



REGULAR MONTHLY BOARD MEETING

February 28, 2012

7:00 P.M.

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



Regular School Board Meeting
Tuesday, February 28, 2012
Educational Support Center
7:00 P.M.

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards
 - Festival of Arts and Flowers Collection Award Presentations – Superintendent and Board of Education Awards
- IV. Administrative and Supervisory Appointments
- V. Introduction and Welcome of Student Ambassador
- VI. Legislative Report
- VII. Views and Comments by the Public
- VIII. Remarks by the President
- IX. Superintendent's Report
- X. Consent Agenda
 - A. Consent/Approve Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations.....Page 1
 - B. Consent/Approve Minutes of 1/24/12 and 1/31/12 Special Meetings and Executive Sessions, 1/24/12 Regular Meeting and 1/31/12 and 2/14/12 Special Meetings..... Pages 2-14
 - C. Consent/Approve Summary of Receipts, Wire Transfers and Check RegistersPages 15-16

SCHOOL BOARD AGENDA

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X. Consent Agenda - Continued

- D. Consent/Approve School Board Policy 8411 -
Appointment of School
Board Officers..... Pages 17-18
(**Second Reading**)

XI. Old Business

- A. Discussion/Action 2012-2013 Transformation/
Budget PlanPage19-26
- B. Discussion/Action Exceptions to the 180
School DaysPage 27-31

XII. New Business

- A. Discussion/Action Kenosha County Easement -
60th Street Project Pages 32-41
- B. Discussion/Action Request to Participate in
Year Two of the Wisconsin
Safe and Supportive Schools
Project and to Include
Eighth Grade Student
Participation Pages 42-66
- C. Discussion/Action Donations to the District..... Pages 67-68

XIII. Other Business as Permitted by Law

- Tentative Schedule of Reports, Events and Legal
Deadlines For School Board (February-March)..... Page 69

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

XV. Adjournment

Kenosha Unified School District No. 1
Kenosha, WI
February 28, 2012

The Human Resources recommendations regarding the following actions:

Action	Board Date	code	Staff	Last Name	First Name	School/Dept	Position	Effective Date	Yrs of Svc	Salary	Reason	Step / Level	Letter or Contract
Resignation	2/14/12		Interpreter	Kocol	Donna	Tremper High School	Interpreter	1/26/12	3	\$28.76	Resignation/Personal		Contract
Early Retirement	2/14/12		Administration	Orban	Melody	School Leadership Elementary	Principal	1/27/12	15	\$92,123.00	Early Retirement		Contract
Resignation	2/14/12		ESP	Williams	Joseph	Indian Trail	Security	1/27/12	0	\$14.02	Resignation/Personal		Contract
Appointment	2/14/12		ESP	Hargrove	Lynda	Bullen Middle School	Opportunity Center	1/9/12		\$14.02	Appointment		
Early Retirement	2/14/12		Service	Warner	James	Facility Services	Head Custodian	5/31/12	29	\$21.72	Early Retirement		Contract
Resignation	2/14/12		Instructional	Barbee	Jaime	Special Education	Speech Therapist	2/23/12	3	\$67,186.00	Resignation/Relocation	M Step 15	Contract
Early Retirement	2/14/12		Service	Rosales	Linda	Facility Services	Night Custodian - Second Shift	06/30/12	18	\$42,640.00	Early Retirement		Contract
Early, Early Retirement	2/14/12		Instructional	Schalk	Vera	Southport Elementary School	Grade 3	1/27/12	17	\$74,693.00	Early, Early Retirement	M30 Step 15	Contract
Early, Early Retirement	2/28/12		Instructional	Moreno	Mary	Washington Middle School	Dean of Students	6/12/12	15	\$73,301.00	Early, Early Retirement	M24 Step 15	Contract
Early Retirement	2/28/12		Service	Harper	Ned	Facility Services	Head Custodian	2/24/12	25	\$47,548.80	Early Retirement		Contract
Early Retirement	2/28/12		Service	Ehlers	Kathy	Facility Services	Head Custodian	6/30/12	24	\$45,177.60	Early Retirement		Contract
Early Retirement	2/28/12		Service	Jones	Janice	Facility Services	Night Custodian - Third Shift	6/30/12	23	\$43,388.80	Early Retirement		Contract
Early Retirement	2/28/12		Service	Clark	Patty	Facility Services	Night Custodian - Third Shift	6/29/12	25	\$43,388.80	Early Retirement		Contract
Early Retirement	2/28/12		Service	Wisse	Horst	Facility Services	Night Custodian - Second Shift	6/30/12	21	\$42,640.00	Early Retirement		Contract
Early Retirement	2/28/12		Service	Reeves	Barbara	Facility Services	Night Custodian - Second Shift	6/22/12	22	\$42,640.00	Early Retirement		Contract
Retirement	2/28/12		Secretarial	Krok	Sally	Tremper High School	Secretary III - 12 Month	6/16/12	28	\$43,555.20	Retirement		Contract
Retirement	2/28/12		Administration	Edwards	Brian	School Leadership - High School	Principal	6/30/12	17	\$116,501.00	Retirement		Contract
Resignation	2/28/12		Instructional	Lisser	Holly	Indian Trail Academy	Social Studies	2/10/12	9	\$55,130.00	Resignation/Relocation	B 24 Step 11	Contract
Resignation	2/28/12		Miscellaneous	Roehre	Joan	Instructional Media Center	Distant Learning Technician	6/8/12	9	\$49,400.00	Resignation/Personal		Contract
Early, Early Retirement	2/28/12		Instructional	Roach	Karin	Harvey Elementary School	Talent Development	6/12/12	32	\$71,903.00	Early, Early Retirement	M 18 Step 15	Contract
Retirement	2/28/12		Instructional	Dougherty	Lee	Reuther Central High School	Secondary School Support	6/12/12	16	\$68,750.00	Retirement	M 06 Step 15	Contract
Early Retirement	2/28/12		Carpenter & Painter	Strash	Richard	Facility Services	Carpenter - Crew Leader	3/30/12	22	\$64,064.00	Early Retirement		Contract
Retirement	2/28/12		Service	Vareck	Marion	Food Services	Helper 1	6/12/12	24	\$14,971.25	Retirement		Contract
Early Retirement	2/28/12		Service	Broughman	Lori	Food Services	Helper 1	5/25/12	19	\$14,971.25	Early Retirement		Contract
Early Retirement	2/28/12		Service	Jackson	Ira	Facility Services	Night Custodian - Second Shift	6/1/12	19	\$42,640.00	Early Retirement		Contract
Retirement	2/28/12		Service	Rauen	Geraldine	Food Services	Helper 1	6/12/12	22	\$14,971.25	Retirement		Contract
Retirement	2/28/12		Service	Simpson	Dianna	Food Services	Unit Manager - Middle School	6/15/12	39	\$31,383.04	Retirement		Contract
Retirement	2/28/12		Service	Brown	Jerry J.	Facility Services	Electrician Crew Leader	5/16/12	25	\$69,784.00	Retirement		Contract
Early Retirement	2/28/12		Service	Cain	Debra	Food Services	Helper 2	5/25/12	20	