have questions about the survey?

A: Brian Weaver, Consultant
Comprehensive School Health Programs
Wisconsin Department of Public Instruction
Phone: (608) 266-7921
E-mail: brian.weaver@dpi.state.wi.us

2007

**Wisconsin Youth Risk Behavior Survey
High School Questionnaire**

Wisconsin 2007 Youth Risk Behavior Survey High School Questionnaire

This survey is about health behavior. It has been developed so you can tell us what you do that may affect your health. The information you give will be used to develop better health education for young people like yourself.

DO NOT write your name on this survey. The answers you give will be kept private. No one will know what you write. Answer the questions based on what you really do.

Completing the survey is voluntary. Whether or not you answer the questions will not affect your grade in this class. If you are not comfortable answering a question, just leave it blank.

The questions that ask about your background will be used only to describe the types of students completing this survey. The information will not be used to find out your name. No names will ever be reported.

Make sure to read every question. Fill in the ovals completely. When you are finished, follow the instructions of the person giving you the survey.

Thank you very much for your help.

Directions

- Use a #2 pencil only.
- Make dark marks.
- Fill in a response like this: A B ● D.
- To change your answer, erase completely.
- Choose only one answer for each question (except question 5).

1. How old are you?
 - a. 12 years old or younger
 - b. 13 years old
 - c. 14 years old
 - d. 15 years old
 - e. 16 years old
 - f. 17 years old
 - g. 18 years old or older
2. What is your sex?
 - a. Female
 - b. Male
3. In what grade are you?
 - a. 9th grade
 - b. 10th grade
 - c. 11th grade
 - d. 12th grade
 - e. Ungraded or other grade
4. Are you Hispanic or Latino?
 - a. Yes
 - b. No
5. What is your race? **(Select one or more responses.)**
 - a. American Indian or Alaska Native
 - b. Asian
 - c. Black or African American
 - d. Native Hawaiian or Other Pacific Islander
 - e. White

6. How tall are you without your shoes on?

Directions: Write your height in the shaded blank boxes. Fill in the matching oval below each number on your answer sheet.

Example:

HEIGHT	
Feet	Inches
5	7
③	⑩
④	①
●	②
⑥	③
⑦	④
	⑤
	⑥
	●
	⑧
	⑨
	⑩
	⑪

7. How much do you weigh without your shoes on?

Directions: Write your weight in the shaded blank boxes. Fill in the matching oval below each number on your answer sheet.

Example:

Weight		
Pounds		
1	5	2
①	①	①
●	①	①
②	②	●
③	③	③
	④	④
	●	⑤
	⑥	⑥
	⑦	⑦
	⑧	⑧
	⑨	⑨

8. Do you have any long-term emotional or mental health problems like depression, anxiety, ADD/ADHD, eating disorders, or cutting? (Long term means 6 months or more.)
- Yes
 - No
 - Not sure

The next 4 questions ask about safety.

9. **When you rode a bicycle** during the past 12 months, how often did you wear a helmet?
- I did not ride a bicycle during the past 12 months
 - Never wore a helmet
 - Rarely wore a helmet
 - Sometimes wore a helmet
 - Most of the time wore a helmet
 - Always wore a helmet
10. How often do you wear a seat belt when **riding in** a car driven by someone else?
- Never
 - Rarely
 - Sometimes
 - Most of the time
 - Always
11. During the past 30 days, how many times did you **ride** in a car or other vehicle **driven by someone who had been drinking alcohol**?
- 0 times
 - 1 time
 - 2 or 3 times
 - 4 or 5 times
 - 6 or more times
12. During the past 30 days, how many times did you **drive** a car or other vehicle **when you had been drinking alcohol**?
- 0 times
 - 1 time
 - 2 or 3 times
 - 4 or 5 times
 - 6 or more times

The next 15 questions ask about violence-related behaviors.

13. During the past 30 days, on how many days did you carry **a weapon** such as a gun, knife, or club?
- 0 days
 - 1 day
 - 2 or 3 days
 - 4 or 5 days
 - 6 or more days
14. During the past 30 days, on how many days did you carry **a gun**?
- 0 days
 - 1 day
 - 2 or 3 days
 - 4 or 5 days
 - 6 or more days
15. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club **on school property**?
- 0 days
 - 1 day
 - 2 or 3 days
 - 4 or 5 days
 - 6 or more days
16. During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club **on school property**?
- 0 times
 - 1 time
 - 2 or 3 times
 - 4 or 5 times
 - 6 or 7 times
 - 8 or 9 times
 - 10 or 11 times
 - 12 or more times
17. During the past 12 months, how many times were you in a physical fight?
- 0 times
 - 1 time
 - 2 or 3 times
 - 4 or 5 times
 - 6 or 7 times
 - 8 or 9 times
 - 10 or 11 times
 - 12 or more times

18. During the past 12 months, how many times were you in a physical fight in which you were injured and had to be treated by a doctor or nurse?
 - a. 0 times
 - b. 1 time
 - c. 2 or 3 times
 - d. 4 or 5 times
 - e. 6 or more times
19. During the past 12 months, how many times were you in a physical fight **on school property**?
 - a. 0 times
 - b. 1 time
 - c. 2 or 3 times
 - d. 4 or 5 times
 - e. 6 or 7 times
 - f. 8 or 9 times
 - g. 10 or 11 times
 - h. 12 or more times
20. During the past 12 months, how many times has someone tried to hurt you by hitting, punching, or kicking you while **on school property**?
 - a. 0 times
 - b. 1 time
 - c. 2 or 3 times
 - d. 4 or 5 times
 - e. 6 or 7 times
 - f. 8 or 9 times
 - g. 10 or 11 times
 - h. 12 or more times
21. During the past 12 months, have you been harassed, picked on, or bullied so much that you felt unsafe at school or that it was hard to do your best at school?
 - a. Yes
 - b. No
 - c. Not sure
22. During the past 30 days, on how many days did you **not** go to school because you felt you would be unsafe at school or on your way to or from school?
 - a. 0 days
 - b. 1 day
 - c. 2 or 3 days
 - d. 4 or 5 days
 - e. 6 or more days

23. When you are at school, how often do you feel safe from physical harm?
 - a. Never
 - b. Rarely
 - c. Sometimes
 - d. Most of the time
 - e. Always
 24. Do you agree or disagree that harassment and bullying by other students is a problem at your school?
 - a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree
 25. Do you agree or disagree that violence is a problem at your school?
 - a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree
 26. During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?
 - a. Yes
 - b. No
 27. Have you ever been forced, either verbally or physically, to take part in a sexual activity?
 - a. Yes
 - b. No
 - c. Not sure
- The next 5 questions ask about sad feelings and attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide, that is, taking some action to end their own life.**
28. During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing some usual activities?
 - a. Yes
 - b. No
 29. During the past 12 months, did you ever **seriously** consider attempting suicide?
 - a. Yes
 - b. No

30. During the past 12 months, did you make a plan about how you would attempt suicide?
- Yes
 - No
31. During the past 12 months, how many times did you actually attempt suicide?
- 0 times
 - 1 time
 - 2 or 3 times
 - 4 or 5 times
 - 6 or more times
32. **If you attempted suicide** during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?
- I did not attempt suicide** during the past 12 months
 - Yes
 - No

The next 13 questions ask about tobacco use.

33. Have you ever tried cigarette smoking, even one or two puffs?
- Yes
 - No
34. How old were you when you smoked a whole cigarette for the first time?
- I have never smoked a whole cigarette
 - 8 years old or younger
 - 9 or 10 years old
 - 11 or 12 years old
 - 13 or 14 years old
 - 15 or 16 years old
 - 17 years old or older
35. During the past 30 days, on how many days did you smoke cigarettes?
- 0 days
 - 1 or 2 days
 - 3 to 5 days
 - 6 to 9 days
 - 10 to 19 days
 - 20 to 29 days
 - All 30 days

36. During the past 30 days, on the days you smoked, how many cigarettes did you smoke **per day**?
- I did not smoke cigarettes during the past 30 days
 - Less than 1 cigarette per day
 - 1 cigarette per day
 - 2 to 5 cigarettes per day
 - 6 to 10 cigarettes per day
 - 11 to 20 cigarettes per day
 - More than 20 cigarettes per day
37. During the past 30 days, how did you **usually** get your own cigarettes? (Select only **one** response.)
- I did not smoke cigarettes during the past 30 days
 - I bought them in a store such as a convenience store, supermarket, discount store, or gas station
 - I bought them from a vending machine
 - I gave someone else money to buy them for me
 - I borrowed (or bummed) them from someone else
 - A person 18 years old or older gave them to me
 - I took them from a store or family member
 - I got them some other way
38. During the past 30 days, on how many days did you smoke cigarettes **on school property**?
- 0 days
 - 1 or 2 days
 - 3 to 5 days
 - 6 to 9 days
 - 10 to 19 days
 - 20 to 29 days
 - All 30 days
39. Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?
- Yes
 - No
40. During the past 12 months, did you ever try **to quit** smoking cigarettes?
- I did not smoke during the past 12 months
 - Yes
 - No

41. During the past 30 days, on how many days did you use **chewing tobacco, snuff, or dip**, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?
 - a. 0 days
 - b. 1 or 2 days
 - c. 3 to 5 days
 - d. 6 to 9 days
 - e. 10 to 19 days
 - f. 20 to 29 days
 - g. All 30 days
42. During the past 30 days, on how many days did you use **chewing tobacco, snuff, or dip on school property**?
 - a. 0 days
 - b. 1 or 2 days
 - c. 3 to 5 days
 - d. 6 to 9 days
 - e. 10 to 19 days
 - f. 20 to 29 days
 - g. All 30 days
43. During the past 30 days, on how many days did you smoke **cigars, cigarillos, or little cigars**?
 - a. 0 days
 - b. 1 or 2 days
 - c. 3 to 5 days
 - d. 6 to 9 days
 - e. 10 to 19 days
 - f. 20 to 29 days
 - g. All 30 days
44. How much do you think people risk harming themselves (physically or in other ways) if they smoke one or more packs of cigarettes per day?
 - a. No risk
 - b. Slight risk
 - c. Moderate risk
 - d. Great risk
45. How wrong do your parents feel it would be for you to smoke cigarettes?
 - a. Very wrong
 - b. Wrong
 - c. A little bit wrong
 - d. Not at all wrong
 - e. Not sure

The next 7 questions ask about drinking alcohol. This includes drinking beer, wine, wine coolers, and liquor such as rum, gin, vodka, or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.

46. During your life, on how many days have you had at least one drink of alcohol?
 - a. 0 days
 - b. 1 or 2 days
 - c. 3 to 9 days
 - d. 10 to 19 days
 - e. 20 to 39 days
 - f. 40 to 99 days
 - g. 100 or more days
47. How old were you when you had your first drink of alcohol other than a few sips?
 - a. I have never had a drink of alcohol other than a few sips
 - b. 8 years old or younger
 - c. 9 or 10 years old
 - d. 11 or 12 years old
 - e. 13 or 14 years old
 - f. 15 or 16 years old
 - g. 17 years old or older
48. During the past 30 days, on how many days did you have at least one drink of alcohol?
 - a. 0 days
 - b. 1 or 2 days
 - c. 3 to 5 days
 - d. 6 to 9 days
 - e. 10 to 19 days
 - f. 20 to 29 days
 - g. All 30 days
49. During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?
 - a. 0 days
 - b. 1 day
 - c. 2 days
 - d. 3 to 5 days
 - e. 6 to 9 days
 - f. 10 to 19 days
 - g. 20 or more days

50. During the past 30 days, how did you **usually** get the alcohol you drank?
- I did not drink alcohol during the past 30 days
 - I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station
 - I bought it at a restaurant, bar, or club
 - I bought it at a public event such as a concert or sporting event
 - I gave someone else money to buy it for me
 - Someone gave it to me
 - I took it from a store or family member
 - I got it some other way

51. How much do you think people risk harming themselves (physically or in other ways) if they take one or two drinks of alcohol nearly every day?
- No risk
 - Slight risk
 - Moderate risk
 - Great risk

52. How wrong do your parents feel it would be for you to drink alcohol at least twice a month?
- Very wrong
 - Wrong
 - A little bit wrong
 - Not at all wrong
 - Not sure

The next 5 questions ask about marijuana use. Marijuana also is called grass or pot.

53. During your life, how many times have you used marijuana?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 to 99 times
 - 100 or more times
54. How old were you when you tried marijuana for the first time?
- I have never tried marijuana
 - 8 years old or younger
 - 9 or 10 years old
 - 11 or 12 years old
 - 13 or 14 years old
 - 15 or 16 years old
 - 17 years old or older

55. During the past 30 days, how many times did you use marijuana?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times

56. How much do you think people risk harming themselves (physically or in other ways) if they smoke marijuana regularly?
- No risk
 - Slight risk
 - Moderate risk
 - Great risk

57. How wrong do your parents feel it would be for you to smoke marijuana?
- Very wrong
 - Wrong
 - A little bit wrong
 - Not at all wrong
 - Not sure

The next 10 questions ask about other drugs.

58. During your life, how many times have you taken **painkillers**, such as OxyContin, Percocet, or Vicodin, without a doctor's prescription?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times

59. During your life, how many times have you taken a **prescription drug**, such as Ritalin, Adoral, or Xanax, without a doctor's prescription?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times

60. During your life, how many times have you used **any** form of cocaine, including powder, crack, or freebase?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times
61. How old were you when you tried any form of cocaine, including powder, crack, or freebase for the first time?
- I have never tried cocaine
 - 8 years old or younger
 - 9 or 10 years old
 - 11 or 12 years old
 - 13 or 14 years old
 - 15 or 16 years old
 - 17 years old or older
62. During the past 30 days, how many times did you use **any** form of cocaine, including powder, crack, or freebase?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times
63. During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times
64. During your life, how many times have you used **methamphetamines** (also called speed, crystal, crank, or ice)?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times

65. During your life, how many times have you used **heroin** (also called smack, junk, or China White)?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times
66. During your life, how many times have you used ecstasy (also called MDMA)?
- 0 times
 - 1 or 2 times
 - 3 to 9 times
 - 10 to 19 times
 - 20 to 39 times
 - 40 or more times
67. During the past 12 months, has anyone offered, sold, or given you an illegal drug **on school property**?
- Yes
 - No

The next 9 questions ask about sexual behavior.

68. It is important to me to delay having sexual intercourse until ... (Select only **one** response.)
- I'm married
 - I'm engaged
 - I'm an adult and in a long-term committed relationship
 - I'm in love
 - I finish high school
 - It is not important to me to delay having sexual intercourse
 - Not sure
69. Have you ever had **sexual intercourse**?
- Yes
 - No
70. How old were you when you had sexual intercourse for the first time?
- I have never had sexual intercourse
 - 11 years old or younger
 - 12 years old
 - 13 years old
 - 14 years old
 - 15 years old
 - 16 years old
 - 17 years old or older

71. During your life, with how many people have you had sexual intercourse?
- I have never had sexual intercourse
 - 1 person
 - 2 people
 - 3 people
 - 4 people
 - 5 people
 - 6 or more people
72. During the past 3 months, with how many people did you have sexual intercourse?
- I have never had sexual intercourse
 - I have had sexual intercourse, but not during the past 3 months
 - 1 person
 - 2 people
 - 3 people
 - 4 people
 - 5 people
 - 6 or more people
73. During your life, with whom have you had sexual contact?
- I have never had sexual contact
 - Females
 - Males
 - Females and males
74. Did you drink alcohol or use drugs before you had sexual intercourse the **last time**?
- I have never had sexual intercourse
 - Yes
 - No
75. The **last time** you had sexual intercourse, did you or your partner use a condom?
- I have never had sexual intercourse
 - Yes
 - No
76. The **last time** you had sexual intercourse, what **one** method did you or your partner use to **prevent pregnancy**? (Select only **one** response.)
- I have never had sexual intercourse
 - No method was used to prevent pregnancy
 - Birth control pills
 - Condoms
 - Depo-Provera (injectable birth control)
 - Withdrawal
 - Some other method
 - Not sure

The next question asks about body weight.

77. Which of the following are you trying to do about your weight?
- I am **not trying to do anything** about my weight
 - Lose** weight
 - Gain** weight
 - Stay** the same weight

The next 9 questions ask about food you ate or drank during the past 7 days. Think about all the meals and snacks you had from the time you got up until you went to bed. Be sure to include food you ate at home, at school, at restaurants, or anywhere else.

78. During the past 7 days, how many times did you drink **100% fruit juices** such as orange juice, apple juice, or grape juice? (Do **not** count punch, Kool-Aid, sports drinks, or other fruit-flavored drinks.)
- I did not drink 100% fruit juice during the past 7 days
 - 1 to 3 times during the past 7 days
 - 4 to 6 times during the past 7 days
 - 1 time per day
 - 2 times per day
 - 3 times per day
 - 4 or more times per day
79. During the past 7 days, how many times did you eat **fruit**? (Do **not** count fruit juice.)
- I did not eat fruit during the past 7 days
 - 1 to 3 times during the past 7 days
 - 4 to 6 times during the past 7 days
 - 1 time per day
 - 2 times per day
 - 3 times per day
 - 4 or more times per day
80. During the past 7 days, how many times did you eat **green salad**?
- I did not eat green salad during the past 7 days
 - 1 to 3 times during the past 7 days
 - 4 to 6 times during the past 7 days
 - 1 time per day
 - 2 times per day
 - 3 times per day
 - 4 or more times per day

81. During the past 7 days, how many times did you eat **potatoes**? (Do **not** count french fries, fried potatoes, or potato chips.)
- I did not eat potatoes during the past 7 days
 - 1 to 3 times during the past 7 days
 - 4 to 6 times during the past 7 days
 - 1 time per day
 - 2 times per day
 - 3 times per day
 - 4 or more times per day
82. During the past 7 days, how many times did you eat **carrots**?
- I did not eat carrots during the past 7 days
 - 1 to 3 times during the past 7 days
 - 4 to 6 times during the past 7 days
 - 1 time per day
 - 2 times per day
 - 3 times per day
 - 4 or more times per day
83. During the past 7 days, how many times did you eat **other vegetables**? (Do **not** count green salad, potatoes, or carrots.)
- I did not eat other vegetables during the past 7 days
 - 1 to 3 times during the past 7 days
 - 4 to 6 times during the past 7 days
 - 1 time per day
 - 2 times per day
 - 3 times per day
 - 4 or more times per day
84. During the past 7 days, how many times did you drink a can, bottle, or glass of soda or pop, such as Coke, Pepsi, or Sprite? (Do **not** include diet soda or diet pop.)
- I did not drink soda or pop during the past 7 days
 - 1 to 3 times during the past 7 days
 - 4 to 6 times during the past 7 days
 - 1 time per day
 - 2 times per day
 - 3 times per day
 - 4 or more times per day

85. During the past 7 days, how many **glasses of milk** did you drink? (Include the milk you drank in a glass or cup, from a carton, or with cereal. Count the half pint of milk served at school as equal to one glass.)
- I did not drink milk during the past 7 days
 - 1 to 3 glasses during the past 7 days
 - 4 to 6 glasses during the past 7 days
 - 1 glass per day
 - 2 glasses per day
 - 3 glasses per day
 - 4 or more glasses per day
86. On how many of the past 7 days did you eat breakfast?
- 0 days
 - 1 day
 - 2 days
 - 3 days
 - 4 days
 - 5 days
 - 6 days
 - 7 days

The next 6 questions ask about physical activity.

87. On how many of the past 7 days did you exercise or participate in physical activity for **at least 20 minutes that made you sweat and breathe hard**, such as basketball, soccer, running, swimming laps, fast bicycling, fast dancing, or similar aerobic activities?
- 0 days
 - 1 day
 - 2 days
 - 3 days
 - 4 days
 - 5 days
 - 6 days
 - 7 days
88. During the past 7 days, on how many days were you physically active for a total of **at least 60 minutes per day**? (Add up all the time you spend in any kind of physical activity that increases your heart rate and makes you breathe hard some of the time.)
- 0 days
 - 1 day
 - 2 days
 - 3 days
 - 4 days
 - 5 days
 - 6 days
 - 7 days

89. On an average school day, how many hours do you watch TV?
- I do not watch TV on an average school day
 - Less than 1 hour per day
 - 1 hour per day
 - 2 hours per day
 - 3 hours per day
 - 4 hours per day
 - 5 or more hours per day
90. On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Include activities such as Nintendo, Game Boy, PlayStation, Xbox, computer games, and the Internet.)
- I do not play video or computer games or use a computer for something that is not school work
 - Less than 1 hour per day
 - 1 hour per day
 - 2 hours per day
 - 3 hours per day
 - 4 hours per day
 - 5 or more hours per day
91. In an average week when you are in school, on how many days do you go to physical education (PE) classes?
- 0 days
 - 1 day
 - 2 days
 - 3 days
 - 4 days
 - 5 days
92. During an average physical education (PE) class, how many minutes do you spend actually exercising or playing sports?
- I do not take PE
 - Less than 10 minutes
 - 10 to 20 minutes
 - 21 to 30 minutes
 - 31 to 40 minutes
 - 41 to 50 minutes
 - 51 to 60 minutes
 - More than 60 minutes

The next 3 questions ask about other health-related topics.

93. Have you ever talked about AIDS or HIV infection with your parents or other adults in your family?
- Yes
 - No
 - Not sure
94. Has a doctor or nurse ever told you that you have asthma?
- Yes
 - No
 - Not sure
95. Do you still have asthma?
- I have never had asthma
 - Yes
 - No
 - Not sure

The next 4 questions are general questions about you.

96. Do you agree or disagree that your family loves you and gives you help and support when you need it?
- Strongly agree
 - Agree
 - Not sure
 - Disagree
 - Strongly disagree
97. Do you agree or disagree that your teachers really care about you and give you a lot of encouragement?
- Strongly agree
 - Agree
 - Not sure
 - Disagree
 - Strongly disagree
98. Do you agree or disagree that you feel like you belong at this school?
- Strongly agree
 - Agree
 - Not sure
 - Disagree
 - Strongly disagree

99. Besides your parents, how many adults would you feel comfortable seeking help from if you had an important question affecting your life?

- a. 0 adults
- b. 1 adult
- c. 2 adults
- d. 3 adults
- e. 4 adults
- f. 5 or more adults

This is the end of the survey.

Thank you very much for your help.

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 27, 2007

SECURITY RELATED PROJECT NEEDS

Background:

This report is a follow-up to a report reviewed at the February 13, 2007 Planning, Facilities, and Equipment Committee meeting. The following background was provided as part of the February report and serves as the background for this report as well minus the attachments.

Up until the design and construction of Mahone Middle School four years ago, little had been done to the District facilities to address or improve building security. Some small projects had been completed but they were only at a couple of schools and they were stand-alone systems with limited capabilities. An integrated card access, camera and digital recording system was installed at Mahone along with a central head-end system capable of serving the entire District. Since then, the new Edward Bain School of Language and Art, and the current Charles Nash and Prairie Lane Elementary School projects had or will have similar systems installed.

In addition to the new schools, the Board approved a plan three years ago that allocated \$50,000 of the major maintenance budget each year for security upgrades in our schools. These upgrades include projects such as the following:

1. The installation of automatic card readers at selected points of entry to the schools with compatible systems to those installed at Mahone. This allows for the regulation of access to the schools by personnel and helps maintain accountability for those persons present in the schools.
2. Re-keying the District to conform to the Best Key lock system already in place at over half of our schools. By going to one key system, we reduce the number of superfluous perimeter keys held by personnel that do not require outside access to the buildings. This reduces our vulnerability to intrusion.
3. Installing perimeter cameras around District locations, so the District will be able to protect employees and students while on the premises by recording outside activities. The installation of cameras has led to a decrease in the amount of unsolicited traffic and vandalism that occurs more prolifically at certain District locations.

Over the past three years, systems have been installed through this program at Bradford and Tremper High Schools, McKinley Middle School, and several elementary schools. In addition, other funding sources, such as individual school budgets and parent organizations, have paid for the installation of systems at

numerous schools including Lance and Washington Middle Schools. At the end of this year, 24 schools will have some portion of a security system with most having been installed in the past 3 years using a system that integrates with the head-end system installed when Mahone was built. The majority of the 24 schools do not have a complete system, especially those schools that have systems paid for by parent organizations.

In addition to security systems, there are other physical improvements that can improve safety such as having offices located near the main entrance, and having signage direct visitors to a main entrance so that other entrances can be kept locked. Facilities Department staff performed a mini-audit of our facilities to assess what security related improvements could be made and how much they might cost. An attachment was provided in the February summarizing the possible improvements that could be made and an estimated cost. It is important to note that this was a simple audit performed by two individuals and there are most likely some additional needs that would be identified if others including school personnel were involved in the assessment. The purpose of the assessment was to provide the District and Board some idea of what the cost may be to create a more secure environment in our schools. The estimated cost for the projects identified in the audit is \$1,315,600, a very substantial number and well beyond the reach of a plan that spends \$50,000 annually.

February Planning, Facilities, and Equipment Meeting Follow-up:

At the February 13, 2007 Planning, Facilities, and Equipment meeting, the Committee requested that Administration bring forward an estimated cost to install buzzers and card access systems at all District schools. The attachment to this report includes a detailed summary of where card access systems are needed at all of the schools including those schools that have a portion of a card access system in place along with the cost to install buzzers. The total cost for all of this work is estimated at approximately \$165,000. Taking into account the \$50,000 already included in the 2007-08 major maintenance budget, we would need an additional \$115,000 to complete all of this work. The estimate is based on all of the equipment being installed by District staff, which would entail an approximately 40-week long duration. The equipment could be installed much quicker if contractors were used but the cost would be approximately two to two and one-half times more than the current estimate.

Administration Recommendation:

At its March 13, 2007 meeting, the Planning, Facilities and Equipment Committee unanimously approved forwarding the Security Related Project Needs report to the full board for consideration of using \$115,000.00 from the reserve fund to pay for the difference of the cost of this project and what is available in the Major Maintenance budget.

Dr. R. Scott Pierce
Superintendent of Schools

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

School	Doors	Doors	Doors	Doors	Doors	Doors	Buzzer	Cards	Cost
Bradford	E academic hall	W academic hall							
2000	1800	1000					1200		6000
Tremper	S academic hall								0
2000	1000						1200		4200
Reuther	n	s	w						0
2000	650	650	650				600	750	5300
Indian Trail	main	sw	se	handicap	custodian				0
2000	650	650	650	650	650		600	1000	6850
Lakeview	main	nw	custodian						0
2000	650	650	650				600	250	4800
Bullen	main	n	kitchen	gym					0
2000	650	200	650	650			600	750	5500
Lance	main	custodian	gym	nw	academic 1st	academic 2nd			0
2000	650	650	650	650	1500	1500	600	750	8950
Lincoln M									0
									0
MckinleyM	main	S	courtyard	n gym	ne				0
2000	650	650	650	650	650			750	6000
Washington	n	custodian							0
	650	650							1300
Bain	custodian	playground nw							0
	650	650	650				600		2550
Bose									0
							600		600
Chavez	custodian								0
	650						600		1250
Columbus	w	main	gym e						0
2000	650	650	650					250	4200
Durkee	main	gym	s						0
2000	650	650	650					250	4200
F park	main	s	w	nw	teacher				0
2000	650	650	650	650	650		600	750	6600
Frank									0
									0
Grant	main	nw							0
	650	650					600		1900
Grewenow	Main	n	n playground	sw	se playground				0
2000	650	650	650	650	650		600	750	6600
Harvey	main	n	nw	sw					0
2000	650	650	650	650			600	750	5950
Hillcrest	main	custodian	n	e					0
2000	650	650	650	650			600	250	5450
Jefferson	main	nw							0
	650	650							1300
Jeffery	main	gym	custodial	mp room					0
2000	650	650	650	650			600	750	5950
Lincoln el	main	w	e	custodial					0
2000	650	650	650	650			600	500	5700
Mckinleyel	main	custodial	gym	sw					0
2000	650	650	650	650			600	500	5700
PI prairie	main	S	custodial	nw	portable				0
2000	650	650	650	650	650		600	750	6600
Pr.Lane	w	s	e	custodian					0
2000	650	650	650	650			600	500	5700
Roosevelt	main	w	custodian	cafeteria	n				0
2000	650	650	650	650	650		600	500	6350
Somers	main	s	nw	ne	w	en			0
2000	650	650	650	650	650	650	600	750	7250
Southport									0
							600		600
Stocker									0

							600		600
Strange	custodian								0
	650								650
Vernon	main	custodian	se	sw	e	w			0
2000	650	650	650	650	650	650	600	750	7250
Whittier	main	custodian	e	s	w				0
2000	650	650	650	650	650		600	750	6600
Wilson	S	n							0
	650	650					600		1900
Brompton	main	n							0
2000	650	650						250	3550
Paideia	main	s							0
2000	650	650						250	3550
Dimensions	main	e							0
2000	650	650						250	3550
St. george	main	n	w						0
2000	650	650	650				600	250	4800
									165800

Kenosha Unified School District No. 1
Kenosha, Wisconsin

March 27, 2007

**Resolution Authorizing the Issuance and Awarding the Sale of
\$8,000,000 Note Anticipation Notes**

On January 3, 2007, the Facilities Department received bids on the construction of the new school to replace Durkee and Lincoln Elementary Schools. Based on their analysis, the construction cost for the new school is projected to be \$12,072,772 (see Planning, Facilities and Equipment report for 02/13/07). This amount includes an additional \$497,856 for the Architect Fee, \$60,000 for environmental consulting and \$200,000 for additional furniture, fixtures and equipment (FFE) that was not contained in the above referenced report.

As has been communicated throughout the discussions regarding the replacement of these two (2) schools, the financing would occur through the issuance of general obligation promissory notes (within the Revenue Limits of the General Fund) with the debt repayment coming from the annual operating savings of combining the two (2) schools.

A "best guess" of the operating savings at the time of the opening of the new school based on current year (2006-2007) costs was provided to and discussed with the Audit, Budget and Finance Committee in February. The "best guess" estimate of savings (using 2006-2007 numbers) is approximately \$646,628. The staffing of both elementary schools has been normalized based on our current staffing patterns to reflect a reduction of 1 classroom position. While the principal position has been consolidated this year and the available dollars used to fund classroom staff, the overall budget was not reduced to account for this position. Therefore, we are still showing the consolidation of the principal at both schools as a savings. We will need to account for the teaching position funded for 2006-2007 in our 2007-2008 staffing allocations.

At the February 27, 2007 Regular School Board Meeting, the Board approved a resolution authorizing the issuance and sale of the general obligation promissory notes in an amount of \$8 million. The balance of any construction costs will come from the District's recent fund balance surplus above the scheduled \$1 million annual increase in fund balance. Since the repayment period of notes is limited to ten (10) years, the notes will be converted to twenty (20) year bonds to better match the estimated savings that will be used to repay the debt.

Since this borrowing is considered non-referendum debt, a thirty (30) day petition period as stipulated in State Statute 67.12 (12) is required. If the required number of signatures (at least 7,500) is not obtained within the thirty (30) day period, the District is authorized to sell the notes. The petition period ends March 28, 2007, the day after the notes are sold, but the actual closing of the notes does not take place until about a week later, after the petition period has ended.

Attached is a draft of the Award Resolution that the Board must approve to validate the sale of the notes. The final Award Resolution authorizing the borrowing, the results of the sale of the notes and then the placement of the investment will be distributed at the Board Meeting for consideration.

Within the past month, the Financial Advisor who has worked with us on this funding approach has changed firms. It is Administration's desire to continue with the prior Financial Advisor, David Noack, for this note sale. The previous firm has been contacted and does not have an objection to the change in Advisors for this transaction. Administration is in the process of sending out a Financial Advisor Request for Proposal (RFP) to identify and select an Advisor for future financial needs.

Administration's Recommendation

Administration requests that the Board of Education approve the Resolution authorizing the issuance and sale of Note Anticipation Notes and authorize Board Officers and District Administration to execute any and all documents relating the sale of these general obligation promissory notes.

Administration also requests Board approval to authorize Board Officers and District Administration to execute any and all documents relating this investment of these proceeds until needed.

Additionally, Administration requests the Board to approve the use of the prior Financial Advisor for this transaction.

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

William L. Johnston, CPA
Director of Finance

Patrick Finnemore
Director of Facilities

RESOLUTION AUTHORIZING THE ISSUANCE
AND AWARDING THE SALE OF \$8,000,000
NOTE ANTICIPATION NOTES

WHEREAS, on February 27, 2007, the School Board of the Kenosha School District No. 1, Kenosha County, Wisconsin (the "District") adopted a resolution entitled: "Resolution Authorizing the Borrowing of Not to Exceed \$8,000,000; and Providing for the Issuance and Sale of General Obligation Promissory Notes Therefor" (the "Authorizing Resolution") which authorized the issuance of general obligation promissory notes for the purpose of paying the cost of constructing and equipping a new elementary school (the "Project"), and there are insufficient funds on hand to pay said costs;

WHEREAS, on February 28, 2007, the District Clerk of the District caused a Notice to Electors to be published in the Kenosha News giving notice of adoption of the Authorizing Resolution, identifying where and when the Authorizing Resolution could be inspected, and advising electors of their right to petition for a referendum on the question of the issuance of general obligation promissory notes within thirty (30) days of publication of the Notice;

WHEREAS, the notes authorized hereunder will not be issued until the time to file such a petition has expired and no such petition has been filed;

WHEREAS, the District is authorized by Section 67.12(1)(b) of the Wisconsin Statutes to issue municipal obligations in anticipation of receiving proceeds of general obligation promissory notes it has authorized under Chapter 67 of the Wisconsin Statutes;

WHEREAS, it is the finding of the School Board that it is necessary, desirable and in the best interest of the District to provide for the issuance and sale of Note Anticipation Notes pursuant to Section 67.12(1)(b) of the Wisconsin Statutes, in anticipation of receiving the proceeds from the issuance and sale of the general obligation promissory notes (the "Securities") authorized pursuant to the Authorizing Resolution to provide funding for the Project;

WHEREAS, pursuant to direction from the School Board, the Director of Finance (in consultation with the District's financial advisor) caused an Official Notice of Sale to be distributed offering the District's \$8,000,000 note anticipation notes for public sale on March 27, 2007;

WHEREAS, sealed bid proposals were received as summarized on Exhibit C attached hereto; and,

WHEREAS, it has be determined that the bid proposal submitted by _____, _____, _____, fully complies with the bid requirements set forth in the Official Notice of Sale and is deemed to be the most advantageous to the District. A copy of said bid is attached hereto as Exhibit A and incorporated herein by this reference.

NOW, THEREFORE, BE IT RESOLVED by the School Board of the District that:

Section 1. Covenants to Issue General Obligation Securities. The District hereby declares its intention and covenants to issue the Securities or general obligation refunding bonds pursuant to the provisions of Chapter 67 of the Wisconsin Statutes, in an amount sufficient to retire any outstanding note anticipation notes issued for the purpose of providing interim financing for the Project. The District has heretofore authorized the issuance of the Securities pursuant to the Authorizing Resolution.

Section 2. Authorization of the Notes. For the purpose of providing interim financing for the Project, there shall be borrowed pursuant to Section 67.12(1) (b) of the Wisconsin Statutes, the principal sum of EIGHT MILLION DOLLARS (\$8,000,000). To evidence such indebtedness, the District President and District Clerk are hereby authorized, empowered and directed to make, execute, issue and sell for, on behalf of, and in the name of the District, note anticipation notes aggregating the principal amount of EIGHT MILLION DOLLARS (\$8,000,000) (the "Notes") for the sum of _____ DOLLARS (\$_____).

Section 3. Award of the Notes. The bid proposal of _____, _____ (the "Purchaser") is hereby accepted, said proposal offering to purchase the Notes for the sum of _____ DOLLARS (\$_____), plus accrued interest to the date of delivery, resulting in a net interest cost of _____ DOLLARS (\$_____) and a true interest rate of ____%.

Section 4. Terms of the Notes. The Notes shall be designated "Note Anticipation Notes"; shall be dated April ___, 2007; shall be in the minimum denomination of \$5,000 or any integral multiple thereof; shall bear interest at the rate of ____% per annum; and shall mature on _____, 20___. Interest is payable at maturity. Interest shall be calculated on a 30/360 day basis.

Section 5. Redemption Provisions. At the option of the District, the Notes shall be subject to redemption prior to maturity on _____, 2007 or on any day thereafter. Said Notes shall be redeemable as a whole or in part, by lot, at the principal amount thereof, plus accrued interest to the date of redemption.

Section 6. Form of the Notes. The Notes shall be issued in registered form and shall be executed and delivered in substantially the form attached hereto as Exhibit B and incorporated herein by this reference.

Section 7. Security. The Notes shall in no event be a general obligation of the District and do not constitute an indebtedness of the District nor a charge against its general credit or taxing power. The Notes shall be payable only from (a) any proceeds of the Notes or other District funds set aside for payment of interest on the Notes as it becomes due and (b) proceeds to be derived from the issuance and sale of the Securities or general obligation refunding bonds, which proceeds are hereby declared to constitute a Special Trust Fund to be held by the District and expended solely for the payment of the principal of and interest on the Notes. The District hereby agrees that, in the event such monies are not sufficient to pay the principal of and interest

on the Notes when due, if necessary, the District will pay such deficiency out of its tax levy or other available funds of the District; provided, however, that such payment shall be subject to annual budgetary appropriations therefor; and provided further, that neither this resolution nor any such payment shall be construed as constituting an obligation of the District to make any such appropriation or any further payment.

Section 8. Covenants of the District. The District hereby covenants with the holders of the Notes that:

8.1 It shall issue and sell the Securities or general obligation refunding bonds as soon as practicable;

8.2 It shall segregate the proceeds derived from the sale of the Securities or general obligation refunding bonds into the Special Trust Fund created by this Resolution and constituted herein as a Special Trust Fund and shall permit the Special Trust Fund to be used for no purpose other than the payment of the principal of and interest on the Notes until paid; and,

8.3 The District covenants that it will maintain a debt limit capacity such that the combined outstanding principal amount of general obligation bonds and notes of the District and at least \$8,000,000 authorized for the issuance of the Securities shall at no time exceed the constitutional debt limit of the District.

Section 9. Segregated Debt Service Fund Account. There is hereby established in the District treasury a fund account separate and distinct from every other District fund or account to be designated "Debt Service Fund Account for \$8,000,000 Note Anticipation Notes, dated _____, 2007" which fund account shall be used solely for the purpose of paying the principal of and interest on the Notes. There shall be deposited in said fund (i) all accrued interest paid on the Notes at the time the Notes are delivered to the Purchaser; (ii) any proceeds of the Notes representing capitalized interest on the Notes; (iii) proceeds of the Securities or general obligation refunding bonds to the extent necessary to pay principal of or interest on the Notes; (iv) such other sums, including tax monies, as may be necessary at any time to pay principal of and interest on the Notes when due and which are appropriated by the School Board for that purpose; and (v) surplus monies, if any, in the Borrowed Money Fund created by Section 10 hereof. Said fund shall be used for the sole purpose of paying the principal of and interest on the Notes and shall be maintained for such purpose until such indebtedness is fully paid or otherwise extinguished.

Section 10. Borrowed Money Fund. The proceeds of the Notes (the "Note Proceeds") (other than any premium and accrued interest which must be paid at the time of the delivery of the Notes into the Debt Service Fund Account created above) shall be deposited into an account separate and distinct from all other funds and disbursed solely for the purposes for which it was borrowed or for the payment for the principal of and the interest on the Notes.

Section 11. Arbitrage Covenant. The District shall not take any action with respect to the Note Proceeds which, if such action had been reasonably expected to have been taken, or had been deliberately and intentionally taken on the date of the delivery of and payment for the Notes (the "Closing"), would cause the Notes to be "arbitrage bonds" within the meaning of Section

148 of the Internal Revenue Code of 1986, as amended (the “Code”) and any income tax regulations promulgated thereunder (the “Regulations”)

The Note Proceeds may be temporarily invested in legal investments until needed, provided however, that the District hereby covenants and agrees that so long as the Notes remain outstanding, moneys on deposit in any fund or account created or maintained in connection with the Notes, whether such moneys were derived from the Note Proceeds or from any other source, will not be used or invested in a manner which would cause the Notes to be “arbitrage bonds” within the meaning of the Code or Regulations.

The District Clerk, or other officer of the District charged with responsibility for issuing the Notes, shall provide an appropriate certificate of the District, for inclusion in the transcript of proceedings, setting forth the reasonable expectations of the District regarding the amount and use of the Note Proceeds and the facts and estimates on which such expectations are based, all as of the Closing.

Section 12. Additional Tax Covenants; Exemption from Rebate. The District hereby further covenants and agrees that it will take all necessary steps and perform all obligations required by the Code and Regulations (whether prior to or subsequent to the issuance of the bonds) to assure that the Notes are obligations described in Section 103(a) of the Code, the interest on which is excluded from gross income for federal income tax purposes, throughout their term. The District Clerk or other officer of the District charged with the responsibility of issuing the Notes, shall provide an appropriate certificate of the District as of the Closing, for inclusion in the transcript of proceedings, certifying that it can and covenanting that it will comply with the provisions of the Code and Regulations.

Further, it is the intent of the District to take all reasonable and lawful actions to comply with any new tax laws enacted so that the Notes will continue to be obligations described in Section 103(a) of the Code, the interest on which is excluded from gross income for federal income tax purposes.

The District anticipates that the Notes will qualify as a “construction issue” within the meaning of Section 148(f)(4)(C) of the Code and thereby qualify for the construction expenditure exemption from rebate set forth in said section of the Code. The District Clerk or other officer of the District charged with the responsibility of issuing the Notes, shall provide an appropriate certificate of the District as of the Closing, for inclusion in the transcript of proceedings, with respect to said exemption from the rebate requirements, and said District Clerk or other officer is hereby authorized to make any election on behalf of the District in order to comply with the rebate requirements of the Code. If, for any reason, the District does not meet the requirements for any exemption from the rebate requirements of the Code, the District covenants that it would take all necessary steps to comply with such rebate requirements.

The District hereby covenants that it is a governmental unit with general taxing powers and that the Notes are not “private activity bonds” as defined in Section 141 of the Code.

Section 13. Persons Treated as Owners; Transfer of Notes. The District Clerk shall keep books for the registration and for the transfer of the Notes. The person in whose name any Note shall be registered shall be deemed and regarded as the absolute owner thereof for all purposes

and payment of either principal or interest on any Note shall be made only to the registered owner thereof. All such payments shall be valid and effectual to satisfy and discharge the liability upon such Note to the extent of the sum or sums so paid.

Any Note may be transferred by the registered owner thereof by surrender of the Note at the office of the District Clerk, duly endorsed for the transfer or accompanied by an assignment duly executed by the registered owner or his attorney duly authorized in writing. Upon such transfer, the District President and District Clerk shall execute and deliver in the name of the transferee or transferees a new Note or Notes of a like aggregate principal amount, series and maturity and the District Clerk shall record the name of each transferee in the registration book. No registration shall be made to bearer. The District Clerk shall cancel any Note surrendered for transfer.

The District shall cooperate in any such transfer, and the District President and District Clerk are authorized to execute any new Note or Notes necessary to effect any such transfer.

The fifteenth day of each calendar month next preceding each interest payment date shall be the record date for the Notes. Payment of interest on the Notes on any interest payment date shall be made to the registered owners of the Notes as they appear on the registration book of the District maintained by the District Clerk at the close of business on the corresponding record date.

Section 14. Utilization of The Depository Trust Company Book-Entry-Only-System. In order to make the Notes eligible for the services provided by The Depository Trust Company, New York, New York ("DTC"), the District has heretofore agreed to the applicable provisions set forth in the DTC Blanket Issuer Letter of Representation and an official of the District has executed such Letter of Representation and delivered it to the DTC on behalf of the District.

Section 15. Execution of the Notes. The Notes shall be issued in typewritten form, one Note for each maturity, executed on behalf of the District by the manual or facsimile signatures of the District President and District Clerk and delivered to the Purchaser upon payment to the District of the purchase price thereof. In the event that either of the officers whose signatures appear on the Notes shall cease to be such officers before the delivery of the Notes, such signatures shall, nevertheless, be valid and sufficient for all purposes to the same extent as if they had remained in office until such delivery. The aforesaid officers are hereby authorized to do all acts and execute and deliver all documents as may be necessary and convenient to effectuate the Closing.

Section 16. Payment of the Notes. The principal of and interest on the Notes shall be paid in lawful money of the United States by the District Treasurer or his or her agent.

Section 17. Continuing Disclosure. The District hereby covenants and agrees that it will comply with and carry out all of the provisions of its Continuing Disclosure Certificate which the District will execute and deliver on the Closing Date. Any Noteholder may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section.

Section 18. Conflicting Resolutions; Severability; Effective Date. All prior resolutions, rules or other actions of the District or any parts thereof in conflict with the provisions hereof shall be and the same are hereby rescinded insofar as they may so conflict. In the event that any one or more provisions hereof shall for any reason be held to be illegal or invalid, such illegality or invalidity shall not affect any other provisions hereof. The foregoing shall take effect immediately upon adoption and approval in the manner provided by law.

Adopted this 27th day of March, 2007.

Eric J. Olson,
District President

ATTEST:

Bernard Englund,
District Clerk

(SEAL)

mw1283302_1

EXHIBIT B

(Form of Note)

UNITED STATES OF AMERICA
STATE OF WISCONSIN
KENOSHA COUNTY
REGISTERED KENOSHA SCHOOL DISTRICT NO. 1
NO. R-__ NOTE ANTICIPATION NOTE

MATURITY DATE: ORIGINAL DATE OF ISSUE: INTEREST RATE: CUSIP:
_____, 200__ APRIL __, 2007 ____% 489836__

DEPOSITORY OR ITS NOMINEE NAME: CEDE & CO.

PRINCIPAL AMOUNT: EIGHT MILLION DOLLARS
(\$8,000,000)

KNOW EVERYONE BY THESE PRESENTS, that the Kenosha School District No. 1, Kenosha County, Wisconsin (the "District"), hereby acknowledges itself to owe and for value received promises to pay to the Depository or its Nominee Name (the "Depository") identified above (or to registered assigns), on the maturity date identified above, the principal amount identified above, and to pay interest thereon at the rate of interest per annum identified above, all subject to the provisions set forth herein regarding redemption prior to maturity. Interest is payable at maturity. Both the principal of and interest on this Note are payable in lawful money of the United States. The principal of this Note shall be payable only upon presentation and surrender of the Note at the office of the District Clerk or Treasurer. Interest, payable at maturity, shall be paid by wire transfer to the Depository in whose name this Note is registered on the Note Register maintained by the District Clerk or Treasurer at the close of business on the 15th day of the calendar month next preceding said interest payment date (the "Record Date").

This Note is one of an issue of Notes aggregating the principal amount of \$8,000,000, all of which are of like tenor, issued by the District pursuant to the provisions of Section 67.12(1)(b), Wisconsin Statutes, for the purpose of paying the cost of constructing and equipping a new elementary school, all as authorized by a resolution of the School Board duly adopted by said governing body at a meeting held on March 27, 2007 (the "Note Resolution"). Said resolution is recorded in the official minutes of the School Board for said date.

This Note is payable only from the proceeds to be received from the issuance and sale of general obligation promissory notes (the "Securities") or general obligation refunding bonds. The Securities have been authorized by an authorizing resolution adopted by the School Board on February 27, 2007. The District has covenanted to issue the Securities or general obligation refunding bonds in the Note Resolution. Proceeds of the Securities or general obligation refunding bonds shall be set aside as a special trust fund and expended solely for the purpose of paying the principal of and interest on the Notes. The Notes do not constitute an indebtedness of the District within the meaning of any constitutional or statutory limitation or provision.

At the option of the District, the Notes are subject to redemption prior to maturity on _____, 2007 or on any day thereafter. Said Notes are redeemable as a whole or in part, by lot (as selected by the Depository), at the principal amount thereof, plus accrued interest to the date of redemption.

In the event the District exercises its option to redeem the Notes prior to maturity, as long as the Notes are in book-entry-only form, official notice of the redemption will be given by mailing a notice by registered or certified mail, or overnight express delivery, to the Depository not less than thirty (30) days nor more than sixty (60) days prior to the redemption date. If less than all the Notes of a maturity are to be called for redemption, the Notes of such maturity to be redeemed will be selected by lot. Such notice will include but not be limited to the following: the designation, date and maturities of the Notes called for redemption, CUSIP numbers, and the date of redemption. Any notice mailed as provided herein shall be conclusively presumed to have been duly given, whether or not the Depository receives the notice. The Notes shall cease to bear interest on the specified redemption date, provided that federal or other immediately available funds sufficient for such redemption are on deposit at the office of the Depository at that time. Upon such deposit of funds for redemption the Notes shall no longer be deemed to be outstanding.

It is hereby certified and recited that all conditions, things and acts required by law to exist or to be done prior to and in connection with the issuance of this Note have been done, have existed and have been performed in due form and time.

This Note is transferable only upon the books of the District kept for that purpose at the office of the District Clerk or Treasurer. In the event that the Depository does not continue to act as depository for the Notes, and the School Board appoints another depository, new fully registered Notes in the same aggregate principal amount shall be issued to the new depository upon surrender of the Notes to the District Clerk or Treasurer, in exchange therefor and upon the payment of a charge sufficient to reimburse the District for any tax, fee or other governmental charge required to be paid with respect to such registration. The District Clerk or Treasurer shall not be obliged to make any transfer of the Notes (i) after the Record Date, (ii) during the fifteen (15) calendar days preceding the date of any publication of notice of any proposed redemption of the Notes, or (iii) with respect to any particular Note, after such Note has been called for redemption. The District may treat and consider the Depository in whose name this Note is registered as the absolute owner hereof for the purpose of receiving payment of, or on account of, the principal hereof and interest due hereon and for all other purposes whatsoever.

IN WITNESS WHEREOF, the Kenosha School District No. 1, Kenosha County, Wisconsin, by its governing body, has caused this Note to be executed for it and in its name by the signatures of its duly qualified District President and District Clerk and to be sealed with its official or corporate seal, all as of the ____ day of April, 2007.

KENOSHA SCHOOL DISTRICT NO. 1
KENOSHA COUNTY, WISCONSIN

By: _____
Eric J. Olson,
District President

(SEAL)

By: _____
Bernard Englund,
District Clerk

ASSIGNMENT

FOR VALUE RECEIVED, the undersigned sells, assigns and transfers unto

(Name and Address of Assignee)

(Social Security or other Identifying Number of Assignee)

the within Bond and all rights thereunder and hereby irrevocably constitutes and appoints _____, Legal Representative, to transfer said Bond on the books kept for registration thereof, with full power of substitution in the premises.

Dated: _____

Signature Guaranteed:

(e.g. Bank, Trust Company
or Securities Firm)

(Depository or its Nominee
Name)

(Authorized Officer)

NOTICE: The above-named
Depository or its Nominee Name must
correspond with the name as it appears upon
the face of the within Bond in every part-
icular, without alteration or enlargement or
any change whatever.

mw1283474_1

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 27, 2007

RESOLUTION No. 272

**RESOLUTION SUPPORTING THE IMPROVEMENT OF THE UNION PACIFIC AND
CANADIAN PACIFIC RAILROAD CROSSINGS ON HIGHWAYS "E" AND "L" IN THE
TOWN OF SOMERS**

Background:

The Town of Somers has been working with Kenosha County and Representative Jim Kreuser for several years to have gates installed at railroad crossings on County Highways E and L. Significant progress has been made recently towards this goal and the Town has requested that the County and School District approve and sign the attached resolution supporting this goal. The resolution was drafted by the Town of Somers' attorney and the same resolution is being approved by all three public entities. As the resolution states, the installation of the gates would come at no cost to Kenosha Unified School District. The installation of gates at these railroad crossings will benefit the safety of our students and staff as they travel to and from school.

Administration Recommendation:

Administration recommends Board approval of the attached Resolution supporting installation of gates at the railroad crossings on County Highways E and L.

Dr. R. Scott Pierce
Superintendent of Schools

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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

**RESOLUTION SUPPORTING THE IMPROVEMENT OF THE UNION PACIFIC AND
CANADIAN PACIFIC RAILROAD CROSSINGS ON HIGHWAYS "E" AND "L"
IN THE TOWN OF SOMERS**

WHEREAS, State Representative Jim Kreuser has been working with the Town of Somers for many years to improve the Union Pacific and Canadian Pacific Railroad Crossings at HWY "E" and HWY "L" in the Town of Somers ("Crossing Improvements"); and

WHEREAS, the proposed improvement of automated gates at the Union Pacific Crossings on HWY "E" and HWY "L" and the installation of a barrier gate at HWY "E" on the Canadian Pacific will provide for safer crossings benefiting all who travel these streets including passenger vehicles, school busses, pedestrians, and commercial vehicles; and

WHEREAS, all local government, review agencies and school districts (i.e. Town of Somers, Kenosha County Highway Department and the Kenosha Unified School District) in conjunction with State Representative Jim Kreuser recognize the need for improving the Crossing; and

WHEREAS, State Representative Jim Kreuser has coordinated with the Wisconsin Department of Transportation, the State of Wisconsin Railroad Commissioner and the Union and Canadian Pacific Railroads to work toward improving these crossings at no local cost to the Town of Somers, Kenosha County Highway Department and the Kenosha Unified School District.

NOW THEREFORE, BE IT RESOLVED, that the Town Board of the Town of Somers, the Kenosha County Highway Department Committee and the Kenosha Unified School District Bureau of Education join with State Representative Jim Kreuser in support of the project to improve the Street Crossings of the aforementioned Railroad Crossing to effect greater safety to all who travel those highways.

BE IT FURTHER RESOLVED, that the School Board Secretary forward a photocopy of this Resolution to all agencies and/or elected or appointed officials as may be deemed appropriate.

KENOSHA UNIFIED SCHOOL DISTRICT NO.1

By: _____
Eric Olson, School Board President

Attest: _____
Stacy Busby, School Board Secretary

Resolution No. 272
March 27, 2007

Kenosha Unified School District No. 1
Kenosha, Wisconsin

March 27, 2007

Harborside Academy Charter Contract Review

Provided for the Board's review is the proposed charter contract for Harborside Academy. Specific details about the school are included within the contract. The charter contract has been reviewed and recommended by administrators from EL Schools, KUSD Educational Leadership and Harborside Academy.

Harborside Academy will start with 108 9th grade students. During the first four years, another grade level of students will be added to the school. Ultimately, there will be approximately 400 9-12 graders that attend this school of choice.

The Harborside Charter is brought to the Board for review and discussion this evening. It will be brought to the Board for final approval at the April 3, 2007 special School Board meeting.

Bill Haithcock
Principal – Harborside Academy

Tim Miller
Executive Director of School Leadership

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

Kenosha Unified School District No. 1
Kenosha, Wisconsin

March 27, 2007

Harborside Academy Charter Agreement

This agreement is made as of the 27th day of March 2007 by and between the Board of Education for the Kenosha Unified School District No. 1 (“Board”) and Harborside Academy.

Terms of the Contract

The term of the Harborside Academy Charter Contract shall be a period of five (5) years commencing on the 1st day of July, 2007.

It is understood and agreed that Harborside Academy will follow all of the established District Policies and Procedures, unless stipulated differently in other provisions in this contract or provided by law.

1. Harborside Academy Curriculum Sponsors. The sponsors will be William Haithcock, Tim Miller, and Tom VanWinkle.

2. Persons in Charge and Administrative Services.

The person responsible for administrative leadership of the Harborside Academy will be Mr. William Haithcock. He will serve as full-time Principal/Director of the school. Mr. Haithcock will work closely with the Governance Board to ensure that the educational goals of Harborside Academy are carried out. He will be responsible to the Board of Education for meeting the terms of the contract, financial accountability, serving as an instructional leader, overseeing instruction and staff development, managing the building, hiring of all personnel, and handling student discipline. Mr. Haithcock will also be responsible for overseeing secretarial/clerical procedures such as attendance and health records. He will also oversee the administration of assessment and evaluation of programs and all staff. If the Principal should leave his position, central office personnel in consultation with the Harborside Academy Governance Board will choose a replacement.

3. Educational Program

A. Grades covered by Harborside Academy. During year 1, Harborside Academy will educate students in ninth grade. Enrollment goals will be approximately 100-108 students per grade level. An additional grade level will be added each year until the school houses all four high school grade levels.

B. Introduction. The Harborside Academy is a college bound high school (grades 9-12) whose graduates will attend college or university. The school, which will ultimately enroll approximately 400 students in grades 9-12, offers a rigorous academic program within a personalized learning environment, and prepares all students for success in college and beyond. Immersed in an ethos of service and teamwork, Harborside Academy students are challenged to take the reins of community leadership and to understand and meet the demands of the modern workplace.

C. Mission. Harborside Academy's mission as an Expeditionary Learning High School is to provide a rigorous academic program through learning expeditions, in a small personalized setting that impels and prepares students for full participation in the intellectual, economic and civic life of our society. Our approach draws students, teachers, and parents together in the pursuit of high standards of academic achievement, character, and service to the community.

D. Curriculum. Harborside's curriculum is centered upon an interdisciplinary, thematic curriculum. Flexible scheduling and team planning throughout the academic programs allow for frequent collaboration and coordination between disciplines. Advanced Placement courses may be offered based upon student interest and readiness. Teachers at Harborside will use instructional methods with all students that are often reserved for students in honors courses or programs for gifted learners.

Harborside will have a rigorous academic program that is very demanding. Each semester or trimester of work that meets or exceeds course standards will earn credit. All students will be expected to successfully complete the following during grades 9-12

- 4 years of humanities (English and social studies) 8 credits
- 4 years of mathematics 4 credits
- 4 years of science 4 credits
- 4 years of arts and technology (performing or visual)
- 2 years of a foreign language
- 2 years of health/physical education
- 4 years of "crew" (see pg. 3, 4e)

The staff at Harborside Academy will participate in district textbook adoptions and associated training/curriculum development. The curriculum at Harborside Academy will cover the standards and benchmarks of Kenosha Unified School District while the school reserves the right to determine the order of delivery to better suit the needs of Harborside Academy students. Materials for unique aspects of the EL program will be chosen by the staff of Harborside Academy in conjunction with the mission of the school and aligned with the mission of the Kenosha Unified School District.

Students at Harborside will at times be allowed to take more than the traditional 8 credits per academic year. Crew and the intensive electives (see pg. 3, 4c) will make additional credits possible. Due to EL School's academic requirements that are listed above, many students at Harborside will graduate with more than 26 credits.

4. Methods of Attaining Educational Goals.

Harborside School will use organizational structures and systems to attain its educational goals that take advantage of its small size, and support its commitment to interdisciplinary, sustained learning and the field-based experiences and public products that are at the core of Expeditionary Learning. These structures will include:

A. Learning Expeditions: Learning expeditions are the core experience within the academic program. Learning expeditions explore content and skills within at least two major disciplines during an in-depth examination of a compelling topic. Often that topic will start with issues or events of local interest that relate to larger areas of study. Expeditions include a student completed “product” that has value to an external audience, e.g. a research project on local water quality culminating in a presentation to the City Council on the students’ findings, implications, and recommendations.

B. Schedules: Harborside Academy will organize the schedule to promote and support deep, personal, and rigorous teaching and learning. Classes are taught within a flexible schedule, the school calendar is organized by either semesters, or trimesters depending on school specifics and scheduling limitations. The daily schedules and the school calendar feature opportunities for extended days and longer school years.

C. Intensives: Intensives are ¼ credit weeklong courses that provide opportunities for remediation or enrichment, depending on students’ academic progress. Students at Harborside Academy could engage in a range of activities, including interest-based topics such as: Anthropology, Exercise and Sports Science, or Archeology. Intensive courses will be selected and designed by Harborside staff and will be reflected on a student’s transcript. Intensive courses will be optional for seniors that are on track to graduate on time.

D. Student-led Family-teacher Conferences: Harborside Academy will insist upon students taking an active role within their education. The family conference is a cornerstone activity within that process. During these conferences, held at the end of each trimester, students lead a discussion of their accomplishments, needs, and goals as learners based upon work they have collected.

E. Crew: Harborside crews are teams of students and an adult advisor who meet daily to discuss academic issues, share accomplishments, problem-solve individual or school dilemmas, and organize student work for exit portfolios or exhibitions. Critical to the school’s goal of knowing all students well, crew both cares for students and holds them accountable while at the same time giving them an opportunity to know themselves and each other better.

F. Heterogeneous Grouping: All students will be expected to complete their courses and demonstrate academic mastery at a high level. Teachers and school staff will support students who seek additional challenges beyond the shared curriculum. *(Exceptions might include a student working towards credit in an honors level course.)*

G. 10th & 12th Grade Passage Portfolios: The passage portfolio is a collection of a student's work in his or her courses, accompanied by pieces of self-assessment and reflection. All students must successfully complete these high-stakes events before moving on to the next grade or graduation. During their passage portfolio event, students discuss with staff and family what they have learned and why their work demonstrates their readiness to move on to the next level of school.

H. Junior Internship: Each junior will work with a teacher to design and prepare for an internship that occurs between the 2nd and 3rd trimesters. The internship must include: a compelling topic, a strong reading and writing component, powerful fieldwork, and a product that reflects deepened understanding of the content studied and the skills learned.

I. Senior Expeditions: A Senior Expedition will be designed by each student around a particular passion or field of interest. The Junior Internship may likely inform the specific topic and/or passion that the senior will pursue in more depth. Seniors will be coached through this process through a Senior Seminar class

J. College Bound: Expeditionary Learning schools believe that all of their students should pursue post-secondary education, and should consider a college or university education as their primary goal upon graduation.

K. Adventure Education: All students will participate in a multi-day off-campus wilderness adventure at the start of their first year of enrollment. Supervised by trained staff, and chaperoned by teachers and school staff, this experience is designed to build community and teach important lessons related to the school's philosophy and pedagogy.

The Design Principles and Core Practices

All Expeditionary Learning Schools adhere to a common set of beliefs and structures for teaching and learning. The design principles express the philosophy of education and core values of Expeditionary Learning. Drawn from the work of Outward Bound's founder Kurt Hahn, and other educational leaders, they shape school culture and provide a foundation for the moral purpose of schools.

- The primacy of self-discovery: Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

- The having of wonderful ideas: Teaching fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

- The responsibility for learning: Learning is both a personal process of discovery and a

social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

- Empathy and caring: Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

- Success and failure: All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

- Collaboration and competition: Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.

- Diversity and inclusion: Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

- The natural world: A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

- Solitude and reflection: Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.

- Service and compassion: We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

Core Practice Benchmarks

The Core Practice Benchmarks describe Expeditionary Learning in practice: what teachers, students, school leaders, families, and other partners do in fully implemented Expeditionary Learning schools. The five core practices--learning expeditions, active pedagogy, school culture and character, leadership and school improvement, and structures--work in concert and support one another to promote high achievement through active learning, character growth, and teamwork.

The Core Practice Benchmarks serve several purposes. They provide a comprehensive overview of the Expeditionary Learning practices, a planning guide for school leaders and teachers, a framework for designing professional development, and a tool for evaluating implementation.

Learning expeditions will be implemented throughout the curriculum. Within the expeditions, teachers will design compelling topics and create guiding questions that will

drive the instruction. Teachers will link projects to the learning and ask students to design high quality products. Teachers will also connect learning to the real world by incorporating fieldwork, local expertise, and service learning into the classroom. Students at Harborside will be asked to produce and present high quality student work.

Teachers will also use an active pedagogy within their classrooms. Effective instructional practices will be used school wide. Teachers will teach reading and writing across the disciplines. They will teach inquiry based math, science, and social studies. Teachers will also use effective assessment practices like portfolio assessment and standards based assessment.

Building a positive school culture and fostering character will also be critical to the success of this school. Staff will ensure equity within the school and uphold high expectations for student behavior by establishing a building wide plan for discipline and by establishing consistent school procedures for the students to follow. The students will also be expected to follow a more stringent dress code where jeans, sweats, and t-shirts are not allowed.

This school will also emphasize a value on adventure and fitness. Students will participate in yearly Outward Bound Experiences where they will leave campus with the staff for a retreat away from school. Students will be able to participate in active learning activities that emphasize academic excellence and team building. The school staff will also strive to develop a professional community that engages families in the learning process.

The staff at Harborside Academy will provide effective leadership in curriculum, instruction, and school culture. The staff will also create the structures necessary to accomplish these lofty goals. For example, students in good academic standing will be dismissed early on Wednesday afternoons so that staff can work together to prepare learning expeditions. (Students that are not in good academic standing will be required to remain for the full length of the day to work in an intervention type setting with the school Principal and/or Counselor.) Staff members will also participate in mandatory summer training sessions and attend in-services/workshops in order to be trained in EL School's methodology. When the budget permits, a staff member titled an Instructional Guide will be hired to help staff to acquire the specific skills necessary to teach within this model.

Special Education. Harborside Academy will do everything within its power to recruit and maintain a student demographic that is similar to other schools within the community. Therefore, Harborside will be the first charter school in Kenosha that will offer special education services to students with an Individualized Education Plan. A full continuum of services will not be provided, but an inclusive model of support will be provided for this school in the same manner that is provided for all other students within the Kenosha Unified School System.

School Calendar. Harborside Academy will generally follow the Kenosha Unified School District calendar. However, some flexibility in scheduling the school day may be necessary to accomplish the mission of the school. For example, parent conferences will reflect the process used at the local middle schools. Therefore, there will be a full day off

to make up for two evenings (7 hours) of conferences. Harborside will also have possible calendar variations due to passage experiences and the possibility of using a trimester schedule.

Honors Programming. “Weighted” honors credits will be offered at Harborside Academy. However, these courses will be limited to courses that fall within the areas of Math, Science, English, Social Studies, and Foreign Language. Elective area courses, outside of these academic areas, will not be offered at the honors level. None of the intensive electives will be offered as honors level courses.

AP courses will also be offered to juniors and seniors at Harborside Academy in areas where certified staff and enough interested students are available. Similar to other district high school students, Harborside students will be allowed to travel to another school to take an AP course that is not offered at Harborside.

5. Methods of Measuring Student Progress

The Harborside school assessment and graduation process prepares students to do the kinds of work required in college and the work place. Students graduate, and receive a diploma from Harborside Academy by successfully meeting course standards that demonstrate essential skills and knowledge. Students will be regularly assessed, both formally and informally. The form of student assessment will vary depending on instructional goals but will include tests, quizzes, papers, projects and labs as well as portfolios, presentations, performances, and exhibitions (portfolios and exhibitions are described in more detail below).

Portfolios. Portfolios have been used in fields such as art and architecture for many years. A portfolio is a collection of work showing what a student has been thinking about, working on, and learning to do. It may contain written work, artwork, audio or videotapes of performances, photographs of three-dimensional constructions, and more. A portfolio does not include every bit of work; instead it is a selection made by the student with teacher help. EL high schools have a portfolio system including Classroom Working Folders, Subject Area Portfolios, A Crew Portfolio, and 10th Grade Passage and 12th Grade Graduation Portfolios. Each part of this system has a different purpose and audience.

Classroom Working Folders- As they complete pieces of work, students will store both drafts and final products in their Classroom Working Folder. The purpose of Classroom Working Folders is to gather and organize student work. Students select work from their Classroom Working Folders to put in each of the other portfolios.

Subject Area Portfolio- A Subject Area Portfolio is a portfolio that gathers student work in one subject area (math, social studies, etc.) over two years. Students will create one set of Subject Area Portfolios in ninth and tenth grades, and another in eleventh and twelfth grades. The purpose of subject area portfolios is to show student learning in each subject, to prompt academic reflection on the part of the student and to show that he or she is meeting the required standards. Periodically students are supported in choosing work from their Classroom Working Folders to put into subject

are portfolios. Students select work based on the degree to which it shows evidence of the learning targets associated with the curriculum that term. When students begin to create their Tenth Grade Passage Portfolio or Graduation Portfolio, they will include work saved in their Subject Area Portfolios.

Crew Portfolio- A Crew Portfolio is a portfolio that shows evidence that the student is meeting our school's crew and non-academic standards. The Crew Portfolio will include evidence of student learning and achievement in these areas: the school's character traits and character learning targets, Adventure and Fitness (e.g.: a Wellness Plan), independent literacy, and post-secondary preparation (e.g.: resume creation, reference letter gathering). The student will choose pieces from the Crew Portfolio to include in passage and graduation portfolios, as well as college applications.

Tenth Grade Passage Portfolio- In order to graduate to the eleventh grade, all students must engage in a portfolio assessment process that simulates the tasks and process that students will be asked to engage in during the eleventh and twelfth grades. We call this the "passage" portfolio because it is a gateway to being a senior student. Students who are capable of fulfilling the requirements for the Passage Portfolio demonstrate that they are capable of success at the next level. Each student presents his or her Passage Portfolio to a panel that includes members of the school community, as well as members of the community beyond the school building. The Tenth Grade Passage Portfolio contains the following sections:

- Author Introduction, including personal statement
- Science and Technology
- Historical Understanding
- Literature and Writing
- Mathematical Thinking
- Artistic Creation
- Second Language Acquisition and Experience
- Selections from Crew Portfolio.

Graduation Portfolio. The Graduation Portfolio is a portfolio prepared by each student in twelfth grade that highlights the student's work over the course of his or her career at the EL High School. The Graduation Portfolio has two purposes: one, to show that the student has met the graduation standards of our school, and two, to help the student prepare for college admissions. Each student will present his or her graduation portfolio to a panel made up of members of the school community, as well as members of the community outside the school building.

Graduation portfolios contain the following sections:

- Author Introduction, including personal statement and résumé
- Science and Technology
- Historical Understanding
- Literature and Writing
- Mathematical Thinking
- Artistic Creation
- Second Language Acquisition and Experiences
- Selections from Crew Portfolio
- Senior Learning Expedition

Exhibitions. An exhibition is a public demonstration that lets students show parents, teachers, and members of the community what they are learning and doing in school. The exhibit may be artwork, research, results from an experiment, written work, tests, or other projects. The exhibition demonstrates what has been learned more clearly than just a grade on a report card can. It also gives other students ideas that will help them improve their own work and helps to set a standard for excellent work from all students. The exhibition is an important way for us to both celebrate work and to hold students and the school accountable to parents and others who care about our school.

Academic Grading Language and Scale. Each Harborside Academy course will be built around *learning targets*. A learning target is a description of what students need to understand or be able to do by the end of the course. Learning targets are based on district standards, and written in student accessible language so they can be used to guide student self-assessment. Learning targets also take the sometimes abstract language of the standards and place them in a concrete context.

For example, one state standard is, “Students can write for a variety of purposes and audiences.” This is the kind of standard that teachers will track student progress toward over multiple years. The way they will track that progress is through a series of more specific learning targets such as, “I can write an editorial article about the current plans for reclamation of Rocky Flats that uses evidence to be persuasive.” This target makes sense to students and if students meet this target, they have clearly made progress toward the standard.

When teachers give feedback to students about their progress toward a target they will use the following language, which correlates with the following scoring system.

How their evidence of understanding relates to the target	How that relates to being on grade level	The grade point associated with that level of progress toward the target	The letter grade associated with that level of progress toward a target
Exceeds the target	Above grade level	4	A
Meets the target	At grade level	3	B
Partially meets the target	Below grade level	2	C
Does not meet the target	Well below grade level	0	F/ INC

For each major assessment, teachers will develop *rubrics* (often with student input) that make clear the criteria that a student will have to meet in order to receive a 2, 3 or 4.

What specifically do these grades say about student achievement on a particular assessment or a learning target?

0 = Does Not Meet the Learning Target: A “1” is given when, in the absence of extenuating circumstances (e.g. an excused absence), a student does not demonstrate substantive progress towards meeting the standards or criteria of a given assessment by an established deadline. This may mean that a student has not met the majority of performance indicators or criteria for that assessment, or they have not genuinely attempted to meet the rubric criteria.

2 = Partially Meets the Learning Target: A “2” is given when a student has demonstrated a substantive attempt to meet the standards of a given assessment by the established deadline, but needs more time to achieve competency. This may mean a student has met the majority (51%) of the performance indicators or criteria for that assessment or genuinely attempts to meet the rubric criteria.

3 = Meets the Learning Target: A “3” is given when the student’s work fundamentally meets the standard being assessed and the assessment requirements. It is competent work that demonstrates the essential skills and knowledge for that grade level or course. *All* of the criteria for Meets the Standard (e.g., in the rubric) are demonstrated in the work.

4 = Exceeds the Learning Target: A “4” is given when the student’s work goes substantially above and beyond the course standards in quality. The work may not be perfect, but it includes complexity, sophistication, originality, depth, synthesis and/or application that clearly exceeds what would be expected to meet the standards in this assessment. Sometimes, a student will have to opt to complete a particular task(s) or prompt(s), not required of all, in order to be eligible for an Exceeds.

What specifically do these grades say about student achievement when used for an overall course grade?

0 = Does Not Meet the Learning Targets: A student’s work has not met the majority of the learning targets assessed.

2 = Partially Meets the Learning Targets: A student’s work has met a majority of the learning targets assessed, but the student’s work has partially met one or more. This demonstrates their having met some targets, being somewhat behind grade level and results in the lowest passing grade of a C at the end of the term.

3 = Meets the Learning Targets: A student’s work has met (earned an average of 3) on the learning targets for the course. This demonstrates their having met targets, being on grade level and results in a B at the end of the term.

4 = Exceeds the Learning Targets: A student’s work has exceeded the

expectations in over half of the learning targets. This demonstrates being above grade level in more than half of the learning targets for the course and results in an A at the end of the term

Character Grades. Students receive two grades for each course they are enrolled at Harborside Academy. They receive an academic grade, which they earn by showing evidence of progress toward the learning targets for the course. They also receive a character grade which they earn in the same learning target based way. ***Students must pass both grades with a C or better to earn credit for the course.***

Character grades are important to Harborside Academy because they allow us to communicate clearly with students and families about progress. Traditionally a certain portion of a grade was given based on participation, behavior or effort. This meant that the single grade students received sometimes communicated confusing information. For example, a student who knew all the content in a course, but came to class late or showed less than appropriate effort earned a C. At the same time, in the same class, a student who didn't understand the content but came on time, participated in class and made every effort also received a C.

In an effort to communicate more clearly with students and families about progress in both areas (academic and character/behavior) we give students a separate grade in each area. Just as in the past, however we want to hold students accountable for both, so students must earn a C or better in both their academic and character grade to earn credit for any course.

This school has a set of character traits and a set of specific character learning targets that correlate with those character traits. Each term, grade level teams determine which subset of the character targets they will focus on. Teachers will provide students with instruction about those character targets, give students feedback about their progress, ask students to evaluate their progress, and collect assessment evidence. At the end of the term, teachers look at the assessment evidence they have to determine how frequently a student's behavior could be described as meeting the character learning target.

Students are scored this way on each character target, and then the set of scores is evaluated to determine their character grade for the course. Teachers do this just as they determine academic grades.

0 = Does Not Meet the Learning Targets: A student's work has not met the majority of the learning targets assessed.

2 = Partially Meets the Learning Targets: A student's work has met a majority of the learning targets assessed, but the student's work has partially met one or more. This demonstrates their having met some targets, being somewhat behind grade level and results in the lowest passing grade of a C at the end of the term.

3 = Meets the Learning Targets: A student's work has met (earned an average of 3) on the learning targets for the course. This demonstrates their having met targets, being on grade level and results in a B at the end of the term.

4 = Exceeds the Learning Targets: A student's work has exceeded the expectations in over half of the learning targets. This demonstrates being above grade level in more than half of the learning targets for the course and results in an A at the end of the term

Students who do not pass the character grade for a course will be required to complete an educational plan designed by the school Principal, Parent and Counselor to raise their grade to a "C". This program will be designed to help students learn more positive behavioral choices. Academic grades will be considered incomplete until such a time that the Principal agrees that the student has successfully completed the requirements of his/her individual plan. No failing grades will be issued without prior written warning to a child's parents. *(All IEP plans for special education students will be followed.)*

Honor Roll. Meeting the Standards in a course is a significant accomplishment. Although a direct translation to a non-standards-based grading system is not possible or advisable, the GPA translation of 3.0 fairly reflects our rigor. All students who meet the learning targets in all of their classes by the final day of the semester will be recognized for achieving Honor Roll.

Student Evaluations. Students will be assessed on their mastery of KUSD Standards.

Annual Testing. Students at Harborside Academy will participate in annual state Standardized testing.

Report Cards/ Student Transcripts. Report cards will be completed quarterly. Transcripts are available upon request as they are at other district high schools. Harborside Academy transcripts may not reflect class rank. This information will always be made available to students applying for scholarships, but may not be included as a statistical category.

6. Governance Structure.

The Harborside Academy Governance Board will oversee the attainment of the educational outcomes of the charter school and will ensure that the school is in compliance with this Contract and the mission and vision of the school. This board will be made up of at least 1 district administrator, 2 teachers, 2 parents, and 2 community members.

7. Qualification for Individuals to be Employed.

Teacher Qualifications. All staff members of Harborside Academy will meet the requirements for charter school personnel set by the State of Wisconsin and by District

policy. Teachers will be expected to have an aptitude for this particular model of teaching. Appendix A contains the teacher job description used for hiring staff. Harborside Academy staff will be interviewed and hired by the Principal following the established hiring guidelines of the District.

Employee Status. All full-time Harborside Academy staff members will be employees of KUSD and are entitled to all of the rights and benefits of other similar employees of KUSD following already established salary schedules and benefit programs.

Teacher Transfers. Any teachers transferring into Harborside Academy must agree with the philosophy and expectations spelled out in the job description that has been attached to this document as Appendix A. The teacher and school Principal at Harborside must agree that the teacher can and will meet the expectations in order to successfully complete the job requirements as described within the job description.

8. Health and Safety.

All local and state health and safety regulations and building code standards will be followed, including but not limited to, fire drills and tornado practice. OSHA safety procedures will be in place.

9. Equity of Opportunity

Enrollment is open to all students in Kenosha Unified School District in grades nine through twelve. However, enrollment will be limited to ninth grade in the school's first year of existence. Tenth graders will attend in the second year and we will add 11th grade in year three. In four years, all four grade levels will be allowed to attend this school. In accordance with Wisconsin state statutes, no person shall be denied admission based on a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. However, the availability of certain special education services will be determined by the support staff that is assigned to Harborside. Information about enrollment procedures and timelines will be widely disseminated through flyers to public schools, on our website, and in the local newspaper.

10. Requirements for Admission to the School

Letter of Intent Required. Parents and students must complete a "Letter of Intent" in order to attend Harborside Academy.

Student Acceptance. Once a student has been admitted to Harborside Academy, he or she may remain in attendance through subsequent grades. A waiting list will be established for students who cannot be accommodated during the enrollment period. The waiting list will be maintained through the end of the second quarter. If more students apply than can be placed in the school by the end of the enrollment period, students will be selected through a lottery system. Siblings of current students will be exempt from the

lottery. Children of the Harborside Academy staff members may also be exempt from the lottery.

After 9th grade has concluded, 10 through 12 grade students that express interest in the school will participate in the school lottery for any open spaces. If there are spaces left open after the lottery process, students will be accepted on a first come, first serve basis. All transfer students that are interested in attending Harborside must have earned a minimum of 5 credits during their freshman year in order to be considered for acceptance. This is necessary to maintain the continuity of the unique educational progression.

Discontinuance of Student Enrollment. As with the other Kenosha choice high schools, students that are enrolled to attend Harborside Academy after March 1st of any given year have made a commitment to attend the school for at least one year. *(For the 2007-2008 school year, that date has been moved back to March 16th due to a late start with student recruitment.)* However, once that commitment has passed, no student will be compelled to attend Harborside Academy. Attendance at the Harborside Academy is based on student and parent choice.

Non-compliance with KUSD policies and Code of Conduct will serve as a basis for consideration of transfer from the charter school.

11. Financial Arrangements

Tuition. The Harborside Academy will not charge any tuition. The school will collect activity and other fees of the type and amount charged to other KUSD students in other District schools following the District Student Fee Schedule. Harborside Academy will collect and expend student fees at the building level for the purpose of defraying the costs of some instructional materials.

Budgeted Items. The cost of all salaries, benefits, rents, utilities, supplies, equipment, and similar items shall be detailed and included in the approved budget of the school. The Harborside Academy budgeting practices will adhere to District and State requirements for budget preparation and administration. The building Principal will approve all budget expenses.

Financial Records. All operational and personnel funds will flow through the District. A record for all transactions will, therefore, be available as financial records of the district. The Harborside Academy will follow the same financial policies and practices required by the District for all other District schools. Financial records, including an activity account, will be maintained at the Harborside Academy and will be available for review. All of the financial and programmatic operations of Harborside Academy will be available for review by District staff or any outside auditor employed by the District.

Payment by KUSD. For each student enrolled at Harborside Academy on the official third Friday in September membership count, KUSD will credit Harborside Academy with eighty percent (80 %) of the per member cost determined by the State for the applicable school year ("Direct Cost Budget"). The remaining twenty percent (20 %) of

the per-member cost will be allocated directly to KUSD as reimbursement for administrative or other services furnished to the Harborside Academy. KUSD will pay and offset against the Direct Cost Budget, all teacher and staff salaries and benefits, rents, equipment and supplies, and other miscellaneous direct expenses of Harborside Academy. Expenses other than established salaries, benefits, and rents shall be paid only upon written requisition to KUSD by the Harborside Academy. Any other funds raised by Harborside Academy from outside sources shall be delivered to and maintained by KUSD in a separate account subject to sole discretion of Harborside Academy (“Discretionary Account”) following established District policy. Unspent discretionary funds can be carried over from one year to the next. The annual amount of the Direct Cost Budget shall be periodically allocated by KUSD for the use by the Harborside Academy in the operation of the school as follows:

Twenty-five (25) percent on the first day of July preceding the school year.

An additional fifty (50) percent on the first day of October during the school year.

The remaining twenty-five (25) percent on the first day of January during the school year.

Offsets. KUSD may offset part or all of any amount in the Discretionary Accounts against any amounts by which the Harborside Academy exceeds the Direct Cost Budget in any school year and for which KUSD is liable. Notwithstanding the foregoing, the Harborside Academy is not authorized to expend or otherwise obligate the District for any amounts in excess of the Direct Cost Budget plus any amounts in the Discretionary Accounts.

Purchasing. All supplies and equipment of the Harborside Academy shall be requisitioned and purchased following standard financial procedures and District policy. This would include the periodic audit of the school capital assets in conformance with District policy.

Student Records. Copies of standardized testing results and all records required by Board policy or law will be maintained in the Harborside Academy office. Administrative and student records will be maintained and available for review as permitted by Board policy and law.

Transportation. Transportation will be offered at this charter high school in the same manner that it is provided to students that attend other local choice high schools. Transportation costs are to be paid from within the Harborside Academy budget.

KUSD Services. As part of the District’s twenty percent (20 %) portion of the per member cost, KUSD will provide agreed upon services in addition to purchasing and other services described in this contract. These may include, at the District’s discretion, services such as inclusion in district wide textbook and software adoption, professional development, federal and district breakfast/lunch program, facilities services, maintenance and repairs, instructional consultation and inclusion in applicable federal or state programs.

12. Disciplining Pupils

Behavior Policies. All KUSD student behavior policies and Code of Conduct will be followed. In addition, other rules and regulations may be developed. All students and their families will receive a copy of any rules and regulations.

Discipline Procedures. Due process procedures will be followed in reaching any discipline decision including removal from Harborside Academy.

13. School Alternatives

No student shall be compelled to attend the Harborside Academy. Students who are not admitted to Harborside Academy will attend their regular attendance area high school, or another choice school.

14. School Facilities

Description of School Facility. The facility used to house the school for at least the length of the first lease agreement will be the St. Elizabeth School located 714 49th St., Kenosha, WI 53140. This facility is a traditional school building with 19 classrooms, a gymnasium, a cafeteria, a wired computer lab, and a library.

Liability of Insurance. Liability insurance coverage for Harborside Academy is provided by the District and is the same as that which is provided for all District schools.

15. Effect on the Liability of the School District

The charter school will adhere to all federal, state, and local laws and regulations and to the Board's insurance and risk management requirements. The Harborside Academy and the Governing Board will comply with the KUSD Code of Ethics.

16. Termination of Contract

The Harborside Academy charter contract may be terminated by the Board of Education at any time upon the happening of any of the following circumstances:

Mutual Agreement. Both parties agree in writing to termination.

Contract Violation. The Board determines that Harborside Academy has violated this contract.

Educational Goals. The Board determines that students enrolled in the Harborside Academy have failed to make sufficient progress toward attaining the educational goals under Wisconsin Statute 118.01. If an extension of time to attain such goals is requested in writing, such request shall include a written plan, acceptable to the District, setting out the additional steps the Harborside Academy will take to attain such educational goals

within a reasonable time. The determination of the Board as to the acceptability of Harborside Academy's written plan for attaining its educational goals shall be final. If the Board accepts such written plan, or a modified plan, the Harborside Academy shall be allowed a reasonable time in which to correct such progress deficiencies.

Fiscal Management. The Board determines that Harborside Academy has failed to comply with generally accepted accounting standards of fiscal management and Board policy.

Violation of WI Stat. 118.40. The Board determines that Harborside Academy has otherwise violated Wisconsin Statute 118.40.

Insolvency. The Board determines that Harborside Academy revenues are insufficient to pay its expenses as they come due.

In the event of contract termination, the Board of Education shall recover all funds advanced to the Harborside Academy under the contract to which the Harborside Academy is not entitled. The decision of the Board shall be final.

Notice

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

To the Board:

Dr. R. Scott Pierce
Superintendent of Schools
Kenosha Unified School District
3600 52nd St.
Kenosha, WI 53144

Telephone: 262 653-6320
Facsimile: 262 653-7672

To: Harborside Academy

William Haithcock
Principal
Harborside Academy
714 49th St.
Kenosha, WI 53140

Telephone: 262 653-6277

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

**The Board of Education for
The Kenosha Unified School
District No. 1**

Harborside Academy

By: _____

By: _____

Human Resource Use Only
Position Number: Salary Range Min: Effective Date:

Harborside Academy Job Description

POSITION IDENTIFICATION

Position Title: (Subject) Harborside Teacher Position
Division: Kenosha Unified School District
Workweek: Mon-Fri (Hours) 7.5 hours per contracted day

SUPERVISORY RELATIONSHIPS

Reports to: Principal
Directly Supervises:

POSITION PURPOSE

You will provide educational direction for students within the Kenosha Unified School District boundaries. You will be responsible for planning, preparation, and instruction of all required course work within your assigned module of education and level. You will create a quality classroom environment in accordance with the standard of the school and the school district. You will fulfill your professional responsibilities while upholding the values of the community and the educational system.

ESSENTIAL DUTIES

1. Demonstrate knowledge of and skills in setting goals and objectives based on student development, content, assessment, and standards and benchmarks. Challenge and motivate all learners. Provide coherent instructions, curriculum development, and evaluations. Use school and district provided resources and materials and incorporate staff/community resources.
2. Demonstrate knowledge of and skills in organizing physical space. Establish a focused learning environment. Develop an environment of respect and rapport. Maintain effective classroom procedures while managing the behavior of students.
 - Follow all established hallway and outdoor supervision routines as designed by the school Principal.
 - Follow established school-wide discipline plan and procedures.
3. Demonstrate knowledge of and skills in using a variety of instructional methods, including those required within the Expeditionary Learning Schools model. Communicate clearly and accurately. Implement discussion/questioning techniques. Teach all learners using interdisciplinary teaming, integrated

instruction, and inclusive instruction strategies, and maximize student engagement.

4. Assessing and evaluating student learning, responding to individual learner's needs and reporting student progress.
 - Provide written communication to parents about student progress at least three times a quarter.
 - Maintain accurate portfolios for all students.
 - Implement student led-conferences two times per year.
 - Maintain accurate standards based grading system.
5. Demonstrate commitment to advocating for all students. Believe that all students can learn at a high level. Engage in professional communication with students, parents, and colleagues.
6. Reflective teaching through professional development, school/community activities, and lifelong learning.
 - Must be available for, and willing to travel for summer workshops, conferences, and trainings that are required within the Expeditionary Learning model.
 - Must also be available for all paid summer staff planning sessions.
 - Must be available for staff development opportunities and team meetings that are offered during the contracted day. These will include activities held during early dismissal Wednesday afternoons and during professional period meetings that will be held during daily non-student contact/planning time.
7. Must be willing to participate in all off site activities, including all overnight "Outward Bound" experiences, without additional pay.
8. Must be willing to collaborate with others, share information and resources, and help foster an active professional learning community to carry out the vision of the charter of the Harborside Academy.
9. Must be willing to effectively plan and lead "Intensive" elective courses offered within the daily teaching schedule.
10. Demonstrate knowledge of and skills in use of technology in planning, instruction, and for professional purposes. Be willing to pursue technology training for professional development and classroom use.
11. Must be willing to follow school dress code.

OTHER DUTIES

Perform other duties as assigned by the Principal.

MINIMUM POSITION QUALIFICATIONS

Education: Bachelor's Degree or higher

Experience: No experience required

Certifications/Licenses: Certified/Certifiable to teach in Wisconsin

Other Requirements: Minimum overall undergraduate GPA of 2.75(4.0 scale); or 3.0 undergraduate GPA in major; or Master's GPA 3.0; maybe be waiver based on previous work experience and other needs of the district.

KNOWLEDGE, SKILLS, & ABILITIES

Official transcripts reflecting degree(s); completed "Technology Self-Assessment"; Credential file or three (3) letters of reference; any additional specific position requirements may apply in some certification areas.

BACKGROUND CHECKS

Condition of Employment

PHYSICAL DEMANDS

Manual Dexterity: Work requires definite skilled and accurate physical operations requiring some closely coordinated performance.

Physical Effort: Work requires handling average weight materials or equipment, but not for sustained periods.

Working Conditions: Some exposure to definitely disagreeable features.

The above statements are intended to describe the general nature and level of work being performed by most people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties, and requirements. Scheduling flexibility is required to accommodate changing business needs.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 27, 2007

Kenosha School of Technology Enhanced Curriculum
Charter Contract Review

Purpose

To approve the charter of the Kenosha School of Technology Enhanced Curriculum.

Process

On May 23, 2006 the Board of Education voted to approve the KTEC Planning Committee's request to apply for a Charter School Planning Grant from the Department of Public Instruction. KTEC was awarded that grant in August of 2006. The Committee worked to secure a facility, to research an instructional model about 21st Century skills and the use of technology, and recruit a community of parents and students.

In the 2007/2008 school year, the student body will be 330 students in grades Kindergarten through eighth grade. Ultimately, KTEC will have 400 students when all grades are two classes per grade.

The KTEC Charter Agreement is brought to the Board for review and discussion this evening. It will be brought to the Board for final approval at the April 3, 2007 special School Board meeting.

Dr. R. Scott Pierce
Superintendent of Schools

William R. Hittman
Principal, LakeView Technology Academy

Mr. Tim Miller
Executive Director of School Leadership

Dr. Angela Andersson
Teacher, Dimensions of Learning Academy

Kenosha Unified School District No. 1
Kenosha, Wisconsin

March 27, 2007

Kenosha School of Technology Enhanced Curriculum Charter Contract

This agreement is made as of the 27th day of March 2007 by and between the Board of Education for the Kenosha Unified School District No. 1 (“Board”) and the Kenosha School of Technology Enhanced Curriculum (“KTEC”).

Terms of the Contract

The term of the Kenosha School of Technology Enhanced Curriculum Charter Contract shall be a period of five (5) years commencing on the 1st day of July, 2007.

It is understood and agreed that the Kenosha School of Technology Enhanced Curriculum will follow all of the established District Policies and Procedures, unless stipulated differently in other provisions in this contract or provided by law.

1. Kenosha School of Technology Enhanced Curriculum Sponsors. The sponsors will be Dr. Angela Andersson, Ph.D., Valisa Harmon, Sarah McMillian, Lynette Powers and James Ryan.

2. Persons in Charge and Administrative Services.

The person responsible for administrative leadership of the Kenosha School of Technology Enhanced Curriculum will be Dr. Angela Andersson. She will serve as full-time Principal/Director of the school. Dr. Andersson will work closely with the Governance Board to ensure that the educational goals of KTEC are carried out. She will be responsible to the Board of Education for meeting the terms of the contract, for financial accountability, serving as an instructional leader, overseeing instruction and staff development, managing the building, hiring of all personnel, and handling student discipline. Dr. Andersson will also be responsible for overseeing secretarial/clerical procedures such as attendance and health records. She will also oversee the administration of assessment and evaluation programs and all staff. If the Principal/Director should leave her position, central office personnel in consultation with the KTEC Governance Board will choose a replacement.

3. Educational Program

A. Grades covered by The Kenosha School of Technology Enhanced Curriculum. KTEC will educate students in grades kindergarten through eighth grade. Enrollment will be approximately 26 students or less per class with class sizes smaller in primary grades, Kindergarten through second.

B. Mission. Kenosha School of Enhanced Technology Curriculum (KTEC) is a caring and adaptive K-8 learning community that promotes academic excellence through the use of 21st Century skills and “cutting edge” technology. By engaging students in meaningful learning opportunities that promote creativity, independent learning, responsibility and self-confidence, they will be prepared for success.

This school will integrate technology into the curriculum to engage students in learning with higher order thinking skills. Technology has revolutionized how people around the world work, play, and communicate. Studies show that the meaningful integration of technology into the curriculum can enhance student learning. Integrating technology in the curriculum also helps students improve the skills that are necessary to succeed in a future dominated by technology.

These Twenty- first Century skills include:

- Digital Age Literacy
- Effective Communication
- High Productivity
- Inventive Thinking

B. Curriculum. The curriculum at the Kenosha School of Technology Enhanced Curriculum will cover the standards and benchmarks of Kenosha Unified School District while the school reserves the right to reorder to better suit the needs of KTEC students. Curriculum materials and teaching strategies will be chosen by the staff of KTEC in conjunction with the mission of the school and aligned with the mission of the Kenosha Unified School District.

4. Methods of Attaining Educational Goals.

A. Instructional Framework.

Students who are growing up in the 21st Century need a unique set of skills. They are very comfortable using technology tools; students are growing up digitally. As a school KTEC will use students’ natural disposition to use technology to engage them in learning that requires higher order thinking skills.

At KTEC parents, students, teachers, and administrators will all share common goals and use a common language. We will integrate technology across all subject areas. Students will learn to use the appropriate technology tools to help them to demonstrate learning and develop the skills needed for success in the 21st Century. 21st Century Skills include: digital age literacy, inventive thinking, effective communication, and high productivity.

Digital Age Literacy

- Basic, Scientific, Economic, and Technological Literacy
- Visual and Information Literacy’s

● Multicultural Literacy and Global Awareness

Literacy in the 21st century is not just about reading and writing anymore. Traditional literacy is certainly important but so are the ability to understand scientific concepts and processes, understand how and why certain financial decisions are made, and the ability to use technology efficiently. Visual literacy refers to the ability to interpret and communicate clearly about images like charts, pictures, and diagrams. Information literacy is knowing how to find information that can help answer questions and then being able to evaluate the quality of the information found. Students who are multiculturally literate understand and appreciate the similarities and differences of the customs, beliefs, and values of their culture with other cultures.

Inventive Thinking

- Adaptability and Self-Direction
- Curiosity, Creativity, and Risk Taking
- Higher Order Thinking and Sound Reasoning

Students need to be able to think in creative ways about how to solve problems. In the 21st Century students must be self-directed and risk takers. The ability to reason, paired with curiosity and creativity, will empower students to use higher order thinking skills. A big focus of KTEC will be empowering students to engage in higher order thinking. Higher order thinking includes the student's abilities to evaluate and synthesize information, to create unique products, to make judgments about issues, and analyze real world problems.

Effective Communication

- Teaming, Collaboration, and Interpersonal Skills
- Personal, Social, and Civic Responsibility
- Interactive Communication

Students in the 21st Century must learn to collaborate with other students. At KTEC, they will learn the interpersonal skills necessary for team building. Students of the 21st Century must understand cultures around the world. Lasting understandings are often created through interactions with others. Students are growing up in a global society so they must learn to communicate and interact with a variety of people.

High Productivity

- Prioritizing, Planning, and Managing Results
- Effective Use of Real-World Tools
- Ability to Produce Relevant, High-Quality Products

Students are expected to become project managers. This means they will use real world tools to produce high quality projects. They will learn to use planning and prioritizing skills that are required in the workforce. The students can create projects that often exceed even their own expectations.

There is a great deal of research to support the importance of equipping students with 21st Century skills including the enGauge framework developed by the North Central Regional Educational Laboratory and the work of the Partnership for 21st Century skills.

B. Instructional Practice

Technology integration is achieved when technology tools support the curricular goals and help students effectively reach their goals. These tools provide students and teachers with the following:

- Access to up-to-date, primary source material
- Methods of collecting and recording data
- Ways to collaborate with students, teachers, and experts around the world
- Opportunities for expressing understanding via images, sound, and text
- Learning that is relevant and assessment that is authentic
- Training for publishing and presenting their new knowledge

The school will use instructional materials based on the district's standards and benchmarks. The curriculum will include reading, language arts, math, science, and social studies as core. The core subjects will integrate technology whenever appropriate. Additional subjects will include music, art, physical education, and health. Foreign language will also be taught in seventh and eighth grades.

Students will often engage in cooperative learning experiences and use technology whenever needed to enhance higher order thinking skills within the curriculum. The school will have high expectations for student academic progress and behavior.

A. Electives. Art, music, and physical education will be taught for all grades at KTEC. Foreign language will be taught at the middle school level.

B. School Calendar. KTEC will generally follow the Kenosha Unified School District calendar. However, some flexibility in scheduling the school day may be necessary to accomplish the mission of the school.

5. Methods of Measuring Student Progress

A. Student Evaluations. Students will be assessed on their mastery of KUSD

standards.

B. Annual Testing. Students at KTEC will participate in annual state Standardized testing.

C. Report Cards. Report cards will be completed quarterly. Students in Kindergarten through second grade will not receive letter grades, but will receive rubric scores. Students in grades 3 through 8 will receive letter grades. The staff of KTEC will develop a reporting system that reflects assessment of mastery of standards as well as progress on developing 21st Century Skills.

6. Governance Structure.

The Kenosha School of Technology Enhanced Curriculum Governance Board will oversee the attainment of the educational outcomes of the charter school and will ensure that the school is in compliance with this Contract and the mission and vision of KTEC. The board will also assist in securing grant monies that deepen the capabilities of the school. This board will be made up of two school administrators, 2 teachers, 3 parents, 1 school board member, 1 administrator from another charter school, and 1 school sponsor.

7. Qualification for Individuals to be Employed.

A. Teacher Qualifications. All staff members of Kenosha School of Technology Enhanced Curriculum will meet the requirements for instructional personnel set by the State of Wisconsin and by District policy. Teachers will be expected to have an aptitude for and experience with technology. Appendix A contains the teacher job description for the KTEC teaching staff. KTEC staff will be interviewed and hired by the Principal/Director following the established hiring guidelines of the District.

B. Employee Status. All full-time KTEC staff members will be employees of KUSD and are entitled to all of the rights and benefits of other similar employees of KUSD following already established salary schedules and benefit programs.

8. Health and Safety.

All local and state health and safety regulations and building code standards will be followed, including but not limited to, fire drills and tornado practice. OSHA safety procedures will be in place.

9. Equity of Opportunity

Enrollment is open to all students in Kenosha Unified School District in grades Kindergarten through eighth. In accordance with Wisconsin state statutes, no person shall be denied admission based on a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental,

emotional or learning disability. Information about enrollment procedures and timelines will be widely disseminated through flyers to public schools, on our website, and in the local newspaper.

10. Requirements for Admission to the School

A. Applications Required. Parents and students must apply for admission to KTEC. A completed application includes a student enrollment form, a student information form, and a Contract for Expectations and Conduct form. On the student information form, parents and students share information about the student's personal interests, strength, and needs. The Contract for Expectations and Conduct establishes clear guidelines and open communication with parents and students.

B. Student Acceptance. Once a student has been admitted to KTEC, he or she may remain in attendance through subsequent grades. A waiting list will be established for students who cannot be accommodated during the enrollment period. The waiting list will be maintained through the end of the second quarter. If more students apply than can be placed in the school by the end of the enrollment period, students will be selected through a lottery system. Siblings of current students will be exempt from the lottery. Children of the KTEC staff members may also be exempt from the lottery.

C. Discontinuance of Student Enrollment. No student will be compelled to attend KTEC. Since attendance at the Kenosha School of the Technology Enhanced Curriculum is based on student and parent choice, non-compliance with KUSD policies and Code of Conduct will serve as a basis for consideration of transfer from the charter school.

11. Financial Arrangements

A. Tuition. The Kenosha School of Technology Enhanced Curriculum will not charge any tuition. The school will collect activity and other fees of the type and amount charged to other KUSD students in other District schools following the District Student Fee Schedule. KTEC will collect and expend student fees at the building level for the purpose of defraying the costs of some instructional materials.

B. Budgeted Items. The cost of all salaries, benefits, rents, utilities, supplies, equipment, and similar items shall be detailed and included in the approved budget of the school. The KTEC budgeting practices will adhere to District and State requirements for budget preparation and administration.

C. Financial Records. All operational and personnel funds will flow through the District. A record for all transactions will, therefore, be available as financial records of the district. Financial records, including an activity account, will be maintained at the Kenosha School of Technology Enhanced Curriculum and will be available for review.

All of the financial and programmatic operations of KTEC will be available for review by District staff or any outside auditor employed by the District.

D. Payment by KUSD. For each student enrolled at the Kenosha School of Technology Enhanced Curriculum on the official third Friday in September membership count, KUSD will credit KTEC with eighty percent (80 %) of the per member cost determined by the State for the applicable school year ("Direct Cost Budget"). The remaining twenty percent (20 %) of the per-member cost will be allocated directly to KUSD as reimbursement for administrative or other services furnished to the Kenosha School of Technology Enhanced Curriculum. KUSD will pay and offset against the Direct Cost Budget, all teacher and staff salaries and benefits, rents, equipment and supplies, and other miscellaneous direct expenses of KTEC. Expenses other than established salaries, benefits, and rents shall be paid only upon written requisition to KUSD by the Kenosha School of Technology Enhanced Curriculum. Any other funds raised by KTEC from outside sources shall be delivered to and maintained by KUSD in a separate account subject to sole discretion of KTEC ("Discretionary Account") following established District policy. Unspent discretionary funds can be carried over from one year to the next. The annual amount of the Direct Cost Budget shall be periodically allocated by KUSD for the use by the Kenosha School of Technology Enhanced Curriculum in the operation of the school as follows:

- (1) Twenty-five (25) percent on the first day of July preceding the school year
- (2) An additional fifty (50) percent on the first day of October during the school year
- (3) The remaining twenty-five (25) percent on the first day of January during the school year

E. Offsets. KUSD may offset part or all of any amount in the Discretionary Accounts against any amounts by which the Kenosha School of Technology Enhanced Curriculum exceeds the Direct Cost Budget in any school year and for which KUSD is liable. Notwithstanding the foregoing, the Kenosha School of Technology Enhanced Curriculum is not authorized to expend or otherwise obligate the District for any amounts in excess of the Direct Cost Budget plus any amounts in the Discretionary Accounts.

F. Purchasing. All supplies and equipment of the Kenosha School of Technology Enhanced Curriculum shall be requisitioned and purchased following standard financial procedures and District policy.

G. Student Records. Copies of standardized testing results and all records required by Board policy or law will be maintained in the Kenosha School of Technology Enhanced Curriculum office. Administrative and student records will be maintained and available for review as permitted by Board policy and law.

H. Transportation Transportation is the responsibility of the parent(s) or guardian(s) of the student(s).

I. KUSD Services. As part of the District's twenty percent (20 %) portion of the per member cost, KUSD will provide agreed upon services in addition to purchasing and other services described in this contract. These may include, at the District's discretion, services such as inclusion in districtwide textbook and software adoption, professional development, federal and district breakfast/ lunch program, facilities services, maintenance and repairs, instructional consultation and inclusion in applicable federal or state programs.

12. Disciplining Pupils

A. Behavior Policies. All KUSD student behavior policies and Code of Conduct will be followed. In addition, other rules and regulations may be developed. All students and their families will receive a copy of any rules and regulations.

B. Discipline Procedures. Due process procedures will be followed in reaching any discipline decision including removal from KTEC.

13. School Alternatives

No student shall be compelled to attend the Kenosha School of Technology Enhanced Curriculum. Students who are not admitted to KTEC will attend their regular attendance area school.

14. School Facilities

A. Description of School Facility. The facility used to house the school will be the St. Elizabeth School located 714 49th St., Kenosha, WI 53140. This facility is a traditional school building with 19 classrooms, a gymnasium, a cafeteria, a wired computer lab, and a library.

B. Liability of Insurance. Liability insurance coverage for the Kenosha School of Technology Enhanced Curriculum is provided by the District and is the same as that which is provided for all District schools.

15. Effect on the Liability of the School District

The charter school will adhere to all federal, state, and local laws and regulations and to the Board's insurance and risk management requirements. The Kenosha School of Technology Enhanced Curriculum and the Governing Board will comply with the KUSD Code of Ethics.

16. Termination of Contract

The Kenosha School of Technology Enhanced Curriculum may be terminated by the Board of Education at any time upon the happening of any of the following circumstances:

A. Mutual Agreement. Both parties agree in writing to termination.

B. Contract Violation. The Board determines that the Kenosha School of Technology Enhanced Curriculum has violated this contract.

C. Educational Goals. The Board determines that students enrolled in the Kenosha School of Technology Enhanced Curriculum have failed to make sufficient progress toward attaining the educational goals under Wisconsin Statute 118.01. If an extension of time to attain such goals is requested in writing, such request shall include a written plan, acceptable to the District, setting out the additional steps the Kenosha School of Technology Enhanced Curriculum will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of KTEC's written plan for attaining its educational goals shall be final. If the Board accepts such written plan, or a modified plan, the Kenosha School of Technology Enhanced Curriculum shall be allowed a reasonable time in which to correct such progress deficiencies.

D. Fiscal Management. The Board determines that the Kenosha School of Technology Enhanced Curriculum has failed to comply with generally accepted accounting standards of fiscal management and Board policy.

E. Violation of WI Stat. 118.40. The Board determines that the Kenosha School of Technology Enhanced Curriculum has otherwise violated Wisconsin Statute 118.40.

F. Insolvency. The Board determines that the Kenosha School of Technology Enhanced Curriculum revenues are insufficient to pay its expenses as they come due.

In the event of contract termination, the Board of Education shall recover all funds advanced to the Kenosha School of Technology Enhanced Curriculum under the contract to which the KTEC is not entitled. The decision of the Board shall be final.

Notice

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

To the Board:

Dr. R. Scott Pierce
Superintendent of Schools
Kenosha Unified School District
3600 52nd St.
Kenosha, WI 53144

Telephone: 262 653-6320
Facsimile: 262 653-7672

To: Kenosha School of Technology Enhanced Curriculum

Dr. Angela Andersson
Principal
Kenosha School of Technology Enhanced Curriculum
714 49th St.
Kenosha, WI 53140

Telephone: 262 653-7764

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

**The Board of Education for
The Kenosha Unified School
District No. 1**

By: _____

Kenosha School of Technology Enhanced Curriculum

By: _____

Appendix A

Job Description

Human Resource Use Only
Position Number:
Salary Range Min:
Effective Date:

POSITION IDENTIFICATION

Position Title: (Subject) Teacher Position
Division: Kenosha Unified School District
Workweek: Mon-Fri (Hours) 7.5 hours per contract

SUPERVISORY RELATIONSHIPS

Reports to: Principal
Directly Supervises:

POSITION PURPOSE

You will provide educational direction for students within the Kenosha Unified School District boundaries. You will be responsible for planning, preparation, and instruction of all required course work within your assigned module of education and level. You will create a quality classroom environment in accordance with the standards of the school and the school district. You will fulfill your professional responsibilities while upholding the values of the community and the educational system.

ESSENTIAL DUTIES

1. Demonstrate knowledge of and skills in setting goals and objectives based on student development, content, assessment, and standards and benchmarks. Challenge and motivate all learners. Provide coherent instructions, curriculum development, and evaluations. Use school and district provided resources and materials and incorporate staff/community resources.
2. Demonstrate knowledge of and skills in organizing physical space. Establish a focused learning environment. Develop an environment of respect and rapport. Maintain effective classroom procedures while managing the behavior of students.
3. Demonstrate knowledge of and skills in using a variety of instructional methods. Communicate clearly and accurately. Implement discussion/questioning techniques. Teach all learners interdisciplinary teaming, integrated instruction, and inclusive instruction strategies, and maximize student engagement.

4. Assess and evaluate student learning, responding to individual learner's needs and report student progress. Provide written communication to parents about student progress at least twice a quarter.
5. Demonstrate commitment to advocating for all students. Believe that all students can learn at a high level. Engage in professional communications with students, parents, and colleagues.
6. Reflective teaching through professional development, school/community activities, and lifelong learning is essential. Be available for paid summer workshops/training.
7. Must be willing to collaborate with others, share information and resources, and help foster an active professional learning community to carry out the vision of the charter of the Kenosha School of Technology Enhanced Curriculum.
8. Demonstrate knowledge of and skills in the use of technology in planning, instruction, assessment, and for professional purposes. Possess a working knowledge and application of a PC operating system and various identified educational software. You will be required to attend technology training for instruction, professional development and classroom use.

OTHER DUTIES

Perform other duties as assigned.

MINIMUM POSITION QUALIFICATIONS

Education: Bachelor's Degree or higher

Experience: No experience required

Certifications/Licenses: Certified/Certifiable to teach in Wisconsin

Other Requirements: Minimum overall undergraduate GPA of 2.75(4.0 scale); or 3.0 undergraduate GPA in major; or Master's GPA 3.0; maybe be waiver based on previous work experience and other needs of the district. Given the nature of this position, it is recommended that teachers who apply for this position possess a high level of technical skills.

KNOWLEDGE, SKILLS, & ABILITIES

Portfolio with supporting documents of required knowledge and skills, secondary teaching candidates: certified major and or/ minor in subject area(s) to be taught. Official transcripts reflecting degree(s); completed "Technology Self-Assessment"; Credential

file or three (3) letters of reference; any additional specific position requirements may apply in some certification areas. Additionally, individuals who apply for this position must be willing to attend additional technical training during the summer to meet the needs of the charter.

BACKGROUND CHECKS- Condition of Employment

PHYSICAL DEMANDS

Manual Dexterity: Work requires definite skilled and accurate physical operations requiring some closely coordinated performance.

Physical Effort: Work requires handling average weight materials or equipment, but not for sustained periods.

Working Conditions: Some exposure to definitely disagreeable features.

The above statements are intended to describe the general nature and level of work being performed by most people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties, and requirements. Scheduling flexibility is required to accommodate changing business needs.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 27, 2007

Proposed High School Schedules (Bradford & Tremper)

Background:

Overcrowding continues to challenge the educational environment at the two comprehensive high schools based upon growth in the community. Strategy 3 of the District's Strategic Plan indicates we will develop and implement plans to address the overcrowding in our schools. Based upon specific results that directed investigations into options for common block schedule formats for the two comprehensive high schools, we propose expanding the schedule to start earlier and end later (block 0 and block 5).

Key Elements of the Schedule Proposal (attached as options 2 and 5):

- Block 0 would last 45 minutes (skinny). Blocks 1 through 5 would last 90 minutes.
- Lunch would occur during block 3 as it does currently.
- Courses targeted for juniors and seniors would start early, approximately 6:30 or 6:40 a.m. (block 0 through 2 or 3).
- Courses targeted for freshmen and sophomores would start at 8:55 or 9:05 a.m. (block 2 through 5).
- Time to engage students with an advisory period are built as a daily or a weekly option.
- Juniors and seniors may leave as early as 10:50 or 10:55 a.m. if they have a release in their personal schedule, otherwise they will leave about 1:00 or 1:05 p.m.
- Freshmen and sophomores would leave at 4:10 or 4:15 p.m.
- The schedule will also allow for professional collaboration time within the 7.5 hour workday.
- Teacher workdays may be one of three schedules:
 - 6:30 – 2:00
 - 7:15 – 2:45
 - 8:45 – 4:15

Next Steps:

The High School Principals and Assistant Principals will further investigate these options, including impacts to transportation and schedules for other schools.

Kathleen Barca
Executive Director, School Leadership

Timothy Miller
Executive Director, School Leadership

Jean Schlais
Interim Principal, Bradford High School

Ed Kupka
Principal, Tremper High School

Brian Shimon
Assistant Principal, Bradford

Sue Savaglio-Jarvis
Assistant Principal, Tremper

Marsha Nelson
Assistant Principal, Bradford

Ken Dopke
Assistant Principal, Tremper

Richard Aiello
Principal, Indian Trail Academy

Daniel Tenuta
Principal, Reuther High School

William Hittman
Principal, Lakeview Technology Academy

Jeffrey Marx
Director, Transportation

Option 2**Possible High School Schedule for 2007 - 2008**

Blocks	Freshman & Sophomores		Juniors & Seniors	
	Start	End	Start	End
Block 0			6:30	7:15
Block 1			7:20	8:50
Advisory	8:55	9:20	8:55	9:20
Block 2	9:25	10:55	9:25	10:55
Block 3A	11:00	1:05	11:00	1:05
Block 3B	11:00	1:05	11:00	1:05
Block 3C	11:00	1:05	11:00	1:05
Block 3D	11:00	1:05	11:00	1:05
Block 4	1:10	2:40		
Block 5	2:45	4:15		

Lunch Periods – Block 3

<u>Block 3A</u>	11:00 – 11:30 Lunch 11:35 - 1:05 Class	<u>Block 3B</u>	11:00 – 11:30 Class 11:35 - 12:05 Lunch 12:05 - 1:05 Class
<u>Block 3C</u>	11:00 – 12:00 Class 12:05 - 12:35 Lunch 12:35 - 1:05 Class	<u>Block 3D</u>	11:00 – 12:30 Class 12:35 - 1:05 Lunch

Teacher arrival / departure times

(7.5 hour workdays)

1) 6:30 – 2:00

2) 7:15 – 2:45

3) 8:45 – 4:15

Option 5

Possible High School Schedule for 2007 – 2008

	Freshman & Sophomores		Juniors & Seniors	
Blocks	Start	End	Start	End
Block 0			6:40	7:25
Block 1			7:30	9:00
Advisory	None	None	None	None
Block 2	9:05	10:50	9:05	10:50
Block 3A	10:55	1:00	10:55	1:00
Block 3B	10:55	1:00	10:55	1:00
Block 3C	10:55	1:00	10:55	1:00
Block 3D	10:55	1:00	10:55	1:00
Block 4A 4B	1:05	2:35	1:05	1:50
Block 5	2:40	4:10		

***Note: Block 2 is extended by 15 minutes for announcements.**

Lunch Periods – Block 3

<u>Block 3A</u>	10:55 - 11:25	Lunch	<u>Block 3B</u>	10:55 - 11:25	Class
	11:30 - 1:00	Class		11:30 - 12:00	Lunch
				12:00 - 1:00	Class

<u>Block 3C</u>	10:55 - 11:55	Class	<u>Block 3D</u>	10:55 - 12:25	Class
	12:00 - 12:30	Lunch		12:30 - 1:00	Lunch
	12:30 - 1:00	Class			

Teacher arrival / departure times

(7.5 hour workdays)

- 1) 6:30 am – 2:00 pm
- 2) 7:15 am – 2:45 pm
- 3) 8:45 am – 4:15 pm

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 27, 2007

OPEN ENROLLMENT APPLICANTS FOR SCHOOL YEAR 2007/2008

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

Under the Public School Enrollment Law, Kenosha students who wish to enroll in a school outside the District and students from other districts who desire to attend a school in the Kenosha Unified School District were required to submit applications to the Office of School Leadership – Cluster II no later than February 23, 2007. The District is required to notify open enrollment candidates if they have been approved or denied no later than April 6, 2007.

One hundred and three students (4 year old program-2, kindergarten-12, first grade-2, second grade-8, third grade-8, fourth grade-3, fifth grade-5, sixth grade-5, seventh grade-6, eighth grade-4, ninth grade-16, tenth grade-16, eleventh grade-13 and twelfth grade-3) from Kenosha Unified have requested to attend schools outside the Kenosha school boundaries under the guidelines of open enrollment.

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

<u>Student Number</u>	<u>Grade Level</u>	<u>School Requested</u>	<u>Administration Recommendation</u>
1	Kindergarten	Any	N
2	Kindergarten	Grant only	N
3	Kindergarten	Jane Vernon only	N
4	Kindergarten	Southport only	N
5	Kindergarten	Stocker only	N
6	Kindergarten	Jeffery, Stocker or any	Y
7	Kindergarten	Harvey only	N
8	Kindergarten	Curtis Strange or any	Y
9	First	Pleasant Prairie or any	Y
10	First	Columbus or any	Y
11	Second	Stocker or any	Y
12	Third	Any	N
13	Third	Harvey only	N
14	Sixth	Washington Middle or any	Y
15	Sixth	McKinley Mid , Mahone, DOL	Y
16	Seventh	Mahone or any	Y

17	Seventh	KTEC only	Y
18	Seventh	Mahone or any	N
19	Ninth	Harborside Academy or any	Y
20	Ninth	ITA only	Y
21	Ninth	Lakeview Tech only	Y
22	Ninth	ITA only	Y
23	Ninth	KMA at ITA only	Y
24	Ninth	Lakeview Tech only	Y
25	Tenth	Bradford, ITA	Y
26	Tenth	Tremper only (continuing)	Y
27	Tenth	KMA at ITA only	N
28	Eleventh	ITA only (continuing)	Y
29	Eleventh	Bradford , Tremper (continuing)	Y
30	Twelfth	KMA at ITA only	Y
31	Twelfth	Reuther/accelerated program	N

Administration Recommendation

Administration recommends approval of all applicants identified as numbers 6, 8, 9, 10, 11, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, and 30 due to available space or prior enrollment in the schools requested. Administration recommends applicants identified as numbers 1, 2, 3, 4, 5, 7, 12, 13, 18, 27, and 31 to be denied due to overcapacity at the schools or programs requested.

Dr. R. Scott Pierce
Superintendent of Schools

Timothy Miller
Executive Director of School Leadership 2

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

March 27, 2007

Cycle III School District Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Educational Opportunities

PI 9.06 of the Wisconsin Administrative Code requires school boards to evaluate the status of nondiscrimination and equality of educational opportunity in school district at least once every five years and report the results to the Department of Public Instruction. All but three of the required data elements are collected via reports required since the passage of PI 9.06.

Purpose

The self-evaluation is supported by the New Wisconsin Promise, to ensure a quality education for every child, raising achievement for all students and closing the achievement gap between economically disadvantaged students, students of color, and their peers. It is a tool that can be used to strengthen the commitment to foster equitable and successful schools for all students. Schools will be able to use the information gained in the self-evaluation when they prepare consolidated plans, develop strategic plans, and plan for school improvement.

Using specific instructions provided by DPI, the evaluation addressed the following areas:

- Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing (PI 9.06(1)(c), Wis. Admin.Code)
- Participation trends and patterns and school district support of athletic, extracurricular and recreational activities (PI 9.06(1)(e), Wis. Admin. Code)
- Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district (PI 9.06(1)(f), Wis. Admin. Code)
- Methods and Procedures used to Conduct the Self-Evaluation

Significant Findings:

1. The Kenosha Unified School District clearly has written board approved policies prohibiting discrimination against pupils.
2. The District continues to experience a growth in student enrollment, and both short and long-term enrollment projections indicate that KUSD will continue to experience an increase in enrollment for the next five school years.

3. In the context of ethnicity, African-American students tend to perform at the lowest level of all ethnic groups for both district and state mandated testing programs. Over all, children of color tend to be outperformed by their majority counterparts on standardized assessments.
4. The District has improved its cohort graduation statistics for the period of review; however, an “achievement gap” still exists for both African-American and Hispanic students in terms of achieving graduation when compared to their majority counterparts.
5. Materials used for instructional purposes are reviewed for bias, stereotyping, and other multicultural issues on a regular cycle using the District’s approved review form.
6. Course offerings and graduation requirements have been reviewed and revised to “raise the bar” in academic expectations. All students are expected to enroll in a more rigorous curriculum.
7. Throughout the last 12 years, key Kenosha Unified personnel have undergone training in efficacy, diversity, bullying, and harassment, and all schools and departments organized diversity teams that led learning sessions on site. In addition, adult staff members and high school students have participated in Diversity Circles.
8. Several data retreats have been held to train principals and building staff on how to collect, organize, analyze and use data so that informed decisions are made with a more concentrated focus on instructional strategies to bring all children up to proficient levels of achievement.
9. A plan of service delineating how students of limited English proficiency may gain English proficiency has been developed by Kenosha Unified School District.
10. Kenosha Unified has provided induction activities for new staff for over 20 years. Emanating from PI-34 legislation and from Strategy IV of the district Strategic Plan, Professional Development staff and community members have planned and implemented a quality induction program for all newly hired teachers, pupil services staff, and administrators. The training includes a three-day orientation, ongoing support seminars, and assignment of a one-on-one trained and district-supported mentor to each newly hired staff member during year one of employment. Included in the program of study are:
 - A. Cultural competency training,
 - B. Workshops on the use of effective instructional strategies,
 - C. Leadership behaviors, and

- D. Training on how to use data to develop measurable goals that directly lead to improved student achievement for all students.
11. During the 2006-07 school year, Kenosha Unified trained over 100 staff members, including community volunteers, to serve as cultural competency trainers. Twenty-two staff members trained high school teachers/administrators, thirty-two staff members worked with middle school teachers/administrators, and fifty-eight staff members trained elementary teachers/administrators. In addition, all instructional support personnel, secretaries, bus drivers, educational assistants, substitute teachers, and facilities staff members (including Finance and Food Services personnel) have received initial cultural competency training. This effort stems from Strategy VI of the district Strategic Plan and will continue over the next few years.

Recommendations for Improvement

1. It is recommended that all of the School Board approved policies are updated as the need arises. In addition, it is also recommended that policies with legal reference that pertain to discrimination and equity should be clearly written so that the public understands the intent verses an abbreviated description of the reference.
2. Future suspension and expulsion data should continue to be analyzed in order to discern if the trend reports continue to surface. Special attention should be placed on monitoring minority representation as it relates to suspension and expulsion.
3. Administration and coaches must place an emphasis on recruiting, supporting and assisting minority students in order to make academics and sports an important part of the total educational experience thereby creating “the hook” to help keep minority students in school.
4. It is recommended that the District continue its efforts relating to the prevention of harassment and discrimination. Such efforts include staff development on cultural competency, closing the gap initiatives, and school assemblies addressing the issue.
5. It is recommended that the District continue to place an emphasis in its plan to address disproportionality in the number of African American children with disabilities placed in programs for Emotional-Behavioral Disturbance and Cognitive Disabilities, as well as in the overall number of children with disabilities who have been suspended out-of-school.
6. It is recommended that the District continue its efforts to creatively recruit, employ, and retain individuals that will help to create a culturally diverse work environment.

7. It is recommended that administration make a concerted financial effort to provide the opportunity for minority students to be actively involved in all activities as an effective way to keep them engaged in the educational process.
8. The Office of Minority Academic Affairs recommends that the District implement a plan to transition from cultural competency to cultural proficiency in all departments including classroom instruction. It is recommended that the District integrate the techniques of differentiated instruction and culturally responsive teaching so that all students receive an equitable education within the classroom and the entire school environment.

Administration Recommendation

The Administration recommends that the School Board accept the Cycle III School District Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Educational Opportunities written report as presented and be authorized to submit the formal report to the Wisconsin Department of Public Instruction on or before April 13, 2007.

Dr. R. Scott Pierce
Superintendent of Schools

Ms. Sonya Stephens
Executive Director of Educational
Accountability

Dr. Edie Holcomb
Executive Director of Curriculum and
Instructional Services

Ms. Kathryn Lauer
Director of Special Education

Mr. Milton Thompson
Director of Title I / P5 / ESL

Ms. Louise Mattioli
Director of Professional Development

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

Mr. Joseph Kucak
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Community/Schools Relations Manager

Ms. Renee Blise
Research Analyst

Ms. Julie Housaman
21st Century Learning Community Leader

Methods, Practices, Curriculum, and Materials used in Curriculum, Instruction, and Pupil Assessment

Curriculum Findings:

1. Materials used for instructional purposes are reviewed for bias, stereotyping, and other multicultural issues on a regular cycle using the district's approved review form.
2. District curriculum committees are open to all interested participants. Contacts are made with groups that seem under-represented.
3. Library materials are reviewed regularly for diverse perspectives and points of view under Board Policy 6161.4.
4. Curriculum guides reflect national, state, and local standards and benchmarks. Local benchmarks are reviewed and revised during adoption years, as specified by the district's seven-year cycle for materials acquisition.
5. The study of Native American culture and history is addressed in Kenosha history at grade 3, Wisconsin history in grade 4, and U.S. history in grades 8 and 9.
6. School reform models are encouraged throughout the district to meet the unique needs of local children.
7. Course offerings and graduation requirements have been reviewed and revised to "raise the bar" in academic expectations. All students are expected to enroll in a more rigorous curriculum.
8. Parent education programs in Kenosha Unified School District are centered around curriculum-related topics and how parents can assist with their students' learning. Data for the past nine years (see Appendix 1) reflect that the ethnicity of parents participating in these programs is demographically representative of the overall student population.

Instruction Findings:

1. Strategy IV of the district Strategic Plan directed district staff to formalize a systematic and uniform instruction framework. KUSD's definition of a framework for effective instructional strategies is composed of Proficient Learner Skills and Nine Powerful Strategies (titled the Making Thinking Visible initiative) as well as excellent descriptors on teacher evaluation and evidence of uniform curriculum implementation. The components of the Making Thinking Visible framework are compiled from the following texts:
 - A. *Classroom Instruction that Works* (Marzano, Pickering, and Pollock, 2001)
 - B. *Mosaic of Thought* (Keene and Zimmerman, 1997)
 - C. *I Read It, but I Don't Get It* (Tovani, 2000)
 - D. *Strategies that Work* (Harvey and Goudvis, 2000)

Since the 2005 school year, district Professional Development personnel have established Making Thinking Visible cadres in all kindergarten through twelfth grade schools through the use of grant funds. Over the past three years, key staff in all district schools have participated in book studies, summer workshops, job-embedded staff development collaborative sessions, action research projects, and after-school in-service courses in order to prepare to effectively model and coach colleagues from all subject areas to effectively integrate research-based strategies into units and lessons. Posters of the Making Thinking Visible Proficient Learner Skills hang in all classrooms of cadre members. The aim of this work is to provide every student with tools essential for comprehension in all content. In addition, teachers are being shown how to gradually release the responsibility of learning to students through whole-group teacher demonstration, shared demonstration, guided practice, and independent practice.

2. The district has created and distributed a crosswalk visual integrating the Proficient Learner Skills, the Nine Powerful Instructional Strategies, and the Teacher Performance Assessment Instrument. This document has been shared with principals so that they can better align the Teacher Performance Assessment Domains to the Making Thinking Visible initiative. In addition, a series of Making Thinking Visible training sessions for district administrators is currently underway.
3. Phase 1 of the cultural competency training is underway for every employee in the district. This systemic effort will be sustained over the next three to five years.
4. Bullying and harassment trainings, effective classroom management trainings, conflict resolution trainings, and nonviolent crisis intervention trainings have been offered to teachers, student support staff, deans of students, security staff, and substitute teachers on an annual basis.
5. Instructional strategies that ELL (English Language Learners) staff use in working with regular education teachers and students include the following:
 - Competency in phonemic awareness
 - Build a basic English oral and written vocabulary
 - Link word sounds to meanings through the context provided by predictable routines, concrete objects, pictures, gestures, physical movements, and experiential activities
 - Exposure to new words in different contexts
 - Incorporate cooperative learning or small group instruction to develop language proficiency through socially interactive learning
 - Provide explicit instruction and rich opportunities to listen, observe, participate, and interact within classroom and curriculum
 - Demonstrate competency in fluency.
 - Use anticipation guides, focus questions, graphic organizers and conversations about readings.

- Utilize the strategies in the District's Making Thinking Visible that are contained in some of the above mentioned strategies, in order to build good thinking and comprehension skills and strategies for ELL students

Assessment Findings:

1. Data retreats are provided to administration and building staff to analyze student achievement data. The results are used to make decisions related to goal setting, professional development needs, and gaps in instruction.
2. Each year, the district publishes an Achievement and Benchmark Report, disaggregating student achievement by ethnicity and economic status.
3. The district has been developing a more meaningful way of reporting student progress addressing the standards and benchmarks. Committees have involved teachers, administrators, parents, and community members.
4. The district has been training teachers in the use of an electronic grading program to address grading student progress based on the district's academic content standards.
5. Students with limited-English proficiency are evaluated using a variety of methods to determine their growth in English proficiency, including:
 - ACCESS for ELL's
 - WKCE
 - Teacher Observation
 - Class Projects
 - Samples of student class work exhibited in portfolios
 - District Common Assessments
 - Curriculum related Unit Tests
 - Everyday Math Assessments
 - SUPERA Test
 - Story Retelling
 - Writing samples and journals
 - Achievement as measured by GPA

Analysis of Findings:

Supporting Data in Appendix:

Appendix 1. District Parent Education Programs and Trainings

Appendix 2. District multicultural/bias form for the review of proposed materials

Appendix 3. Board Policy 6161.4 for the library resources

Appendix 4. Professional Development initiatives

Appendix 5. Standards and benchmarks pertaining to Wisconsin Indian tribes

Appendix 6. Committee reports for the adoption of materials

Appendix 7. PI-1215 report on course offerings

Appendix 8. Making Thinking Visible

8A. Progress Report

8B. Facilitation Report

Appendix 9. Cultural competency information

9A. Cultural competency progress report

9B. Cultural competency facilitation report

Appendix 10. Ethnic breakdowns

10A. Who Are We Serving? CLC Ethnicity 2004-06

10B. District Parent Education Programs: Ethnicity Attendance

Appendix 11. School Board Policy 6460 – Testing Programs

Appendix 12. KUSD Current Assessments

Methods, Practices, Curriculum, and Materials used in Professional Development

Findings:

Equal educational opportunities, diversity, and achievement gaps between groups are considered in the planning and implementation of all professional development.

Analysis:

Kenosha Unified school administrators, teachers, support personnel, and community members have been trained in the development of site plans aligned to the district Strategic Plan and planning process. As part of this process, Kenosha Unified staff collects, analyzes, and disaggregates school data and formulates measurable school goals. Once measurable goals are established, tactics and action plans are developed to meet these goals. Site action plans guide staff professional development throughout the school year. Site plans and goals are aligned to district goals that also drive district-sponsored professional development for all employees. Using various needs assessment tools (see Appendix 13), both the district and school sites continue to target student learning gaps and indicate staff skills/competencies necessary to narrow each gap. By having very specific measurable objectives for student learning based upon an analysis of achievement data, all district and site professional development initiatives are focused on closing the achievement gaps.

Findings:

All staff acknowledge equity and excellence goals as complementary. They understand how to make excellence a reality for diverse learners, how to create a positive climate, and how to demonstrate caring and high expectations for all students.

Analysis:

As a result of analyzing achievement data and other forms of site assessment data, KUSD staff annually formulates site goals that focus on achieving excellence for all learners. Students are provided equal educational opportunities based upon their diverse learning needs. District educators are at various stages in understanding how to effectively differentiate instruction for all learners. During the 2006-07 school year, a small team is developing a common district definition of differentiation along with an essential vocabulary list of related terms. A cross section of district staff members are developing a long-range differentiation plan for implementation beginning the 2007-08 school year. Professional development related to this initiative will include instruction on teaching to various learning styles, multiple intelligences, as well as understanding how to use brain-based instructional strategies to enhance learning for all students. The Making Thinking Visible initiative emphasizes the need to teach all students how

to apply higher order thinking skills in order to understand text. In addition, the long-range differentiation plan will include professional development related to effective classroom management and classroom organization and will continue to stress cultural competency training as it relates to the development of positive attitudes and perceptions about classroom climate and tasks.

Findings:

The district provides multiple opportunities of professional development designed to enhance student achievement.

Analysis:

All district and site professional development initiatives emanate from the district Strategic Plan and from data related to student achievement. Professional development goals include goals for improving student learning, improving teacher effectiveness, setting high standards for teachers, promoting continuous staff learning, and enhancing staff intellectual and leadership capacity. The Educator Induction Program, aligned to PI-34 legislation (see Appendix 14A and 14B), serves as an example of the high learning expectations set for all teachers, administrators, and support personnel. Born out of district professional development priorities aligned to the district Strategic Plan and focused on raising student achievement, all newly hired staff, regardless of previous teaching experience, attend an orientation and ongoing support seminars. All first-year teachers and administrators are also assigned a trained district-supported mentor. The content of the program helps teacher to effectively plan for and establish a positive classroom environment, effectively communicate and design units and lessons of instruction, and grow as professionals throughout their career. First year administrators are oriented to the district and work on development of leadership skills.

Teachers are encouraged to attend state and national workshops; and district fall, spring, and summer university course offerings are developed and taught by KUSD staff that have attained expertise in topic areas. An array of university courses, such as those offered during spring of the 2006-07 school year (see Appendix 15), extend to staff the opportunity to learn and grow throughout their careers while attaining credit for salary advancement and license renewal. Kenosha Unified has collaborated with its neighbor, Carthage College, to create two masters programs—the Master in Teacher Leadership and the Master in Education Administration (Appendix 16A and 16B). Both of these programs are intended to encourage staff growth and development as well as to assist staff in attaining alternative licensures.

The most significant professional development improvement over the past decade has been the increase in the amount of meaningful professional development occurring in all schools and in most district departments. Organized and facilitated by district staff as well as by experts in the field, KUSD staff members are involved in numerous job-embedded professional development activities derived from student achievement data and from related gaps in staff knowledge, skills, and competencies.

Each of the district's elementary schools is allocated a resource teacher who facilitates and models best instructional practices and supports district and site professional development initiatives. A Ready Recovery lead teacher annually offers Reading Recovery training to elementary teachers and continues to support the learning of previously trained Reading Recovery teachers through a series of continuing contact sessions. In addition, teacher consultants work on district curriculum development and offer a myriad of instructional services to KUSD staff and students. KUSD also supports a community-school relations manager who organizes learning opportunities for parents in order to build partnerships that enhance student achievement.

During the 2006-07 school year, a Special Area Cadre (Appendix 17) was formed to focus on the identification of specific professional development needs of special area departments. The ultimate goal of this cadre is to align the special area work group needs to the district Strategic Plan in order to enhance the student achievement of diverse learners.

Four half days of professional development and one full day of in-service are built into the annual school calendar so that all teachers may engage in quality learning activities. Nine hundred substitute teachers are annually allocated to complete all curriculum and instruction work directly aligned to the accomplishment of district strategic goals. District secretaries, educational assistants, and Facilities and Finance personnel are also involved in several major professional development initiatives related to the seven goals of the district Strategic Plan. Chiwaukee Academy (Appendix 18) extends district professional development throughout the summer. The district also offers mentoring opportunities to veteran teachers. Appendix 19 is an example of a study group packet used by groups of teachers who wish to earn university credit through the study of a special interest topic.

Other learning opportunities open to all employees include:

1. Development of action research projects,
2. Involvement in district-directed book studies,
3. Peer modeling and coaching opportunities, and
4. The creation of personal professional development plans and district portfolios.

All of these district-funded opportunities are open to staff and do represent a strong district commitment to adult learning aimed at enhanced student achievement for diverse learners.

Findings:

The district provides multiple opportunities of professional development related to diverse cultural backgrounds, communication and learning styles.

Analysis:

During the 2006-07 school year, Dr. Steven Constantino of Family Friendly Schools in-serviced administrative, supervisory, and technical personnel as well as secretaries and educational assistants. His work focused on how to enhance communication skills and develop communication protocols to ensure a “family and community friendly” district. At the fall 2007 Convocation, he will share his message with all teaching staff. As recommended by members of the Strategic Plan’s Strategy I Committee (Communication Strategy), Dr. Constantino conducted over 70 focus group interviews of staff and community groups in order to assess the strengths and weaknesses of Kenosha Unified’s internal and external communications network. A work plan to address assessment findings has been developed (Appendix 20), and appropriate professional development will align to work plan goals.

As already described within the text of this report, committee members from Strategies IV and VI will continue to develop and implement a long-range differentiation plan. The cultural competency initiative will embed skills and competencies that acknowledge and support diverse cultural backgrounds in all classrooms. Both are aimed at assisting Kenosha Unified staff in understanding diverse cultural backgrounds as they strive to adapt their teaching to differing learning styles.

Analysis of Findings:

Supporting Data in Appendix:

Appendix 13. Needs Assessment: Teacher Skill/Competence Versus Actual Performance

Appendix 14. Educator Induction Program

- 14A. June 22, 2004, board report
- 14B. PI-34 Opportunities for Initial Educators and Mentors

Appendix 15. Professional Development Opportunities—Spring 2007

Appendix 16. Masters Program

- 16A. Teacher Leadership Program
- 16B. Education Administration Program

Appendix 17. Special Area Professional Development Cadre

Appendix 18. Chiwaukee Academy: Summer Workshops for K-12 Teachers

Appendix 19. Study Groups: Extending & Refining Knowledge

Appendix 20. Family Friendly Schools

Methods, Practices, Curriculum, and Materials Used in Counseling Services

Findings:

All students have access to student support - counseling services

Analysis:

- The District's comprehensive developmental guidance program includes the following four components: Curriculum, Individual Planning, Responsive Services, System Support.
- Curriculum incorporates the Developmental Guidance Competencies of the Wisconsin Department of Public Instruction into the District's Lifelong Learning Standards and Benchmarks and is delivered in a systematic way to all students K-12.
- Individual Planning assists students in planning, monitoring, and managing their personal and career development.
- Responsive Services addresses the immediate concerns of students.
- System Support integrates the guidance program with other District programs, staff, and school support activities and services.

Supporting Data or Information:

- The District's counseling/school social work student to staff ratios average 350:1.
- Elementary counselors/social workers year-end statistics drive services provided at the various schools.
- An Individual Planning component includes a Learning/Career Portfolio for all students. This begins in 5th grade with a career interest inventory and accompanies the students as they transition to middle school and high school adding particular information at various grade levels. WisCareers is purchased for all K-12 levels as well.
- Consistent with new Federal and State Special Education mandates, beginning in the 2004-2005 School Year, a new Student Intervention Team (SIT) process has been implemented throughout the District. The SIT process utilizes a Response to Intervention Model (RTI) of service delivery for **all** KUSD students experiencing academic and/or behavioral problems (from universal interventions to targeted group interventions to intensive individual interventions).
- At Monthly Department Meetings (By Discipline: Social Worker – School Counselor – School Psychologist), on-going challenges are discussed and remedies proposed.

Recommendations for Improvement

- Monitor staffing allocations to ensure that counselors/social workers have manageable caseloads to serve.
- New DPI School Counseling Program Mandates have been released in draft form, considerably more comprehensive and far-reaching than previous expectations. Mandated components include Health, Physical Education, Career Education, and Family Life Education areas as well as traditional Developmental Guidance activities. As such, the District will develop a multi-disciplinary work group to: 1) examine what is being presented – delivered in each curricular area noted above, 2) define which areas experience overlap and duplication, 3) define areas needing improvement in order to meet state/district expectations, and 4) make recommendations to administration for additions/modifications.

Information Regarding Implementation:

- Annually, staffing allocations are reviewed to make adjustments as needed.

Findings:

The District's counseling program curriculum reinforces the concept of nondiscrimination.

Analysis:

- The Department of Public Instruction's nine Developmental Guidance Competencies have been incorporated into our District's Lifelong Learning Standards and Benchmarks. They include:
 - Sets and Achieves Goals
 - Evaluates Self
 - Makes Decisions
 - Works in Groups
 - Respects Diversity
 - Connects Family, School, and Work
 - Solves Problems
 - Manages Conflict
 - Directs Change
- Bullying and Harassment curriculum and investigative procedures aid in the District's nondiscrimination efforts.
- The District Strategy 5 Action Plan, including the Board adoption of Core Values in September 2006, further places a priority on the development of plans that "model, reinforce, and recognize responsible, respectful, and ethical behavior by everyone".

Specific Core Values promoting Non Discrimination include Compassion, Integrity, and Respect. (see Appendix 21)

Supporting Data or Information:

- Several of these benchmarks (respects diversity, works in groups, solves problems, manages conflict) directly address the issue of discrimination. This reinforces our efforts to ensure that our methods and processes are not discriminatory by modeling and teaching acceptance and tolerance to our students.
- During the 1999-2000 school year, all counselors were included in an investigative training on incidents involving bullying and harassment. This included extensive review of the state and federal laws regarding groups who are legally protected against discrimination. Yearly Updates/Reviews, including a data analysis, take place at departmental meetings.
- All District staff (teachers, counselors, administrators, specialists, educational assistants, custodians, etc.) are trained in how to respond to incidents of bullying, harassment, and sexual harassment.
- Materials for classroom lessons (books, videos, materials, discussion guides) were distributed to facilitate instruction regarding bullying and harassment at all grade levels.

Recommendations for Improvement:

- Focus attention on the issues of bullying and harassment to intervene at early stages
- Conduct Longitudinal Evaluation of Student Perceptual Data (*Search Institute Profiles of Student Life: Attitudes and Behaviors*) as to student connections to family, peers, and community.
- KUSD has been identified by DPI as disproportionate in the number of African American children with disabilities placed in programs for Emotional-Behavioral Disturbance and Cognitive Disabilities, as well as in the overall number of children with disabilities who have been out-of-school suspended. As such, the District has embarked on a bold plan to address disproportionality. Specific Goals, Activities, Timelines, and Outcome Documentation are attached to this report as well.

Information Regarding Implementation:

- All classrooms have “No Bullying” posters to remind students that these behaviors are not permitted.
- Bullying prevention education takes place at elementary and middle school levels.

Findings:

The counseling materials utilized in the District respect the individual differences (gender, ethnicity, race, family type, occupational group, etc.) of the students and families.

Analysis:

- Materials are selected after being examined with respect to a variety of variables.
- Available materials depict a variety of family types: two-parent, one-parent, step, divorced, separated, adoptive, foster, and non-traditional.

Supporting Data or Information:

- Counselors and teachers who are involved in delivery of classroom lessons (counselor led, advisory, team, seminar) have had teacher materials examined for potential bias and stereotyping in the materials that they have to use.
- Extensive attention has been exercised so that books, materials, posters, videos, etc. are screened to equally represent all groups.

Recommendations for Improvement:

- Continue to provide counselors and staff with instructional materials that represent various individual and cultural differences.
- Increase the number of resources available in Spanish (and other languages as needed.)

Information Regarding Implementation:

- Purchased more materials in Spanish for use at the elementary level.
- Purchase items that are not dependent on language to facilitate counseling activities.

Findings:

There is a shortage of professionals with appropriate support services credentials who reflect the diversity of the District's student population.

Analysis:

School Counselors and School Social Workers are required to complete a Master's Program and hold School Counseling/Social Work DPI certification.

Supporting Data or Information:

The following listing illustrates the composition of the District's Counselor – Social Worker – and Psychologist staff:

Elementary Counselors

- 19 females
- 2 males

Middle School Counselors

- 7 females
- 6 males

High School Counselors

- 15 females
- 6 males
- The District currently employs 5 African American Counselors.
- The District currently employs 2 Hispanic Counselors (**new hires 2006-2007**)

A. District Social Workers

- 11 females
3 males
- The District employs 1 Hispanic Social Worker. (**new hire 2004**)
- The District employs 1 African American Social Worker.

B. District Psychologists

- 16 females
2 males
- The District utilizes teachers, school social workers, school psychologists, special education program support staff, educational assistants, community agency representatives, and home-school liaisons to help translate when working with families that speak a foreign language.
- Translations of Board Policies, District forms, the Student Code of Conduct, etc. assist families to understand and access the student support services of the District.

Recommendations for Improvement:

- Continue efforts to recruit and employ individuals that represent our diverse student population.
- Recruit and employ individuals that speak Spanish.

Information Regarding Implementation:

- Recruiters have attended numerous employment fairs to attract a diverse pool of applicants.
- Encourage present District staff in other areas to pursue training in the field of counseling – social work - psychology.
- The District Student Support Department has made progress in hiring minorities (3 new Hispanic Staff since 2004)

Findings:

All District's Strategic Planning elements are geared toward improvements in Cultural Competency and closing the achievement gap.

Specifically related to the work of Student Support Services, however, the District's academic planning process is skillfully used to improve overall student achievement.

Analysis:

The District has rigorous graduation requirements (Class of 2005 and beyond) for all students that include a total of 26 credits with the following distribution:

- 4 credits of English
- 4 credits of Social Studies
- 4 credits of Mathematics
- 4 credits of Science
- ½ credits of Consumer Education
- 1 ½ credits of Physical Education
- ½ credit of Health
- 7 ½ elective credits

Supporting Data or Information:

- Four-year plans are completed for all 8th grade students to help them project the course of study that they will follow to graduate.
- Student Support staff explain the necessary graduation requirements for high schools and the entrance requirements for post-secondary educational opportunities to all students. This encourages students to participate in an appropriate sequence of courses given their educational and career goals.
- Building Student Intervention Teams, generally facilitated by Student Support Personnel, are utilized to enhance student intervention provision and management. Significant documentation is required.
- Per DPI requirements, yearly "At-Risk" reports are approved by the Board and forwarded to DPI. A major evaluative report, submitted to the Board of Education in March 2007, is included in the Non Discrimination Report as well.

Recommendations for Improvement:

- Continue to use various methods to show students how to meet the academic requirements for graduation and post-secondary programming.
- For the first time, all School Social Workers and School Counselors are to complete two "Impact Studies", one on truancy & attendance interventions, and a second per building driven need (data on violence, disrespect, bullying, etc.) These "Impact" or

outcome measurement studies will be tabulated and presented to the Board following completion of the present school year.

Information Regarding Implementation:

- Continuing investigating technology based programs that would link the course selection and career planning process.

Findings:

The District's counseling program and student support services are highly aligned with mainstream curriculum, instruction, and assessment.

Analysis:

- The District's Lifelong Learning Standards and Benchmarks incorporate the Wisconsin Developmental Guidance Model's competencies and are the basis for the curriculum component of the counseling program.

Supporting Data or Information:

- Following the District's instructional framework, teachers and staff are to identify a Lifelong Learning Standard and Benchmark, including a Core Value(s), with all units designed.
- Counselors and Social Workers, when developing classroom units and lessons, utilize a template that indicates curricular areas with which the lesson integrates. The template also identifies which of the 40 Developmental Assets (Search Institute) and National Career Development Guidelines the lesson addresses.

Recommendations for Improvement:

- Further develop our Lifelong Learning assessment practices.
- Continue to develop integrated lessons with classroom teachers to maintain the alignment with mainstream curriculum and instruction.
- New DPI School Counseling Program mandates have been released in draft form, considerably more comprehensive than Lifelong Learning Standards (State Competencies). With immediate connections to Strategy 5 Action Plans, the mandate also includes Health, Physical Education, Career Education, and Family Life Education as well. As the DPI School Counseling mandates are further delineated by DPI, the District will develop a multi-disciplinary work group (Counselors – Social Workers – Health – Phy Ed – Career and Technical Ed – Family Life Educators – Nurses – Dept. Administrators or designees) to: 1) fully examine what is being presented – delivered in each curricular area noted above, 2) define which areas experience delivery overlap and duplication, 3) define areas needing improvement in order to meet state/district

expectations, and 4) make recommendations to administration for additions/modifications.

Information Regarding Implementation:
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- Continue K-12 Lifelong Learning Guidance provision.
- Develop 3 year formalized process to achieve above multi-disciplinary effort to deliver new state counseling requirements.

Analysis of Findings:

Supporting Data in Appendix:

Appendix 21. Strategic Planning Implementation Team 5

Appendix 22. PI-3201 – Annual Disproportionality Improvement Plan

Appendix 23. 2005-06 Children At-Risk – Success With Services and Programs

Appendix 24. Educational and Career Planning for Middle & High School Students

Methods, Practices, Curriculum, and Materials Used in Closing the Achievement Gap

The original “Closing the Achievement Gap Proposal” was submitted to and approved by the Board of Education on April 10, 2001. This proposal, which was created by numerous administrators, teachers, and community leaders, included eight primary goals and subsequent action steps. Both the Minority Academic Affairs Specialist position and the Office of Minority Academic Affairs were created at the beginning of the 2002 school year as a result of the action steps. The following is a list of the eight goals that serve as the foundation for services provided by the Office of Minority Academic Affairs:

Goal 1: To develop strategies and techniques to significantly increase the academic performance of minority children.

Goal 2: To increase parent, family, and community involvement and support.

Goal 3: To reduce the dropout rate and increase the graduation rate.

Goal 4: To raise the ceiling as well as the floor.

Goal 5: To evaluate the appropriateness of the placement in special education classes.

Goal 6: To increase the number in gifted and talented.

Goal 7: To increase college attendance

Goal 8: To increase cultural awareness, knowledge, and understanding.

Findings: Minority Academic Affairs

The Office of Minority Academic Affairs is now entering the fifth year of existence. The Four – Year Graduation Rate (Cohort Analysis) details an increase in graduation rates since the inception of this Office. (see Appendix 25) The Office of Minority Academic Affairs continues to expand services as new strategic partnerships are sought and established. This forthcoming year much emphasis will be directed at increasing opportunities for KUSD minority students to complete District requirements for graduation and also supporting their entrance into institutions of higher education.

The Office of Minority Academic Affairs targets services for minority and at-risk students; however, services have been rendered to non-minority families and students in the form of Academic Focus Groups, Academic Support Groups, and the Collaborative Student Mentoring Program. While services are targeted at inner-city schools, the majority of District schools have requested and received services from the Office of Minority Academic Affairs.

The Office of Minority Academic Affairs’ goals are directly related to the Kenosha Unified School District’s Strategic Plan. The Office of Minority Academic Affairs subscribes to the Strategic Belief that everyone can learn. The following strategies and their specific results direct the philosophy and work of the Office of Minority Academic Affairs: Strategy 1: We will increase parent involvement in their children’s education and in KUSD. Strategy 6: Market the diverse KUSD specialty schools and programs that are available to families and children in the District. Promote KUSD activities that highlight the diversity of the school community. Develop and implement a redistricting plan that will help create culturally diverse schools. Strategy 7: Implement professional development courses/seminars on instructional strategies and

interpersonal skill development methods to improve achievement of disengaged youth. Strengthen/change at-risk programming, based on research, at the middle level.

Analysis of Findings: Minority Academic Affairs

The Office of Minority Academic Affairs' programs and services impact student learning, graduation rates, dropout rates, and truancy rates. The aforementioned services of the Office of Minority Academic Affairs are provided directly to individual students, groups of students, and students and their families. Individualized services provided to students include mentoring, individualized coaching, and college and career support services. Group Services include Academic Focus Groups which are four (4) 1- hour sessions that focus on understanding the relationship between school and success in life. Academic Support Groups consist of four (4) groups (BROTHAS, HERMANAS, HERMANOS & SISTAS) that provide monthly instruction and activities related to academic, social, and life skills.

In the last year, students from 36 schools have participated in programs or services offered or supported by the Office of Minority Academic Affairs. 484 students participated in programs that required more than one day of participation. 420 students participated in events that only required one day of participation.

Recommendation for Improvement

The Office of Minority Academic Affairs recommends that the District implement a plan to transition from cultural competency to cultural proficiency in all departments including classroom instruction. It is recommended that the District integrate the techniques of differentiated instruction and culturally responsive teaching so that all students receive an equitable education within the classroom and the entire school environment.

Supporting Data in Appendix:

Appendix 25. Four-Year Graduation Rate (Cohort Analysis) Report

Findings: Strategic Planning Implementation Team Strategy 6

The KUSD developed a five-year strategic plan in March 2005, which resulted in the following mission statement:

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

As a part of the District's Strategic plan, Strategy 6 was created in order to ensure that all students and employees served by the District were accepted and appreciated. Strategy 6 reads: "We will celebrate and embrace the rich cultural diversity of the student body and community in order to achieve our mission and objectives".

Since the implementation of Strategy 6, minority recruitment efforts have increased by almost 2%, which is on target with increasing minority employment of the District-wide staff by five percentage points in five years. In addition, Board Policy Series 1, 2, 3, and 7 have been revised to incorporate cultural diversity. Teams are also developing new policies that will ensure that cultural diversity is included in every school and department's improvement plan.

Originating as a part of the implementation of Strategy 6, a plan that addresses District-wide diversity was developed. District-wide cultural competency training started on September 1, 2006. All district employees have now been trained in cultural competency.

A diversity policy was presented and approved by the Boundary Committee for inclusion in the parameters of the District Boundary Study but was not approved for implementation by the School Board.

Supporting Data in Appendix:

Appendix 26. KUSD Strategic Plan

Appendix 27. Strategic Planning Implementation Team 6 School Board updates

Trends and Patterns and School District Support of Athletics, Extracurricular and Recreational Activities

Athletics

The Kenosha Unified School District's Athletic Department consists of two comprehensive high schools, one specialty high school and six middle schools. Kenosha Unified also has two high school academies whose students return to their home school for athletic participation.

Findings:

High School:

Programs: Presently there are twelve sports for boys and eleven for girls at Bradford and Tremper High Schools. Reuther High School offers only boys' and girls' basketball, however, students may participate in other sports at their home school. Levels, number of coaches, and contests are equal in all but one comparative sports. All athletic programs comply with all WIAA rules and regulations.

Sport	Levels	Coaches	Contest
Boys' Baseball	3	3	20
Boys' and Girls' Basketball	4	4	20
Boys' and Girls' Cross Country	2	2	11
Football	4	8	9
Boys' and Girls' Golf	2	2	14
Girls' Gymnastics <i>Combined</i>	2	2	14
Girls' Softball	3	3	20
Boys' and Girls' Swim	2	2	14
Boys' and Girls' Soccer	3	3	14
Boys' and Girls' Tennis	2	2	14
Boys' and Girls' Track	2	3	20
Girls' Volleyball	3	3	15
Boys' Volleyball	2	2	15
Wrestling*	2	2	14
Hockey (Co-Ed) <i>Combined</i>	1	2	20

*With the increase number of girls wanting to participate in wrestling, Bradford and Tremper have allowed girls to join the team. Presently, the WIAA does not sponsor girls' wrestling, therefore, girls are allotted the same benefits as the boys.

Reuther High School only has two levels of basketball for both the boys and girls. Over the past eight years the number of athletes indicating an interest to participate in both programs has not warranted the adding of additional teams.

Coaching Salaries

Coaching salaries are equal in comparative sports (see Appendix 28).

Transportation:

Laidlaw Bus Company provides transportation for all high school away events. Rental cars are used in some specific situations when using a bus would be higher in cost. (Example, participation in WIAA state competition that included individuals)

Budgets:

Each high school is allocated the same amount of money for supplies. The money is divided among the sports by the building athletic director. Comparative sports receive the same amount of money, however, in some years coaches may elect to transfer an amount to another sport to help purchase needed equipment. This transfer is on a volunteer basis, with the provision that they would also be eligible for extra funds if needed in forthcoming years.

Practice:

Fall Sports: Practices are conducted after school with each sport having first priority to their practice area. There are no conflicts between boys' and girls' sports for practice facilities or locker rooms.

Winter Sports: Practices are conducted after school and at night due to the lack of facilities. A rotation for the basketball teams is established at the beginning of the season with boys' and girls' team alternating between early and late practices. Boys' and girls' freshmen teams practice directly after school because of transportation. (Most freshmen do not drive, therefore, the District accommodates the parents of these individuals.) At Bradford the wrestling team utilizes the north end of the field house. Gymnastics made arrangement to practice at a local gymnastics club; however, they still hold their meets at Bradford. *It should be noted that with the 2007/2008 gymnastics season the team will relocate to Tremper's new facilities.* Tremper's wrestling team has access to the upper gym. Swim practice at both high schools is after school with no conflicts with other sports. The athletic trainer has the ability to utilize the pool for aqua-therapy when the swim teams do not occupy the pool.

Spring Sports: A rotation is established at the beginning of the season to allow for the maximum use of each high school's facility. This rotation allows for each sport to have a week of early practice followed by a week of late practices. Wisconsin's weather plays an important role in determining how long teams must practice inside. Once the weather allows for teams to be outside, there is no conflict in scheduling practices, all teams practice after school. Since boys' and girls' track teams practice together there is no conflict in using the track facilities.

Competitive Schedule:

All schedules are by WIAA rules and regulations. The Southeast Conference Commissioner established the conference schedule with the approval of the principals and athletic directors of each school. Non-conference games are scheduled by the individual coaches and must be approved by the building principal and the District's Athletic Coordinator.

Comparative sports are equal in the number of contests allowed and coaches have the ability to schedule tournaments. Basketball games are scheduled so that if the girls' team is at home the boys' team is away. This allows for cheerleaders, pompon squads, dance teams, and pep bands to be able to perform at both the boys' and girls' games. Cheerleaders are not allowed to travel to away basketball games thereby ensuring equality for girls' basketball.

Participants:

For the past five years the Kenosha Unified School District has collected and analyzed data regarding students who participate in the district's athletic programs. Data was collected to determine if female athletes and any ethnic minority groups were under represented.

In reviewing the data between male and female participants over the past five years there are a higher percentage of males out for athletics than females.

	2002/2003		2003/2004		2004/2005	
Bradford	Male	Female	Male	Female	Male	Female
#Enrolled	1002	971	1015	1021	1044	1058
%Enrolled	51%	49%	51%	49%	50%	50%
#Athletes	481	333	515	354	536	346
%Athletes	51%	33%	51%	34%	52%	33%
Tremper	Male	Female	Male	Female	Male	Female
#Enrolled	1125	1069	1191	1124	1185	1199
%Enrolled	51%	49%	51%	49%	50%	50%
#Athletes	439	367	568	396	568	408
%Athletes	44%	34%	48%	36%	48%	34%

	2005/2006		2006/2007*	
Bradford	Male	Female	Male	Female
#Enrolled	1129	1141	1225	1223
%Enrolled	50%	50%	50%	50%
#Athletes	544	313	365	188
%Athletes	49%	28%	30%	16%
Tremper	Male	Female	Male	Female
#Enrolled	1234	1168	1252	1187
%Enrolled	51%	49%	51%	49%
#Athletes	642	396	468	233
%Athletes	52%	34%	38%	20%

*2006/07 figures are through winter sports
Numbers of athletes are duplicated

However, in similar sports, male and female athletes are closer in the number of participating on each of the comparable teams. (Numbers indicate total team members)

	2002/2003		2003/2004		2004/2005	
Bradford	Male	Female	Male	Female	Male	Female
Basketball	48	44	43	42	46	42
Cross Country	24	17	24	31	19	25
Baseball/Softball	35	41	44	39	47	42
Golf	28	12	38	11	26	10
Soccer	64	74	66	59	61	72
Swim	29	24	24	35	19	39
Tennis	34	40	17	40	31	27
Track	55	34	57	38	72	38
Volleyball*	24	40	24	40	23	37

	2005/2006		2006/2007	
Bradford	Male	Female	Male	Female
Basketball	46	40	43	38
Cross Country	19	24	20	17
Golf	27	11	#	9
Baseball/Softball	48	29>	#	#
Soccer	66	54	71	#
Swim	31	35	27	39
Tennis	36	28	#	28
Track	78	50	#	#
Volleyball*	23	36	25	36

>Freshmen team was drop for this year due to lack of numbers.

	2002/2003		2003/2004		2004/2005	
Tremper	Male	Female	Male	Female	Male	Female
Basketball	44	39	43	42	46	39
Cross Country	24	17	35	28	34	30
Golf	34	22	31	18	26	20
Baseball/Softball	33	48	42	43	47	42
Soccer	40	56	51	53	59	59
Swim	24	53	24	55	19	50
Tennis	39	86	41	73	38	59
Track	77	45	77	53	84	70
Volleyball*	24	40	24	38	28	37

	2005/2006		2006/2007	
Tremper	Male	Female	Male	Female
Basketball	46	38	44	37
Cross Country	40	33	46	30
Golf	27	18	#	15
Baseball/Softball	48	39	#	#
Soccer	49	57	56	
Swim	24	50	23	50
Tennis	37	63	#	62
Track	80	53	#	#
Volleyball*	23	40	21	38

**Boys' volleyball only has two levels, whereas, girls' volleyball has three levels.*

At the time of this report no data was available because the sports have not started their 2007 season.

Football, wrestling and track have traditionally more athletes than most sports. This is because athletes are not eliminated from the team due to the nature of the sport; therefore, the percentage of male athletes will be higher in most cases. In cases where the number of female participants is low, like girls' golf, no athlete was eliminated from these teams and both head coaches tried to recruit girls for their teams. In the "Country Club" sports there continues to be lower number of minority students. The District's Athletic Coordinator has worked with the District's Minority Academic Affairs Specialist to devise ways to involve more minority students in these activities. There has been some progress; however, not to the number of athletes that both of these individuals would like to have seen.

The Kenosha Unified School District supports all girls' sports sponsored by the WIAA except girls' hockey. Presently, there has been no interest in starting a girls' hockey program and any female wanting to play has been afforded the opportunity to be on the boys' team. In fact, there is one girl on the 2006/2007 team. If additional sports become available through the WIAA and there is enough interest, a recommendation will be made to the School Board to add these sports.

Middle School:

Programs: Each of the six middle schools has a seven-sport program. The school year is divided into five seasons thereby allowing middle school students the opportunity to experience different athletic events.

Fall	Football and Girls' Softball
Late Fall	Boy's Basketball
Winter	Girls' Basketball

Late Winter	Wrestling (Co-ed)
Spring	Boys' and Girls' Track, Girls' Volleyball

Sport	Levels	Coaches	Contest
Boys' and Girls' Basketball	2	2	14
Football	1	2	5
Softball	2	2	10
Boys' and Girls' Track	4	2	6
Volleyball	2	1	10
Wrestling	2	2	10

Budgets:

Each sport receives a basic amount of money each year. Two-fifths of the money allocated to each middle school goes to one sport to replace uniforms. A rotation has been established to insure that each sport has a turn in receiving this money. The coaches, building athletic chairpersons and principals at each middle school established this rotation.

Transportation:

Laidlaw Bus Company provides all transportation for middle school athletics.

Practice Scheduling:

In keeping with the established middle school philosophy, all practices take place directly after school. Since each sport basically has separate needs regarding facilities, there are no conflicts with the use of facilities. As with the high schools, lack of appropriate space plays a significant roll in the utilization of indoor facilities. Hallways, cafeteria, and multipurpose rooms help to alleviate the demand for the use of the gym.

Participants:

	2002/2003		2003/2004		2004/2005	
Bullen	Male	Female	Male	Female	Male	Female
#Enrolled	401	320	423	385	420	404
%Enrolled	56%	45%	52%	48%	51%	49%
#Athletes	147	120	135	137	147	137
%Athletes	37%	38%	32%	36%	35%	34%
	2005/2006		2006/2007*			
Bullen	Male	Female	Male	Female		
#Enrolled	466	414	470	356		
%Enrolled	53%	47%	57%	43%		
#Athletes	184	138	100	56		
%Athletes	39%	31%	21%	16%		

	2002/2003		2003/2004		2004/2005	
Lance	Male	Female	Male	Female	Male	Female
#Enrolled	506	488	505	475	511	445
%Enrolled	51%	49%	52%	48%	53%	47%
#Athletes	136	177	124	131	179	155
%Athletes	27%	36%	25%	28%	35%	35%
	2005/2006		2006/2007*			
Lance	Male	Female	Male	Female		
#Enrolled	508	473	511	507		
%Enrolled	52%	48%	50%	50%		
#Athletes	165	148	80	54		
%Athletes	32%	31%	16%	11%		

	2002/2003		2003/2004		2004/2005	
Lincoln	Male	Female	Male	Female	Male	Female
#Enrolled	447	392	433	385	474	376
%Enrolled	53%	47%	53%	47%	56%	44%
#Athletes	111	102	126	119	202	100
%Athletes	23%	26%	29%	31%	43%	27%
	2005/2006		2006/2007*			
Lincoln	Male	Female	Male	Female		
#Enrolled	409	397	421	373		
%Enrolled	51%	49%	53%	47%		
#Athletes	175	120	100	54		
%Athletes	43%	30%	24%	14%		

	2002/2003		2003/2004		2004/2005	
McKinley	Male	Female	Male	Female	Male	Female
#Enrolled	361	339	336	331	330	312
%Enrolled	52%	48%	50%	50%	51%	49%
#Athletes	133	97	117	90	117	102
%Athletes	37%	24%	35%	27%	33%	33%
	2005/2006		2006/2007*			
McKinley	Male	Female	Male	Female		
#Enrolled	305	304	289	298		
%Enrolled	50%	50%	49%	51%		
#Athletes	102	92	50	33		
%Athletes	33%	30%	17%	11%		

	2002/2003		2003/2004		2004/2005	
Washington	Male	Female	Male	Female	Male	Female
#Enrolled	364	345	371	326	350	292
%Enrolled	51%	49%	53%	47%	55%	45%
#Athletes	171	117	103	91	125	96
%Athletes	47%	34%	28%	28%	36%	33%
	2005/2006		2006/2007*			
Washington	Male	Female	Male	Female		
#Enrolled	327	277	313	298		
%Enrolled	54%	46%	51%	49%		
#Athletes	102	92	50	33		
%Athletes	28%	30%	23%	17%		

	2002/2003		2003/2004		2004/2005	
Mahone	Male	Female	Male	Female	Male	Female
#Enrolled	454	363	471	410	440	399
%Enrolled	56%	44%	53%	47%	52%	48%
#Athletes	156	133	194	108	226	144
%Athletes	34%	37%	41%	26%	51%	36%
	2005/2006		2006/2007*			
Mahone	Male	Female	Male	Female		
#Enrolled	463	417	462	444		
%Enrolled	54%	45%	51%	49%		
#Athletes	204	137	106	53		
%Athletes	44%	33%	23%	12%		

*Figures do not include the wrestling, boys' and girls' track and volleyball.
Number of athletes is duplicated

Again, like the high schools, in similar sports male and female athletes are closer in the number of participants for their respective teams. (Numbers indicate total team members)

	2002/2003		2003/2004		2004/2005		2005/2006		2006/2007	
Bullen	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Basketball	28	28	29	27	29	23	27	29	30	25
Track	37	37	45	53	48	54	55	49	na	na
Lance										
Basketball	28	26	29	27	30	24	27	24	28	24
Track	47	87	29	36	60	73	56	68	na	na
Lincoln										
Basketball	22	28	30	27	25	25	25	24	33	24
Track	34	18	17	24	45	23	55	37	na	na
McKinley										
Basketball	24	21	27	24	27	22	26	22	26	20
Track	42	27	34	20	34	26	19	20	na	na
Washington										
Basketball	24	21	30	26	28	25	25	20	28	24
Track	18	4	17	17	33	24	31	14	na	na
Mahone										
Basketball	30	22	28	23	24	24	26	27	24	24
Track	41	40	58	26	67	63	53	51	na	na

Football, wrestling and track do not eliminate athletes, however, softball, basketball and volleyball must limit the number of athletes due to facilities and the nature of the sport.

Additional disaggregated participation counts by season, school, sport, and ethnicity may be found in Appendix 29.

Recommendation for Improvement:

The following strategies need to be implemented by administration and coaches to support and increase athletic opportunities for minority athletes:

1. The District has implemented a five-year Strategic Plan that incorporates Strategy VI: “We will celebrate and embrace the rich and cultural diversity of the student body and community in order to achieve our mission and objectives.” There are seven action plans within Strategy VI that if all are implemented will help insure increased opportunities for minority students to be involved in athletics.
2. Develop a mentor system that includes both students and adults. These individuals should be or should have been successful athletes that come from like backgrounds and experiences. Although adults may not have similar experiences, they still can provide

time, emotions and resources. Coaches must network with each other to help their minority players meet their needs and offer support where necessary.

3. Coaches need to understand the difference between Empathy and Enabling--coaches can't take minority athletes home with them. However, they can focus on the individual and expect that they become the best student and player they can be. Enabling gives false pretenses and is no help to minority athletes. Enabling coaches think with their hearts rather than their heads, and they lose sight of the importance of providing consequences and to have expectations.
4. Assist in helping prepare minority students to develop a sense of belonging to their school community.
5. Coaches need to offer trust, consistency, and assurances of being someone dependable. They also need to have expectations for the athletes. They cannot be allowed to make excuses for failing to fulfill reasonable expectations.
6. Coaches need to go beyond their season and work toward having their minority athletes be involved in other sports and school activities. (Don't make sports a singular season)
7. Coaches and administration must place an emphasis on working with minority students. They need to make academics and sports an important part of the total educational experience thereby creating "the hook" to help keep minority students in school.
8. Administration must place an emphasis on hiring coaches who will work toward recruiting, supporting and assisting minority students. Coaches have received Cultural Competency Training through the District, which will help in understand the minority community.
9. Coaches should promote higher educational opportunities through letters of recommendation to colleges for their athletes.

Implementation:

Early intervention is essential in order to help minority students become successful student/athletes. Presently, two Kenosha Unified coaches offer programs to reach minority students and provide them with the necessary foundation to gain success not only on the athletic field but also in the classroom. For the past five years one of the high school coaches has worked with students from Kenosha's inner city schools in the sport of wrestling. More than 250 elementary students each year, of which more than 50% were minority students, participated in his wrestling clubs.

Another coach has developed and sponsored a summer soccer league that reaches out to our Hispanic community. During the last five years he has provided the opportunity for elementary, middle and high school students to become involved in his program. His program has average

more than 300 students each summer with a majority of these individuals coming from the minority community.

Football, boys' soccer, basketball, wrestling and track continue to be the sports that attract most of the minority population. The District continues to seek and hire qualified minority coaches in these sports.

One of the key factors that continues to prevented minority students from participating in athletics is their ability to obtain a physical that is required by WIAA and District Policies. For the past five years the Bradford High School has worked together with Aurora Medical Center to sponsor a day where students can receive a physical for twenty dollars. However, no student has been turned away because they did not have the money since the Aurora donates the money back to the District's athletic department to provide extra medical supplies for all athletic teams.

Another area that became apparent was the lack of Hispanic females participating in athletic programs. After doing research and having dialog with the Hispanic community the District found that many Hispanic females do not want to see a doctor. For two years the District worked with a medical clinic located close to one of the high schools with a high Hispanic population. The clinic made available the services of one of its female doctor who is Hispanic. This individual doctor agreed to offer low cost physicals for the District's Hispanic females and other female minority athletes. Unfortunately, that doctor has moved out of the community and a replacement has not been found.

Conclusion:

If Kenosha Unified's coaches and administration believe in the value of athletic participation, whether interscholastic, intramurals or recreational, there needs to be a commitment to those values. We must continue to change and adapt our thinking to reach out to the growing number of minority students in our schools. The challenge is for everyone to continually evaluate our student population and create an atmosphere and the opportunity to move minority students into our activity programs. We must come to recognize that providing the opportunity for minority students to be actively involved in activities is both an educational issue and a child issue.

Analysis of Findings:

Supporting Data in Appendix:

Appendix 28. Coaching Salaries

Appendix 29. Participation by season, school, sport, and ethnicity

Trends and Patterns and School District Support of Athletics, Extracurricular and Recreational Activities

Fine Arts

Fine Arts: The Kenosha Unified School District's Department of Fine Arts consists of two comprehensive high schools, two high school academies, one alternative high school and six middle schools.

Participation Data:

High School:

Presently there are a total of nine (9) extracurricular music programs offered in three high schools.

Bradford High School - Music Extracurricular

Year	Activity	Total # of Students	# Female	# Male	# Asian	# Black	# Hispanic	# Native American	# White	# Econ Disadv	# ELL	# Spec Ed
2004-05	Chamber Orchestra	38	29	9	1	2	1	0	34	4	0	0
	Madrigal Singers	23	10	13	1	2	2	0	18	3	0	0
2005-06	Chamber Orchestra	35	25	10	1	1	1	0	32	2	0	1
	Jazz Band I	18	2	16	1	0	0	0	17	0	0	0
	Jazz Band II	13	7	6	0	0	2	0	11	1	0	1
	Madrigal Singers	17	9	8	0	0	1	0	16	2	0	0
2006-07	Chamber Orchestra	26	19	7	1	1	2	0	22	1	1	1
	Jazz Band I	19	4	15	1	0	1	0	17	0	0	0
	Jazz Band II	20	6	14	0	0	1	0	19	0	0	1
	Madrigal Singers	18	9	9	0	1	1	0	16	3	0	1

Indian Trail Academy - Music Extracurricular

Year	Activity	Total # of Students	# Female	# Male	# Asian	# Black	# Hispanic	# Native American	# White	# Econ Disadv	# ELL	# Spec Ed
2005-06	Jazz Choir	14	7	7	1	3	1	0	9	4	1	1
2006-07	Alternate Strings	5	5	0	0	3	0	0	2	0	0	0
	Jazz Band	6	0	6	0	0	0	0	6	0	0	6
	Jazz Choir	20	12	8	0	4	1	0	15	3	1	1

Tremper High School - Music Extracurricular

Year	Activity	Total # of Students	# Female	# Male	# Asian	# Black	# Hispanic	# Native American	# White	# Econ Disadv	# ELL	# Spec Ed
2004-05	Golden Strings	40	32	8	0	0	2	0	38	1	0	0
	Jazz Ensemble	79	19	60	0	0	3	0	76	6	1	0
	Madrigal Singers	19	10	9	0	0	0	0	19	2	0	0
2005-06	Golden Strings	36	30	6	0	0	2	0	34	1	0	0
	Jazz Ensemble	97	26	71	0	2	2	0	93	4	1	0
	Madrigal Singers	20	10	10	0	0	0	1	19	1	0	0
2006-07	Golden Strings	34	29	5	0	1	0	0	33	0	0	0
	Jazz Ensemble	21	3	18	0	0	0	0	21	0	0	0
	Lab Jazz	25	3	22	0	1	1	0	23	1	0	0
	Madrigal Singers	20	10	10	2	0	1	1	16	2	0	0
	Red Jazz	27	9	18	0	1	1	0	25	0	1	0
	Studio Jazz	24	11	13	0	1	0	0	23	1	0	1

Middle School:

Presently there are two (2) extracurricular music programs offered in the six middle schools.

Bullen Middle School - Music Extracurricular

Year	Activity	Total # of Students	# Female	# Male	# Asian	# Black	# Hispanic	# Native American	# White	# Econ Disadv	# ELL	# Spec Ed
2004-05	Chamber Orchestra	9	9	0	0	2	1	0	6	3	1	0
	Jazz Band	33	6	27	1	3	2	0	27	2	0	2
2005-06	Chamber Orchestra	2	2	0	0	1	1	0	0	2	1	0
	Jazz Band	30	7	23	0	0	0	0	30	0	0	1
2006-07	Chamber Orchestra	9	8	1	0	0	2	0	7	2	2	0
	Jazz Band	32	8	24	1	1	2	0	28	0	0	1

Lance Middle School - Music Extracurricular

Year	Activity	Total # of Students	# Female	# Male	# Asian	# Black	# Hispanic	# Native American	# White	# Econ Disadv	# ELL	# Spec Ed
2004-05	Chamber Orchestra	40	34	6	1	2	0	0	37	1	0	0
	Jazz Band	33	11	22	0	0	3	0	30	0	0	0
2005-06	Chamber Orchestra	49	37	12	1	3	2	0	43	7	0	0
	Jazz Band	32	10	22	0	1	0	0	31	0	0	0
2006-07	Chamber Orchestra	49	35	14	1	6	2	0	40	8	0	0
	Jazz Band	30	10	20	2	1	2	0	25	1	0	0

Lincoln Middle School - Music Extracurricular

Year	Activity	Total # of Students	# Female	# Male	# Asian	# Black	# Hispanic	# Native American	# White	# Econ Disadv	# ELL	# Spec Ed
2004-05	Chamber Orchestra	16	9	7	0	1	2	0	13	3	1	0
	Jazz Band	14	2	12	0	1	1	0	12	2	0	0
2005-06	Chamber Orchestra	15	6	9	0	0	2	0	13	3	0	0
	Jazz Band	15	3	12	1	1	1	0	12	1	0	0
2006-07	Chamber Orchestra	22	12	10	0	2	2	0	18	9	0	2
	Jazz Band	17	5	12	2	1	0	0	14	1	0	0

Mahone Middle School - Music Extracurricular

Year	Activity	Total # of Students	# Female	# Male	# Asian	# Black	# Hispanic	# Native American	# White	# Econ Disadv	# ELL	# Spec Ed
2004-05	Chamber Orchestra	22	15	7	0	1	2	0	19	3	0	1
	Jazz Band	29	8	21	1	3	1	0	24	1	0	0
2005-06	Chamber Orchestra	15	11	4	1	0	0	0	14	1	1	0
	Jazz Band	49	21	28	2	5	1	0	41	3	2	3
2006-07	Chamber Orchestra	0	0	0	0	0	0	0	0	0	0	0
	Jazz Band	0	0	0	0	0	0	0	0	0	0	0

McKinley Middle School - Music Extracurricular

Year	Activity	Total # of Students	# Female	# Male	# Asian	# Black	# Hispanic	# Native American	# White	# Econ Disadv	# ELL	# Spec Ed
2004-05	Chamber Orchestra	0	0	0	0	0	0	0	0	0	0	0
	Jazz Band	18	7	11	0	0	1	0	17	0	0	1
2005-06	Chamber Orchestra	8	5	3	0	0	0	0	8	0	0	1
	Jazz Band	18	6	12	0	1	2	0	15	3	0	2
2006-07	Chamber Orchestra	9	5	4	1	0	0	0	8	0	0	1
	Jazz Band	23	5	18	0	2	1	1	19	2	0	1

Washington Middle School - Music Extracurricular

Year	Activity	Total # of Students	# Female	# Male	# Asian	# Black	# Hispanic	# Native American	# White	# Econ Disadv	# ELL	# Spec Ed
2004-05	Chamber Orchestra	0	0	0	0	0	0	0	0	0	0	0
	Jazz Band	9	2	7	0	0	0	0	9	1	0	0
2005-06	Chamber Orchestra	0	0	0	0	0	0	0	0	0	0	0
	Jazz Band	13	4	9	0	0	1	0	12	1	0	0
2006-07	Chamber Orchestra	0	0	0	0	0	0	0	0	0	0	0
	Jazz Band	13	2	11	0	0	1	0	12	3	1	1

All Middle Schools - Music Extracurricular

Year	Activity	Total # of Students	# Female	# Male	# Asian	# Black	# Hispanic	# Native American	# White	# Econ Disadv	# ELL	# Spec Ed
2004-05	Chamber Orchestra	87	67	20	1	6	5	0	75	10	2	1
	Jazz Band	136	36	100	2	7	8	0	119	6	0	3
2005-06	Chamber Orchestra	89	61	28	2	4	5	0	78	13	2	1
	Jazz Band	157	51	106	3	8	5	0	141	8	2	6
2006-07	Chamber Orchestra	89	60	29	2	8	6	0	73	19	2	3
	Jazz Band	115	30	85	5	5	6	1	98	7	1	3

Elementary School:

Presently there are three (3) extracurricular music programs offered in the twenty-three elementary schools.

Elementary School - Music Extracurricular

Year	Activity	Total # of Students	# Female	# Male	# Asian	# Black	# Hispanic	# Native American	# White	# Econ Disadv	# ELL	# Spec Ed
2004-05	Band	508	259	249	12	71	64	2	359	159	26	50
	Choir	1122	709	413	18	160	161	5	778	407	82	106
	Orchestra	513	345	168	13	59	63	3	378	158	32	30
2005-06	Band	431	192	239	7	48	51	1	324	109	33	25
	Choir	1131	784	347	22	145	183	4	777	409	100	84
	Orchestra	491	345	146	15	65	73	2	336	154	42	31
2006-07	Band	385	175	210	12	35	40	2	296	97	20	19
	Choir	1187	797	390	29	185	184	4	785	429	106	84
	Orchestra	387	278	109	10	49	54	1	273	107	33	21

Summer School:

Presently there are seven (7) extracurricular music programs offered in the District.

Summer Program - Music Extracurricular

Year	Activity	Total # of Students	# Female	# Male	# Asian	# Black	# Hispanic	# Native American	# White	# Econ Disadv	# ELL	# Spec Ed
2005	Advanced Orchestra	72	50	22	3	5	1	0	63	na	na	na
	Beginning Orchestra	123	82	41	6	4	10	1	102	na	na	na
	BlackWatch Band	95	54	41	1	0	1	0	93	na	na	na
	Cadet Orchestra	105	65	40	5	7	9	0	84	na	na	na
	Continental Band	78	47	31	1	5	2	1	69	na	na	na
	K-L Band	107	53	54	2	10	10	0	85	na	na	na
	Rambler Band	126	56	70	1	2	7	0	116	na	na	na
2006	Advanced Orchestra	78	45	33	4	5	6	0	63	na	na	na
	Beginning Orchestra	149	92	57	3	14	15	0	117	na	na	na
	BlackWatch Band	127	77	50	3	2	7	1	114	na	na	na
	Cadet Orchestra	100	73	27	4	8	14	1	73	na	na	na
	Continental Band	89	48	41	3	8	2	1	75	na	na	na
	K-L Band	89	30	59	1	5	5	0	78	na	na	na
	Rambler Band	128	71	57	2	9	9	0	108	na	na	na

Trends and Patterns:

1. The Kenosha Unified community, as a whole, is content with the current extracurricular offerings in music education. This finding is supported by data from the past three years that shows little or no fluctuation in participation.
2. Generally, the Department of Fine Arts would prefer more representative participation that reflects the overall composition of the student population by race. Programs are in place to encourage this initiative, but a lack of adequate funding and staffing inhibits the Department's efforts.
3. Instruments are available for students whose families are not able to afford rental. Group lessons are available free of charge at the elementary level. Lessons are available before school and after school at the middle school level. This eliminates many students from the opportunity of receiving group lessons at that level. No lessons are available at the high school level.
4. When lessons were available at the elementary and middle school levels, they were very effective.
5. Effective procedures are in place to track participation in extracurricular music education.
6. The District is providing the expressed interests of all groups.
7. Booster organizations (band, choir, and orchestra) provide parents/guardians the opportunity to support extracurricular music education activities. These booster organizations are very involved in providing financial and volunteer assistance.
8. Special accommodations are available for children with disabilities.

Recommendations for Improvement:

The following strategies need to be implemented by teachers and administration to support and increase music education opportunities for minority student-musicians:

1. Funding and staffing increases need to occur so initiatives in place to increase participation can succeed.
2. Teachers need to assist in helping prepare minority students to develop a sense of belonging to their school community.
3. Teachers and administration need to place an emphasis on working with minority students. They need to make music education an important part of the total educational experience to help keep minority students in the programs and in school.

Conclusion:

The value of music education for minority students needs to be supported, not only in words, but also by a concerted financial effort on the part of administration. We must come to recognize that providing the opportunity for minority students to be actively involved in all activities is an effective way to keep them engaged in the education process.

Trends and Patterns and School District Support of Athletics, Extracurricular and Recreational Activities

Elementary Extracurricular

Findings:

The district offers a variety of opportunities for students in elementary school to participate in extracurricular activities.

Analysis:

The following are activities, clubs, and organizations open to students in elementary schools:

- Band
- Black History Bee
- BOB (Battle of the Books)
- Boys and Girls Club
- Chess
- Choir
- Drama
- Girl Scouts
- Intramurals
- Junior Great Books
- Junior Women's League
- Mash
- Morning News & Announcements
- Orchestra
- Peace Patrol
- Safety Patrol
- Student Council
- Variety Show
- Walking Club
- War of the Book Wizards
- Word Masters
- Word Power
- Youth Power

Among the strategies used to encourage students to participate include parent newsletters, class election, teacher recommendation, academic success, orientations, word-of-mouth, open try-outs, auditions, daily announcements, and open invitation. Most activities are open to all interested students and all students are encouraged to participate.

Recommendations for Improvement:

- Administration and staff members should continue to implement strategies to encourage students of all groups, including minority and economically disadvantaged students, to participate in extracurricular activities.
- The district should provide a variety of extracurricular activities so that every student will have an opportunity to participate.
- The district must insure that all students feel welcome to participate in activities, creating a sense of belonging and connection to school outside of the classroom.

Trends and Patterns in Awarding Scholarships and Other Forms of Recognition

Findings:

The District has a large number of awards and forms of recognition available for our students.

Analysis:

- Specific criteria for certain awards are known and publicized. Any student meeting the criteria is eligible to receive the recognition (ex. Gold Cards requires a 3.0 grade point average in any grading period.)
- Individual schools may have site-specific criteria that vary from other schools, however, students would know what the criteria is and would be eligible to receive the recognition (ex. Student of the Month.)
- There is a strong commitment from buildings to recognize students from various backgrounds and groups.
- District Strategic Planning Action Team # 5 incorporates language to enhance recognition for KUSD students: 1) “Create a comprehensive KUSD resource map identifying all policies and programs that promote responsible, respectful, and ethical behavior”, and 2) “Recognize and reinforce responsible, respectful, and ethical behavior within this system”. Both of these steps are scheduled for action during the 2007 – 2008 School Year.
- The Minority Academic Achievement Recognition Ceremony (MAARC) acknowledged 367 minority students in 2004-05 and 387 minority students in 2005-06 in middle and high school who had a GPA of 3.5 or higher. (see Appendix 30 for detailed counts by student groups.)

Supporting Data or Information:

- Surveying schools generated a listing of programs in place to recognize positive student achievements. Specific site offerings varied from school to school. (see appendix 31)
- Criteria for recognition included academic achievement, community service, school attendance, academic improvement, individual accomplishments, service to others, leadership, citizenship, standardized test scores, art projects, activity participation, good behavior, and effort.

Recommendations for Improvement:

- The District's Strategic Plan-Strategy 5 encourages schools that have limited numbers of positive forms of recognition to investigate additional avenues to award student performance.

Information Regarding Implementation:

- The District's Strategic Plan-Strategy 5 recommends the development of a Resource Map that will communicate the various forms of recognition used throughout the district.

Findings:

- Scholarship information and assistance are available to all students in the District. The following KUSD web page contains valuable links to scholarships and is updated on a regular basis: <http://www.kusd.edu/about/scholarships.html> (see appendix 32)
- Over \$4,100,022 in scholarships were awarded to students in 2005-06. (see Appendix 33)

Analysis:

- Criteria for a particular scholarship may limit the eligibility of individual students, however, there are numerous opportunities for all interested students.
- Application forms for scholarships that are awarded by the Education Foundation are non-biased.
- Letters of recommendations are available upon request.

Supporting Data or Information:

- As a result of surveying the high school principals, it can be noted that scholarship information is available to students in a variety of ways including:
 - District/school web pages
 - FastWeb - an Internet site that allows students to search for scholarship opportunities for which they are eligible (local and national sources.)
 - Postings in the high school guidance offices
 - Listings in the high school Career Centers
 - High school newsletters
 - Reminders on the public address announcements
 - Individual contacts from counselors because of unique opportunities (i.e. specific GPA requirements, minority status, particular career interest, etc.)

- “Evenings with the Counselors” parent programs offer information to interested families, including financial aid and scholarship opportunities that are available to students.
- Counselors identify students who may be eligible to receive specific available scholarships from the community based on minority status, grade point average, etc.
- Office of Minority Academic Affairs Specialist will promote varied scholarship opportunities for underrepresented groups.

Recommendations for Improvement:

- Maintain/enhance the scholarship listings on the District/school web page.

Information Regarding Implementation:

- Routinely discuss opportunities at high school Monthly Department Meetings.
- Continue communication between buildings (who have the scholarship information) and the District’s Webmaster.

Analysis of Findings:

Supporting Data in Appendix:

Appendix 30. Minority Academic Achievement Recognition Ceremony (MAARC)

Appendix 31. Student Awards

Appendix 32. Scholarship Opportunities

Appendix 33. Scholarships Awarded in 2006

Methods and Procedures Used in Conducting the Evaluation

Method Used:

A team of individuals was created, met to discuss the School District Self-Evaluation of the Status of Pupil Nondiscrimination and Equality of Educational Opportunities, and was assigned a specific area to address during the evaluation process. Each team member conducted separate evaluations utilizing pupils, teachers, parents and other administrators and reported the findings to the Office of Educational Accountability.

Participants in the Self Evaluation Process:

Lead Team Members:

- Dr. R. Scott Pierce, Superintendent of Schools
- Ms. Sonya Stephens, Executive Director of Educational Accountability
- Dr. Edie Holcomb, Executive Director of Curriculum and Instructional Services
- Ms. Kathryn Lauer, Director of Special Education
- Mr. Milton Thompson, Director of Title 1/P5/ESL
- Ms. Louise Mattioli, Director of Professional Development
- Mr. Scott Lindgren, Coordinator of Athletics, Activities, Health, Physical Education and Recreation
- Mr. Joseph Kucak, Coordinator of Student Services
- Dr. Timothy Yontz, Coordinator of Fine Arts
- Ms. Martha Gutierrez, Coordinator of Human Resources
- Mr. Norris Jones, Minority Academic Affairs Specialist
- Ms. Linda Langenstroer, Coordinator of Research
- Ms. Suzanne Chernak, Library Media/Instructional Technology Specialist
- Ms. Patricia Demos, Community/Schools Relations Manager
- Ms. Renee Blise, Research Analyst
- Ms. Julie Housaman, 21st Century Learning Community Leader

Other participants included principals, teachers, guidance counselors, students, parents, and district support staff.

Contributions Provided by Participants:

All participants exerted a huge effort when compiling data needed to complete the self-evaluation. Efforts included conducting surveys, evaluating staff development opportunities, analyzing data, and reviewing policies and procedures.

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 27, 2007

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

March

- March 13, 2007 – Standing Committee Meetings – 6:00 and 7:00 P.M. and Special Meeting – 8:00 P.M. in ESC Board Meeting Room
- March 19, 2007 – Special Board of Education Meeting – 6:40 P.M. in ESC Board Meeting Room
- March 27, 2007 – PR/Goals/Legislative Standing Committee – 5:00 P.M. in Room A142 at Pleasant Prairie Elementary School; Regular Board of Education Meeting – 7:00 P.M. in Pleasant Prairie Gym
- March 30, 2007 – Half Day of School For Students – Third Quarter Ends

April

- April 3, 2007 – Special Meeting of Electors – 5:30 P.M., Standing Committee Meetings – 6:00 and 7:00 P.M. and Special Meeting at 8:00 P.M.
- April 6-15 – Spring Break – No School
- April 23, 2007 – Organizational Meeting – 6:00 P.M. and Regular Board of Education Meeting – 7:00 P.M. in ESC Board Meeting Room

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

**STANDING COMMITTEE MEETING
EDUCATIONAL SUPPORT CENTER**

MARCH 27, 2007

**APPENDICES FOR
CONSENT-RECEIVE ITEM XII-A –STRATEGIC
PLANNING IMPLEMENTATION TEAM #4
UPDATE**

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

Action Plan IV.1; Specific Result: Select a user friendly Student Information System (SIS) easily accessible to teachers, administrators and parents for the purpose of student data collection, analysis, curriculum development, grading and reporting.

Administrator Responsible: Dan Honore

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.1.1	Assign a Project Manager.	Dan Honore	5/24/2004		5/24/2004	100%
IV.1.2	Establish a District SIS committee composed of key KUSD stakeholders.	Dan Honore	5/28/2004		5/28/2004	100%
	Status/Comment: Committees established via appointment of key individuals as well as requesting volunteers.					
IV.1.3	Survey teachers, administrators, parents, and other staff to determine nature of data collection, ease of use, analysis, curriculum development, grading, and reporting to be included in the SIS.	Dan Honore	5/28/2004		5/5/2005	100%
IV.1.4	Analyze various SIS in comparison to needs identified by survey.	Dan Honore	6/10/2005		8/22/2005	100%
	Status/Comment: Several surveys have been utilized to determine: the needs of District and community users, configuration parameters and identification of stakeholders and subject matter experts.					
IV.1.5	Determine capabilities of current IT system to 'export'.	Dan Honore	5/3/2004		5/25/2004	100%
	Status/Comment: The current SIS, Pentamation's Open Series, utilizes the IBM database, Informix, to house all SIS data. This database is open database compliant so all data is exportable.					
IV.1.6	Select and purchase a web-based SIS capable of meeting administrative and curriculum needs.	Dan Honore	5/28/2004		3/14/2006	100%
	Status/Comment: Board of Education approved the purchase and implementation of C Innovation's Zangle Student Information System.					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.1.7	Project Planning (Establish project organization, create project definition, define project management procedures, create work plan) OLD --> Organize 'pilot' user group consisting of a minimum of one person from each subgroup of users.	Dan Honore	3/16/2006	12/14/2006	8/31/2006	100%
IV.1.8	Develop Technical Competencies (Identify development environment)	Dan Honore	5/16/2006	6/27/2006	6/27/2006	100%
IV.1.9	Conduct Infrastructure Assessment & Development (conduct infrastructure assessment, upgrade district infrastructure)	Dan Honore	3/16/2006	10/9/2007		38%
	Status/Comment: The assessment will occur during summer break.					
IV.1.10	Install Zangle Software	Dan Honore	10/10/2006	9/24/2007		67%
	Status/Comment: Server software was installed last year. Client installations will occur during summer break.					
IV.1.11	Validate Implementation Readiness by Site	Dan Honore	8/28/2007	9/24/2007		0%
	Status/Comment: This step occurs simultaneously with "Install Zangle Software"					
IV.1.12	Develop System Administration and Security Procedures (provide for operational continuity, develop administration procedures) OLD --> Continue adjustment cycle.	Dan Honore	5/18/2006	9/4/2007		46%
IV.1.13	Conduct People Change Management Activities	Dan Honore	7/7/2006	10/24/2006	10/24/2006	100%
IV.1.14	Identify User Support Environment	Dan Honore	10/20/2006	10/20/2006	10/20/2006	100%
IV.1.15	Identify/Develop Detail Specification for Gap Analysis Deliverables	Dan Honore	6/8/2006	6/8/2006	6/8/2006	100%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.1.16	PHASE 1 - Enrollment and Scheduling Create Work Plan		10/21/2006	12/8/2006	12/8/2006	100%
IV.1.17	Conduct Application Training & Configuration Workshops					0%
	Status/Comment: Dates to be determined					
IV.1.18	Document Outcomes of Sessions					0%
	Status/Comment: Dates to be determined					
IV.1.19	Convert Data - Phase 1					0%
	Status/Comment: Dates to be determined					
IV.1.20	Configure the Zangle system					0%
	Status/Comment: Dates to be determined					
IV.1.21	Create End-User Training Program					0%
	Status/Comment: Dates to be determined					
IV.1.22	Deploy Zangle Applications to School Sites for Enrollment and Scheduling					0%
	Status/Comment: Dates to be determined					
IV.1.23	PHASE 2 - Go LIVE					0%
	Convert Data					
	Status/Comment: Dates to be determined					
IV.1.24	Deploy Zangle Applications to School Sites for Full Cutover					0%
	Status/Comment: Dates to be determined					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.1.25	Implement System. (Go Live)		9/3/2007	9/3/2007		0%
IV.1.26	PHASE 3 - Web Connections for Teachers, Parents and Students					0%
	Status/Comment: Dates to be determined					

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

Administrator Responsible: Sonya Stephens

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.2.1	Assign a Project Manager.	Tim Miller/Sonya Stephens	9/14/2005		9/14/2005	100%
IV.2.2	Establish a team of supervisors and teachers to review the existing School Improvement Plan process.	Tim Miller/Sonya Stephens	7/26/2006	9/14/2006	11/1/2006	100%
	Status/Comment: Small group discussions were conducted with administrators regarding the School Improvement Plan Process as a result broader discussions will occur with all levels of building administrators in order to foster an understanding of the process and expectations. A template was established for building principals to use for the School Leadership Plan.					
IV.2.3	Establish a District timeline for the School Improvement planning process (Develop, Implement, Assess).	Tim Miller/Sonya Stephens	9/14/2006	1/31/2007		0%
	Status/Comment: This is an ongoing process as Administration works to establish a timeline with the following groups of schools: 1) buildings with Site Plans completed 2) buildings identified to go through the Site Planning process during the 06/07 school year and 3) buildings that will participate in the Site Planning process during the 07/08 school year. Once established, the timeline will be reviewed by the end of January 2007.					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.2.4	Develop a District electronic template for the School Improvement Process.	Tim Miller/Sonya Stephens/Linda Langenstroer	9/14/2006	1/31/2007		0%
	Status/Comment: Currently, the blending of the previous school improvement planning process with the new site plans is being discussed as well as how to best communicate those plans to the community at large and, specifically, the families of our students.					
IV.2.5	Train principals on an annual basis in the School Improvement Planning process.	T. Miller / K. Maxey / L. Mattioli / M. Thompson	10/25/2004		12/24/2004	100%
IV.2.6	Create a portfolio of disaggregated valid data including: Standardized test scores, Grade level assessments, Attendance rates, Graduation rates, Demographics.	Sonya Stephens / Linda Langenstroer	9/11/2006	12/4/2006		40%
	Status/Comment: Data reports were completed for the Site Team Planning process in addition to the District and School Report Cards, Benchmark report, the Annual 3rd Friday enrollment report and the annual School Performance Report.					
IV.2.7	Conduct an annual data retreat with school staff to make decisions regarding: Goals Professional Development Needs Resources Budget Implications	Principals / Staff / Educational Assistants	9/1/2006	6/1/2007		10%
	Status/Comment: This is ongoing and annual. Schools are targeted for data retreats based on the results of their WKCE-CRT results. School may also request assistance with in-services as needed.					
IV.2.8	Align building goals with District strategic objectives.	Leadership / Principals	5/2/2005		8/30/2005	100%
	Status/Comment: This is ongoing and annual.					

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

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

Administrator Responsible: Louise Mattioli

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

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.3.2	Formalize a systematic and uniform instructional framework.		8/30/2005	5/31/2006	5/31/2006	100%
	<p>Status/Comment: KUSD definition of effective instructional strategies/framework = Proficient Learner Skills (Making Thinking Visible) + Marzano's nine powerful strategies + excellent descriptors on teacher evaluation + evidence of curriculum implementation. Over the past year, Making Thinking Visible Cadres in all K-12 schools focused on learning how to integrate Proficient Learner Skills into content area instruction. The February 8, 2006 and February 14, 2007 Inservices were dedicated to modeling these skills to all K-12 staff. Each site developed an implementation plan to map out future site staff development in this area. A crosswalk of proficient learner skills was created and aligned with the KUSD Teacher Performance Assessment Instrument. This document was discussed with principals, distributed to teachers for their input and posters of the Proficient Learner Skills hang in all classrooms of key Cadre members. Title One Supplemental Grant dollars are being dedicated to expanding Making Thinking Visible cadres at the high school level. In addition, all elementary and middle school cadres are being sustained through ongoing support seminars and through nine summer course offerings in support of the Making Thinking Visible initiative. Next fall, ongoing support sessions will take place for cadre members of all levels so that this initiative is sustained.</p>					
IV.3.3	Determine the types and quantities of available resources as well as additional resources needed to ensure the use of effective differentiated instructional strategies. Permit each school to determine highest priority needs.		11/1/2005	5/31/2006		50%
	<p>Status/Comment: Currently, a team consisting of Professional Development Consultants, Instructional Services Consultants and Special Education Consultants, Psychologists, along with the Talent Development Consultant is meeting to do long range planning in support the the Differentiation Initiative. Professional development related to differentiation will begin during the 2007-2008 school year. Existing resources will be aligned to the long range plan.</p>					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.3.4	Train teachers to understand, implement and assess differentiated instructional strategies that have proven positive effects on student learning linked to the District instructional framework. For example: - Identifying similarities and differences - Summarizing and note taking - Reinforcing effort and providing recognition - Homework and practice - Nonlinguistic representation - Cooperative learning - Setting objectives and providing feedback - Generating and testing hypotheses, questions, and advanced organizers		9/1/2005	5/31/2007		45%
	Status/Comment: A cross section of Professional Development Consultants, Instructional Services and Special Education Consultants along with the Talent Development Consultant and Psychologists have had preliminary meetings to develop a common understanding of the language of differentiation, to define, clarify and establish best practices for differentiation and to clarify the parameters, roles and responsibilities of key personnel as they relate to accommodation, intervention, modification, differentiation, and enrichment. A small task force of original participants are now meeting to create a long-range plan for the differentiation initiative. The larger group will meet again in May to give feedback to the initial task force. Training will begin in the 2007-2008 school year.					
IV.3.5	Develop annual training plan to ensure newly hired staff understand, implement, and assess effective differentiated instructional strategies.		1/3/2005	5/31/2007		25%
	Status/Comment: The cross section of consultants mentioned above have begun work on the development of a three to five year long-range differentiation implementation plan for all KUSD teachers.					

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

Administrator Responsible: Louise Mattioli

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.4.1	Assign Project Manager	Louise Mattioli	8/31/2005		8/31/2005	100%
IV.4.2	Establish an Administrative Induction Steering Committee.		5/31/2005		10/13/2005	100%
	Status/Comment: Steering committee established and eight meetings held during fall semester, 2005-06.					
IV.4.3	Determine KUSD key personnel roles and responsibilities to new administrators.		10/13/2005	4/1/2006	3/22/2006	100%
	Status/Comment: This was determined by the Steering Committee during the months of February and March.					
IV.4.4	Determine new administrator roles and responsibilities in compliance with PI-34.		10/13/2005	4/1/2006	3/22/2006	100%
	Status/Comment: This was determined by the Steering Committee during the months of February and March					
IV.4.5	Determine content for administrative orientation and on-going support seminars including: - Orientation to District - Orientation to building - Effective Instructional Strategies - District Instructional Framework - School Improvement Planning Process - Professional Performance Assessment/Employee Evaluation Process - District Curriculum		10/13/2005	4/1/2006	3/22/2006	100%
	Status/Comment: The content for Orientation and Ongoing Support Seminars for years one through three was completed in March,					
IV.4.6	Determine content for mentor selection process in compliance with PI-34.		10/13/2005	4/1/2006	3/22/2006	100%
	Status/Comment: This was determined by the Steering Committee during the months of February and March.					
IV.4.7	Determine mentor roles and responsibilities.		10/13/2005	4/1/2006	3/22/2006	100%
	Status/Comment: This was determined by the Steering Committee during the months of February and March.					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.4.8	Provide training to mentors.		6/1/2006	7/1/2006		90%
	Status/Comment: Steering Committee determined the content of mentor training and training will begin next summer and will be ongoing every summer thereafter.					
IV.4.9	Provide a District qualified mentor to initial administrators.		7/29/2005	8/1/2006		50%
	Status/Comment: Currently, the District has assigned mentors to new administrators. However, no formal training has been mandated for mentor qualification. During 2005-2006, District-level mentor support (materials, resources) has been given to the current classification of district administrative mentors. Formal administrative mentor training for interested KUSD administrators will occur this summer and will be ongoing every summer thereafter.					
IV.4.10	Conduct an annual evaluation of the administrative induction program.		5/1/2006	3/1/2007		10%
	Status/Comment: Evaluation tool in the process of development and will be administered to all principals new to the position.					

Action Plan IV.5; Specific Result: Revise the induction program for new teachers to the district to include orientation to district curriculum, training on effective instructional strategies, and training on use of data to improve student achievement.
(*Action Steps written in compliance of PI-34*)

Administrator Responsible: Louise Mattioli

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

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

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.5.3	Provide a Building Buddy in each school to support initial educators with non-instructional management, organizational, and time-sensitive duties and activities.					0%
Status/Comment: This action step was removed by the School Board at the June, 2005 meeting due to budget constraints.						

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

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.5.5	Define the mentor's role in support of initial educator's first year of reflection in the development of the Professional Development Plan.		1/5/2004		6/22/2004	100%
	Status/Comment: Recommendation for mentor's role in support of initial educator's first year made to and approved by the Board of Education , June 22, 2004.					
IV.5.6	Define the mentor's role in support of initial educator's development of teaching and learning knowledge, skills and dispositions.		1/5/2004		6/22/2004	100%
	Status/Comment: Recommendation for mentor's role in support of Initial Educator's development of teaching and learning knowledge, skills and dispositions made to and approved by the Board of Education.					
IV.5.7	Provide a district-qualified mentor to each Initial Educator (see District definition).		1/5/2005		12/1/2005	100%
	Status/Comment: All Initial Educators hired as of December, 2005, have been provided with a qualified mentor.					
IV.5.8	Conduct an annual evaluation of new educator induction program.		2/1/2006	5/3/2006		90%
	Status/Comment: Professional Development personnel is in the process of collecting Educator Induction Program evaluation data to forward to PI-34 Steering Committee in June. The process of annual program evaluation is ongoing every year.					

Action Plan IV.6; Specific Result: Establish K-12 common grade level/course assessments for mathematics to insure that staff is implementing the District curriculum.

Administrator Responsible: Edie Holcomb

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

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.6.2	Establish district vertical teams that include representation at each grade level and content area.		9/6/2005		10/13/2005	100%
	Status/Comment: Three working groups have been established: Elementary Math, MS Math, HS Math. These tasks are being integrated with the ongoing cycle of K-12 Math curriculum review, development and materials adoption.					
IV.6.3	Establish essential concepts, procedures, and vocabulary (standards/benchmarks) for each grade level/course aligned with state assessments/frameworks.		10/3/2005	1/10/2006	4/6/2006	100%
	Status/Comment: K-2 met 10/21/05, 11/11/05, 1/09/06 and established most essential benchmarks and key vocabulary. Grade 3-5 group met 10/24/05, 12/2/05 and established most essential benchmark (next step vocabulary). 6-8 group met 10/9/06, 12/7/05, and 1/18/06 and established most essential benchmarks and key vocabulary. 9-12 group met 11/04/05, 11/14/05, 12/09/05, 1/04/06, and 1/18/06 and established most essential benchmarks.					
IV.6.4	Select a uniform curriculum mapping and reporting process.		10/3/2005		11/8/2005	100%
	Status/Comment: The Instructional Services Department has selected a uniform curriculum mapping process.					
IV.6.5	Map curriculum to insure that essential concepts, procedures and vocabulary are taught in sequence with suggested pacing.		3/2/2006	9/3/2007		80%
	Status/Comment: Pacing guides with essential concepts and vocabulary have been completed for grade 6, 7, 8, Algebra 1, Algebra 2, Discrete Math, Trig, Probability & Statistics, Math Analysis, and Calculus. K-5 pacing guides and vocabulary for 98-99 edition of Everyday Math. K-5 pacing guides are currently being developed for the 07 Everyday Math program.					
IV.6.6	Revise grade level/course scope and sequence based on adopted master curriculum maps.		3/2/2006	9/1/2008		80%
	Status/Comment: Scope and sequence has been developed for middle school math courses and high school math courses. K-12 scope and sequence is currently being revised for the 07-08 school year.					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.6.7	Provide staff with access to updated curriculum scope and sequence.		5/2/2006	9/1/2007		80%
	Status/Comment: High School and middle school math teachers were provided updated curriculum scope and sequence at the August 30th district inservice. K-5 is currently reviewing present curriculum scope and sequence to revise for new 07 edition. K-12 teachers will have updated curriculum scope and sequence at the start of the 07-08 school year.					
IV.6.8	Develop common assessments at all grade levels.		10/10/2005	9/3/2007		75%
	Status/Comment: First quarter common assessments have been completed for middle school grade level courses and high school Algebra 1, Geometry, and Algebra 2. K-5 cumulative quarterly common assessments completed. K-5 unit assessments are currently being developed. Middle school quarterly assessments and all high school math course final assessments are currently being developed and revised.					
IV.6.9	Pilot the common assessments and make necessary adjustments.		11/10/2006	7/1/2009		50%
	Status/Comment: Middle and high school math teachers will review and make adjustments to quarter common assessment at 9/20 district inservice. Tests will be given for the first time at the end of quarter 1, 2006. K-12 common assessments are currently being given and revised.					
IV.6.10	Implement common assessments.		11/11/2006	5/13/2008		50%
	Status/Comment: K-12 implementation is ongoing and revisions are being made as needed.					
IV.6.11	Evaluate results of common assessments to make decisions regarding curriculum and instructional practices. - Classroom instructional staff evaluate at least quarterly. - Non-Classroom instructional staff evaluate periodically.		12/13/2006	8/29/2008		50%
	Status/Comment: K-12 ongoing process.					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.6.12	Address student achievement gaps with instructional materials or strategies.		1/21/2006	6/21/2011		0%
	Status/Comment: Aligned with adoption timeline.					
IV.6.13	Incorporate material and content revisions into textbook adoption cycle.		10/13/2005	9/27/2007		75%
	Status/Comment: 6-12 materials are presently being implemented, however, K-5 materials will not be implemented until Fall 2007 and aligned to most essential benchmarks.					
IV.6.14	Inservice stakeholders on revised content and materials.		3/15/2006	8/28/2009		50%
	Status/Comment: Middle school and high school math teachers will be inserviced on content and materials June 13, 14; August 30, and September 20. K-5 will be inserviced on May 16, 2007 and August, 2007.					

Action Plan IV.7; Specific Result: Establish K-12 common grade level/course assessments for reading, writing, and language arts to insure that staff is implementing the District curriculum.

Administrator Responsible: Edie Holcomb

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.7.1	Assign a Project Manager.	Edie Holcomb	9/6/2005		9/13/2005	100%
	Status/Comment: Teacher Consultants Dr. Maggie Sneed and Ms. Kristal Brandt will lead this work.					
IV.7.2	Establish district vertical teams that include representation at each grade level and content area.		9/6/2005		10/13/2005	100%
	Status/Comment: Six working groups have been established: Elementary Reading, MS Reading, HS Reading, Elementary Writing, MS Writing, HS Writing					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.7.3	Establish essential concepts, procedures, and vocabulary (standards/benchmarks) for each grade level/course aligned with state assessments/frameworks.		10/3/2005	7/28/2007		98%
	Status/Comment: All elementary teachers and principals and all 6-12 English staff have had an opportunity to review and respond to the ELA standards, benchmarks, and Most Essential Benchmarks. Standards, benchmarks, and most essential benchmarks approved by board June 2006 Began development of standard- and benchmark-specific glossary and instructional vocabulary					
IV.7.4	Select a uniform curriculum mapping and reporting process.		5/24/2006	6/29/2007	2/21/2007	100%
	Status/Comment: Adapted curriculum mapping format to working with English/language arts standards and benchmarks					
IV.7.5	Map curriculum to insure that essential concepts, procedures and vocabulary are taught in sequence with suggested pacing.		6/19/2006	8/31/2007		40%
	Status/Comment: Middle School Task Force and grade level teams have been working on curriculum mapping this fall and winter. High school and elementary teachers will complete curriculum mapping in summer 2007.					
IV.7.6	Revise grade level/course scope and sequence based on adopted master curriculum maps.		6/19/2006	8/31/2007		40%
	Status/Comment: Middle School Task Force and grade level teams have been working on grade level/course scope and sequence. High school and elementary teachers will complete in Summer 2007.					
IV.7.7	Provide staff with access to updated curriculum scope and sequence.		1/2/2007	6/27/2008		10%
	Status/Comment: Middle School ELA teachers have seen the work in progress. Elementary and high school teachers will have opportunities in 2007-08.					
IV.7.8	Develop common assessments at all grade levels.		10/10/2005	8/1/2008		60%
	Status/Comment: K-5 Reading and writing common assessments have been developed and were implemented in fall 06. Writing assessments have been developed for grades 6-10.					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.7.9	Pilot the common assessments and make necessary adjustments.		1/10/2006	6/1/2007		70%
	Status/Comment: K-5 writing assessments were piloted in fall '05 and spring '06. Middle and high school are currently in the process of piloting a common writing assessment in September 2006 (grades 6-9). Some K-5 reading assessments have been developed and were introduced to the staff in September 2006. Reading common assessment will be field tested in 2006-07.					
IV.7.10	Implement common assessments.		9/11/2006	6/13/2007		60%
	Status/Comment: K-5 reading and writing assessments were implemented in fall 2006. 6-10 Writing assessments were implemented in fall 2006.					
IV.7.11	Evaluate results of common assessments to make decisions regarding curriculum and instructional practices. - Classroom instructional staff evaluate at least quarterly. - Non-Classroom instructional staff evaluate periodically.		11/1/2006	8/29/2008		20%
	Status/Comment: K-5 reading and writing assessments evaluated by classroom teachers. Instructional practices are being adjusted.					
IV.7.12	Address student achievement gaps with instructional materials or strategies.		1/2/2007	6/2/2008		20%
	Status/Comment: K-5 reading and writing assessment results are being analyzed to identify student needs					
IV.7.13	Incorporate material and content revisions into textbook adoption cycle.		9/2/2008	6/2/2009		0%
IV.7.14	Inservice stakeholders on revised content and materials.		9/2/2009	6/2/2010		0%

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

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.8.1	Assign a Project Manager.	Edie Holcomb	9/6/2005		9/6/2005	100%
	Status/Comment: Science Teacher Consultant Christine Pratt will lead this work.					
IV.8.2	Establish district vertical teams that include representation at each grade level and content area.	Edie Holcomb	9/21/2005		9/8/2006	100%
	Status/Comment: Three science curriculum teams (EL, MS, HS) made up of teachers from various schools have been established. Care was taken to ensure representation from as many schools as possible.					
IV.8.3	Establish essential concepts, procedures, and vocabulary (standards/benchmarks) for each grade level/course aligned with state assessments/frameworks.	Edie Holcomb	11/16/2005	1/4/2007		80%
	Status/Comment: Revised Science Standards and Benchmarks will be submitted for board approval in June, 2007.					
IV.8.4	Select a uniform curriculum mapping and reporting process.	Edie Holcomb	5/1/2006	2/21/2007	2/21/2007	100%
IV.8.5	Map curriculum to insure that essential concepts, procedures and vocabulary are taught in sequence with suggested pacing.	Edie Holcomb	12/3/2007	8/30/2008		0%
	Status/Comment: Science Curriculum mapping will occur during the months of January-June of 2008 in preparation for the new curriculum adoption in fall of 2008.					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.8.6	Revise grade level/course scope and sequence based on adopted master curriculum maps.	Edie Holcomb	11/2/2005	6/1/2007		90%
	Status/Comment: It is necessary to adjust the science course sequence based on our curriculum adoption cycle. Curriculum maps will be developed by 8/08 based on the new sequence and revised during 08-09 as we become more familiar with the newly implemented curriculum					
IV.8.7	Provide staff with access to updated curriculum scope and sequence.	Edie Holcomb	1/4/2008	9/4/2008		0%
	Status/Comment: This will occur after board approval of newly adopted materials.					
IV.8.8	Develop common assessments at all grade levels.	Edie Holcomb	9/15/2009	6/4/2010		0%
	Status/Comment: Common Assessments for science will be developed during the 2009-2010 school year.					
IV.8.9	Pilot the common assessments and make necessary adjustments.	Edie Holcomb	9/4/2010	6/4/2011		0%
IV.8.10	Implement common assessments.	Edie Holcomb	9/4/2011	6/4/2012		0%
IV.8.11	Evaluate results of common assessments to make decisions regarding curriculum and instructional practices. - Classroom instructional staff evaluate at least quarterly. - Non-Classroom instructional staff evaluate periodically.	Edie Holcomb	10/30/2011	6/1/2012		0%
	Status/Comment: This will be ongoing.					
IV.8.12	Address student achievement gaps with instructional materials or strategies.	Edie Holcomb	10/30/2011	6/1/2012		0%
	Status/Comment: This will be ongoing.					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.8.13	Incorporate material and content revisions into textbook adoption cycle.	Edie Holcomb	10/30/2011	6/1/2012		0%
	Status/Comment: This will be continuous and ongoing.					
IV.8.14	Inservice stakeholders on revised content and materials.	Edie Holcomb	9/13/2006	6/1/2010		0%
	Status/Comment: This will begin with the adoption and implementation of new materials in the January - Fall of 2008 and be ongoing.					

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

Administrator Responsible: Edie Holcomb

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.9.1	Assign a Project Manager.	Edie Holcomb	11/15/2005		11/15/2005	100%
	Status/Comment: Social studies teacher consultant Mark Hinterberg has been assigned to complete IV.9.					
IV.9.2	Establish district vertical teams that include representation at each grade level and content area.		9/18/2006	1/31/2008		50%
	Status/Comment: Teacher teams for middle school and high school have been established and working during 2006-2007. Elementary teams will be established and begin work during the 2007-2008 school year.					
IV.9.3	Establish essential concepts, procedures, and vocabulary (standards/benchmarks) for each grade level/course aligned with state assessments/frameworks.		9/18/2006	5/30/2008		50%
	Status/Comment: Draft work on alignment with state assessments/frameworks is completed at the middle school grade level, and the majority of high school course offerings have aligned w/state frameworks.					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.9.4	Select a uniform curriculum mapping and reporting process.		10/25/2005		11/8/2005	100%
	Status/Comment: The Instructional Services Department has selected a uniform curriculum mapping process.					
IV.9.5	Map curriculum to insure that essential concepts, procedures and vocabulary are taught in sequence with suggested pacing.		11/16/2005	12/22/2008		25%
	Status/Comment: Middle School social studies teachers are in the process of reviewing and editing initial grade level maps based on the alignment of benchmarks and most essential benchmarks with the state frameworks.					
IV.9.6	Revise grade level/course scope and sequence based on adopted master curriculum maps.		9/3/2007	3/31/2008		15%
IV.9.7	Provide staff with access to updated curriculum scope and sequence.		9/18/2006	6/30/2010		50%
	Status/Comment: This is an ongoing process as drafts by each grade level and course are completed, reviewed, finalized and disseminated.					
IV.9.8	Develop common assessments at all grade levels.		10/1/2007	12/22/2008		0%
IV.9.9	Pilot the common assessments and make necessary adjustments.		10/1/2007	12/22/2008		0%
IV.9.10	Implement common assessments.		9/1/2008	6/12/2009		0%
IV.9.11	Evaluate results of common assessments to make decisions regarding curriculum and instructional practices. - Classroom instructional staff evaluate at least quarterly. - Non-Classroom instructional staff evaluate periodically.		9/1/2009	6/1/2011		0%
	Status/Comment: This occurs on an ongoing basis to reflect the changing needs of our students.					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.9.12	Address student achievement gaps with instructional materials or strategies.		9/20/2006	6/10/2010		0%
	Status/Comment: This task will be done in collaboration with site-level planning of interventions for struggling students. (Strategy VII)					
IV.9.13	Incorporate material and content revisions into textbook adoption cycle.		9/1/2010	6/1/2011		0%
	Status/Comment: Per cycle in Board policy, this would be the regular time for Social Studies textbook adoption - pending funding.					
IV.9.14	Inservice stakeholders on revised content and materials.		9/1/2007	6/1/2011		0%
	Status/Comment: In-service is provided on an ongoing basis as content is revised and textbook adoption process is carried out.					

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

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.10.1	Assign a project manager.	Edie Holcomb	4/20/2006	4/20/2006	4/20/2006	100%
	Status/Comment: Standard format for curriculum mapping was developed in 2005-2006 as the initial framework for instructional planning.					
IV.10.2	Establish a team of teachers and supervisors to review existing District unit and lesson design templates.	Edie Holcomb	9/1/2006	11/30/2006		50%
	Status/Comment: Existing templates will be solicited through elementary Resource Teachers, Middle School principals and Middle School monthly content meetings, and High School department leaders.					
IV.10.3	Develop an easy-to-use unit and lesson design format for use by all teachers.	Edie Holcomb	9/1/2006	5/31/2007		0%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.10.4	Provide a web based storage and retrieval system for access to unit and lesson templates.	Edie Holcomb	6/1/2007	9/30/2007		0%
IV.10.5	Train teachers and administrators on the implementation of the District format for unit and lesson design.	Edie Holcomb & Teacher Consultants	6/1/2007	10/31/2007		0%
IV.10.6	Implement the use of District standard format for unit and lesson design.	Edie Holcomb	9/1/2007	6/29/2008		0%
IV.10.7	Evaluate whether lesson design is being used effectively.	Edie Holcomb	6/1/2008	9/27/2009		0%

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

Administrator Responsible: Sheronda Glass

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.11.1	Assign a Project Manager.	Sheronda Glass	8/27/2005	9/29/2006	9/29/2006	100%
IV.11.2	Establish a District Professional Performance Assessments/Employee Evaluation Committee composed of key KUSD stakeholders.	Sheronda Glass	7/15/2005	8/15/2006	8/15/2006	100%
IV.11.3	Reassess current alternative professional performance assessments.	Sheronda Glass				0%
	Status/Comment: We will be looking at the Portfolio process and other alternatives during the 2006-07 school year.					
IV.11.4	Review and align the current Professional Performance Assessments with the Wisconsin's Teacher Development/Pupil Services Standards.	Sheronda Glass/Louise Mattioli	6/14/2004	8/29/2005	8/29/2005	100%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.11.5	Develop standardized rubrics for professional performance assessments.	Sheronda Glass/Louise Mattioli	6/14/2004	8/29/2005	8/29/2005	100%
IV.11.6	Pilot standardized rubrics for professional performance assessments.	Glass	8/29/2005	6/12/2006		75%
IV.11.7	Establish an annual calendar of critical dates for conducting all Professional Performance Assessments.	Glass	8/25/2005	9/7/2006	9/7/2006	100%
IV.11.8	Train District administrators on the purpose of teacher supervision/evaluation in relation to improved teacher performance and enhanced student achievement.	Glass	8/29/2005	9/22/2005	1/12/2006	100%
IV.11.9	Train District administrators on the components of the evaluation process used for both probationary and non-probationary staff.	Glass	8/29/2005	9/22/2005	1/12/2006	100%
IV.11.10	Train District administrators on effective methods to assist teachers/pupil services personnel in: - Use of data to set clear expectations and measurable goals for themselves and for their students; - Improving instruction to positively impact student learning; - Promoting life-long professional growth and development; - District Service; and - Effective Schools Model.					0%
IV.11.11	Train District administrators on how to effectively use the Professional Performance Assessments/Employee Evaluation rubrics during the evaluation process.	Glass	8/29/2005	9/22/2005	1/12/2006	100%
Status/Comment:		Ongoing				

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.11.12	Train District administrators and initial educators how to develop strong and usable Professional Development Plans.	Mattioli/Glass	8/29/2005		1/21/2007	100%
	Status/Comment: Each spring, the Office of Professional Development offers all Initial Educators (including Initial Administrators) the opportunity to take a District-sponsored course in PDP development. This training is ongoing each year.					
IV.11.13	Develop an annual performance assessment training schedule for all newly hired district administrators.	Mattioli/Glass				0%
IV.11.14	Develop an annual training plan to ensure that administrators continue to be trained on how to develop and review effective Professional Development Plans.	Mattioli/Glass	2/21/2005		1/21/2007	100%
	Status/Comment: Administrators are trained each spring when they enroll in the Development of a Professional Development Plan course offered by Kenosha Unified personnel.					

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

Administrator Responsible: Sheronda Glass

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.12.1	Assign a Project Manager.					0%
IV.12.2	Establish a District Administrative Professional Performance Assessments/Employee Evaluation Committee composed of key KUSD stakeholders.					0%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.12.3	Revise the current professional performance assessment tool to reflect instructional and instructional support administrative, supervisory and technical roles and responsibilities.					0%
	Status/Comment:					
IV.12.4	Review and align the current Professional Performance Assessments with Wisconsin's Administrative Standards.					0%
IV.12.5	Develop standardized rubrics for professional performance assessments.					0%
IV.12.6	Pilot standardized rubrics for professional performance assessments.					0%
IV.12.7	Establish an annual calendar of critical dates for conducting all Professional Performance Assessments.					0%
IV.12.8	Train District supervisors on the purpose of administrative supervision/evaluation in relation to improved administrative and school performance.					0%
IV.12.9	Train District supervisors on effective methods to assist building administrators in: - Use of data to set clear expectations and measurable goals for themselves and for their school; - Improving instruction to positively impact student learning; - District service and Effective Schools models.					0%
IV.12.10	Train District supervisors on how to effectively use the Professional Performance Assessments/Employee Evaluation rubrics during the evaluation process.					0%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
IV.12.11	Train District administrators to develop strong and usable Professional Development Plans aligned with School Improvement Plans and District Strategic Plan.	Glass/Mattioli	8/8/2005		2/21/2007	100%
	Status/Comment: This is accomplished through Initial Administrator enrollment in the District-sponsored Professional Development Planning course offered each spring.					
IV.12.12	Explain the process of Professional Performance Assessment to all District administrators including best-practice models and examples for effective schools.					0%
IV.12.13	Develop an annual performance assessment training schedule for all newly hired District administrators.	Glass/Mattioli	8/8/2005		2/21/2021	100%
	Status/Comment: Each spring the Professional Development Planning course is offered to Initial administrators who are encouraged to enroll.					
IV.12.14	Develop an annual training plan to ensure that administrators continue to be trained on how to develop effective Professional Development Plans.					0%

STRATEGY IV ACTION TEAM REPORT – CURRICULUM TASKS AND TIMELINES

Key	
☆= New work of the school year	✓= Previously completed work

Strategy IV Action Team Report - Curriculum Tasks and Timelines
MATHEMATICS

Completed in 2005-2006 and Implemented in 2006-2007

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	☆	☆	☆Core
Curriculum maps: concepts, procedures and essential vocabulary	☆	☆	☆
Grade level/course scope and sequence	☆	☆	☆
Staff access to updated scope and sequence	☆	☆	☆
Common assessments	☆	☆	☆Core
Pilot common assessments and make adjustments	☆	☆	☆
Implement common assessments	☆	☆	☆
Evaluate results of common assessments	☆	☆	☆
Identify student achievement gaps	☆	☆	☆
Adoption/Purchases of new materials	NA	☆	☆
Incorporate revisions in textbook adoption cycle	NA	☆	☆
In-service on revised content & materials	NA	☆	☆

To be Completed in 2006-2007 for Implementation for 2007-2008

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	✓	✓Core ☆Additional
Curriculum maps: concepts, procedures and essential vocabulary	☆	☆	☆
Grade level/course scope and sequence	☆	✓	✓
Staff access to updated scope and sequence	☆	✓	✓
Common assessments	✓	✓	✓Core ☆Additional
Pilot common assessments and make adjustments	☆	☆	☆
Implement common assessments	☆	☆	☆
Evaluate results of common assessments	☆	☆	☆
Identify student achievement gaps	☆	☆	☆
Adoption/Purchases of new materials	☆	NA	NA
Incorporate revisions in textbook adoption cycle	☆	☆	☆
In-service on revised content & materials	☆	☆	☆

Strategy IV Action Team Report - Curriculum Tasks and Timelines
MATHEMATICS

To Be Completed in 2007-2008 for Implementation for 2008-2009

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary	☆	☆	☆
Grade level/course scope and sequence	✓	✓	✓
Staff access to updated scope and sequence	✓	✓	✓
Common assessments	✓	✓	✓
Pilot common assessments and make adjustments	☆	☆	☆
Implement common assessments	☆	☆	☆
Evaluate results of common assessments	☆	☆	☆
Identify student achievement gaps	☆	☆	☆
Incorporate revisions in textbook adoption cycle	☆	☆	☆
In-service on revised content & materials	☆	☆	☆

To be Completed in 2008-2009 for Implementation for 2009-2010

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary	✓	✓	✓
Grade level/course scope and sequence	✓	✓	✓
Staff access to updated scope and sequence	✓	✓	✓
Common assessments	✓	✓	✓
Pilot common assessments and make adjustments	✓	✓	✓
Implement common assessments	✓	✓	✓
Evaluate results of common assessments	☆	☆	☆
Identify student achievement gaps	☆	☆	☆
Incorporate revisions in textbook adoption cycle	☆	☆	☆
In-service on revised content & materials	☆	☆	☆

Strategy IV Action Team Report - Curriculum Tasks and Timelines
MATHEMATICS

To be Completed in 2010-2011 for Implementation for 2011-2012

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary	✓	✓	✓
Grade level/course scope and sequence	✓	✓	✓
Staff access to updated scope and sequence	✓	✓	✓
Common assessments	✓	✓	✓
Pilot common assessments and make adjustments	✓	✓	✓
Implement common assessments	✓	✓	✓
Evaluate results of common assessments	☆	☆	☆
Identify student achievement gaps	☆	☆	☆
Incorporate revisions in textbook adoption cycle	☆	☆	☆
In-service on revised content & materials	☆	☆	☆

Strategy IV Action Team Report - Curriculum Tasks and Timelines
READING/LITERATURE

Completed in 2005-2006 and Implemented in 2006-2007

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	☆	☆	☆
Curriculum maps: concepts, procedures and essential vocabulary			
Grade level/course scope and sequence			
Staff access to updated scope and sequence			
Common assessments	☆		
Pilot common assessments and make adjustments	☆		
Implement common assessments	☆		
Evaluate results of common assessments			
Identify student achievement gaps			
Incorporate revisions in textbook adoption cycle			
In-service on revised content & materials			

To be Completed in 2006-2007 for Implementation for 2007-2008

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary	☆	☆	☆Core
Grade level/course scope and sequence			
Staff access to updated scope and sequence			
Common assessments	✓		
Pilot common assessments and make adjustments			
Implement common assessments	✓		
Evaluate results of common assessments	☆		
Identify student achievement gaps	☆		
Incorporate revisions in textbook adoption cycle			
In-service on revised content & materials			

Strategy IV Action Team Report - Curriculum Tasks and Timelines
READING/LITERATURE

To Be Completed in 2007-2008 for Implementation for 2008-2009

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary	✓	✓	✓Core ☆Elective
Grade level/course scope and sequence			
Staff access to updated scope and sequence			
Common assessments	✓	☆	☆
Pilot common assessments and make adjustments		☆	☆
Implement common assessments	✓		
Evaluate results of common assessments	✓		
Identify student achievement gaps	✓		
Incorporate revisions in textbook adoption cycle			
In-service on revised content & materials			

To be Completed in 2008-2009 for Implementation for 2009-2010

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	☆	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary	✓	✓	✓
Grade level/course scope and sequence			
Staff access to updated scope and sequence			
Common assessments	✓	✓	✓
Pilot common assessments and make adjustments		✓	✓
Implement common assessments	✓	☆	☆
Evaluate results of common assessments	✓		
Identify student achievement gaps	✓		
Incorporate revisions in textbook adoption cycle	☆		
In-service on revised content & materials	☆		
Adoption/Purchase of new materials	☆		

Strategy IV Action Team Report - Curriculum Tasks and Timelines
READING/LITERATURE

To be Completed in 2010-2011 for Implementation for 2011-2012

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	☆	☆
Curriculum maps: concepts, procedures and essential vocabulary	✓	✓	✓
Grade level/course scope and sequence	☆		
Staff access to updated scope and sequence			
Common assessments	✓	✓	✓
Pilot common assessments and make adjustments			
Implement common assessments	✓	☆	☆
Evaluate results of common assessments	✓		
Identify student achievement gaps	✓		
Incorporate revisions in textbook adoption cycle	✓		
In-service on revised content & materials	✓		
Adoption/Purchase of new materials		☆	☆

Strategy IV Action Team Report - Curriculum Tasks and Timelines
WRITING/COMPOSITION

Completed in 2005-2006 and Implemented in 2006-2007

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	☆	☆	☆
Curriculum maps: concepts, procedures and essential vocabulary			
Grade level/course scope and sequence			
Staff access to updated scope and sequence			
Common assessments	✓	☆	☆
Pilot common assessments and make adjustments	✓	☆	☆
Implement common assessments	☆		
Evaluate results of common assessments			
Identify student achievement gaps			
Incorporate revisions in textbook adoption cycle			
In-service on revised content & materials			

To be Completed in 2006-2007 for Implementation for 2007-2008

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary	☆	☆	☆Core
Grade level/course scope and sequence			
Staff access to updated scope and sequence			
Common assessments	✓	✓	✓
Pilot common assessments and make adjustments			
Implement common assessments	✓	☆	☆
Evaluate results of common assessments	☆		
Identify student achievement gaps	☆		
Incorporate revisions in textbook adoption cycle			
In-service on revised content & materials			

Strategy IV Action Team Report - Curriculum Tasks and Timelines
WRITING/COMPOSITION

To Be Completed in 2007-2008 for Implementation for 2008-2009

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary	✓	✓	✓
Grade level/course scope and sequence			
Staff access to updated scope and sequence			
Common assessments	✓	✓	✓
Pilot common assessments and make adjustments			
Implement common assessments	✓	✓	✓
Evaluate results of common assessments	✓	☆	☆
Identify student achievement gaps	✓	☆	☆
Incorporate revisions in textbook adoption cycle			
In-service on revised content & materials			

To be Completed in 2008-2009 for Implementation for 2009-2010

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	☆	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary	✓	✓	✓
Grade level/course scope and sequence			
Staff access to updated scope and sequence			
Common assessments	✓	✓	✓
Pilot common assessments and make adjustments			
Implement common assessments	✓	✓	✓
Evaluate results of common assessments	✓	✓	✓
Identify student achievement gaps	✓	✓	✓
Incorporate revisions in textbook adoption cycle	☆		
In-service on revised content & materials	☆		
Adoption/Purchase of new material	☆		

Strategy IV Action Team Report - Curriculum Tasks and Timelines
WRITING/COMPOSITION

To be Completed in 2010-2011 for Implementation for 2011-2012

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	☆	☆
Curriculum maps: concepts, procedures and essential vocabulary	✓	✓	✓
Grade level/course scope and sequence	☆		
Staff access to updated scope and sequence			
Common assessments	✓	✓	✓
Pilot common assessments and make adjustments			
Implement common assessments	✓	✓	✓
Evaluate results of common assessments	✓	✓	✓
Identify student achievement gaps	✓	✓	✓
Incorporate revisions in textbook adoption cycle	✓		
In-service on revised content & materials	✓		
Adoption/Purchase of new material		☆	☆

Strategy IV Action Team Report - Curriculum Tasks and Timelines
SCIENCE

Completed in 2005-2006 and Implemented in 2006-2007

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state			
Curriculum maps: concepts, procedures and essential vocabulary			
Grade level/course scope and sequence			
Staff access to updated scope and sequence			
Common assessments			
Pilot common assessments and make adjustments			
Implement common assessments			
Evaluate results of common assessments			
Identify student achievement gaps			
Incorporate revisions in textbook adoption cycle			
In-service on revised content & materials			

To be Completed in 2006-2007 for Implementation for 2007-2008

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	☆	☆	☆
Curriculum maps: concepts, procedures and essential vocabulary	☆	☆	☆
Grade level/course scope and sequence	☆	☆	☆
Staff access to updated scope and sequence	☆	☆	☆
Common assessments			
Pilot common assessments and make adjustments			
Implement common assessments			
Evaluate results of common assessments			
Identify student achievement gaps			
Adoption/Purchase of new materials	☆	☆	☆
Incorporate revisions in textbook adoption cycle			
In-service on revised content & materials			

Strategy IV Action Team Report - Curriculum Tasks and Timelines
SCIENCE

To Be Completed in 2007-2008 for Implementation for 2008-2009

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary	✓	✓	✓
Grade level/course scope and sequence	✓	✓	✓
Staff access to updated scope and sequence	✓	✓	✓
Common assessments			
Pilot common assessments and make adjustments			
Implement common assessments			
Evaluate results of common assessments			
Identify student achievement gaps			
Adoption/Purchase of new materials	✓	✓	✓
Incorporate revisions in textbook adoption cycle			
In-service on revised content & materials			

To be Completed in 2008-2009 for Implementation for 2009-2010

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary	✓	✓	✓
Grade level/course scope and sequence	✓	✓	✓
Staff access to updated scope and sequence	✓	✓	✓
Common assessments	☆	☆	☆
Pilot common assessments and make adjustments	☆	☆	☆
Implement common assessments			
Evaluate results of common assessments			
Identify student achievement gaps			
Incorporate revisions in textbook adoption cycle			
In-service on revised content & materials			

Strategy IV Action Team Report - Curriculum Tasks and Timelines
SCIENCE

To be Completed in 2010-2011 for Implementation for 2011-2012

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary	✓	✓	✓
Grade level/course scope and sequence	✓	✓	✓
Staff access to updated scope and sequence	✓	✓	✓
Common assessments	✓	✓	✓
Pilot common assessments and make adjustments	✓	✓	✓
Implement common assessments	☆	☆	☆
Evaluate results of common assessments	☆	☆	☆
Identify student achievement gaps	☆	☆	☆
Incorporate revisions in textbook adoption cycle	☆	☆	☆
In-service on revised content & materials	☆	☆	☆

Strategy IV Action Team Report - Curriculum Tasks and Timelines
SOCIAL STUDIES

Completed in 2005-2006 and Implemented in 2006-2007

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state			
Curriculum maps: concepts, procedures and essential vocabulary			
Grade level/course scope and sequence			
Staff access to updated scope and sequence			
Common assessments			
Pilot common assessments and make adjustments			
Implement common assessments			
Evaluate results of common assessments			
Identify student achievement gaps			
Incorporate revisions in textbook adoption cycle			
In-service on revised content & materials			

To be Completed in 2006-2007 for Implementation for 2007-2008

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state		☆	☆
Curriculum maps: concepts, procedures and essential vocabulary			
Grade level/course scope and sequence			
Staff access to updated scope and sequence			
Common assessments			
Pilot common assessments and make adjustments			
Implement common assessments			
Evaluate results of common assessments			
Identify student achievement gaps			
Incorporate revisions in textbook adoption cycle			
In-service on revised content & materials			

Strategy IV Action Team Report - Curriculum Tasks and Timelines
SOCIAL STUDIES

To Be Completed in 2007-2008 for Implementation for 2008-2009

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	☆	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary		☆	☆
Grade level/course scope and sequence		☆	☆
Staff access to updated scope and sequence		☆	☆
Common assessments			
Pilot common assessments and make adjustments			
Implement common assessments			
Evaluate results of common assessments			
Identify student achievement gaps			
Incorporate revisions in textbook adoption cycle			
In-service on revised content & materials			

To be Completed in 2008-2009 for Implementation for 2009-2010

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary	☆	✓	✓
Grade level/course scope and sequence	☆	✓	✓
Staff access to updated scope and sequence	☆	✓	✓
Common assessments		☆	☆
Pilot common assessments and make adjustments		☆	☆
Implement common assessments			
Evaluate results of common assessments			
Identify student achievement gaps			
Incorporate revisions in textbook adoption cycle			
In-service on revised content & materials			

Strategy IV Action Team Report - Curriculum Tasks and Timelines
SOCIAL STUDIES

To be Completed in 2010-2011 for Implementation for 2011-2012

Task	Elementary	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary	✓	✓	✓
Grade level/course scope and sequence	✓	✓	✓
Staff access to updated scope and sequence	✓	✓	✓
Common assessments		✓	✓
Pilot common assessments and make adjustments		✓	✓
Implement common assessments		☆	☆
Evaluate results of common assessments		☆	☆
Identify student achievement gaps		☆	☆
Incorporate revisions in textbook adoption cycle		☆	☆
In-service on revised content & materials		☆	☆

Strategy IV Action Team Report - Curriculum Tasks and Timelines
WORLD LANGUAGES

Completed in 2005-2006 and Implemented in 2006-2007

Task	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state		
Curriculum maps: concepts, procedures and essential vocabulary		
Grade level/course scope and sequence		
Staff access to updated scope and sequence		
Common assessments		
Pilot common assessments and make adjustments		
Implement common assessments		
Evaluate results of common assessments		
Identify student achievement gaps		
Incorporate revisions in textbook adoption cycle		
In-service on revised content & materials		

To be Completed in 2006-2007 for Implementation for 2007-2008

Task	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	☆	☆
Curriculum maps: concepts, procedures and essential vocabulary	☆	☆
Grade level/course scope and sequence		
Staff access to updated scope and sequence		
Common assessments		
Pilot common assessments and make adjustments		
Implement common assessments		
Evaluate results of common assessments		
Identify student achievement gaps		
Incorporate revisions in textbook adoption cycle		
In-service on revised content & materials		

Strategy IV Action Team Report - Curriculum Tasks and Timelines
WORLD LANGUAGES

To Be Completed in 2007-2008 for Implementation for 2008-2009

Task	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary	✓	✓
Grade level/course scope and sequence	☆	☆
Staff access to updated scope and sequence	☆	☆
Common assessments	☆	☆
Pilot common assessments and make adjustments		
Implement common assessments		
Evaluate results of common assessments		
Identify student achievement gaps		
Incorporate revisions in textbook adoption cycle		
In-service on revised content & materials		

To be Completed in 2008-2009 for Implementation for 2009-2010

Task	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary	✓	✓
Grade level/course scope and sequence	✓	✓
Staff access to updated scope and sequence	✓	✓
Common assessments	✓	✓
Pilot common assessments and make adjustments	☆	☆
Implement common assessments	☆	☆
Evaluate results of common assessments	☆	☆
Identify student achievement gaps	☆	☆
Incorporate revisions in textbook adoption cycle		
In-service on revised content & materials		

Strategy IV Action Team Report - Curriculum Tasks and Timelines
WORLD LANGUAGES

To be Completed in 2010-2011 for Implementation for 2011-2012

Task	Middle School	High School
Standards, Benchmarks & Most Essential Benchmarks aligned w/ state	✓	✓
Curriculum maps: concepts, procedures and essential vocabulary	✓	✓
Grade level/course scope and sequence	✓	✓
Staff access to updated scope and sequence	✓	✓
Common assessments	✓	✓
Pilot common assessments and make adjustments	✓	✓
Implement common assessments	✓	✓
Evaluate results of common assessments	✓	✓
Identify student achievement gaps	✓	✓
Incorporate revisions in textbook adoption cycle	☆	☆
In-service on revised content & materials	☆	☆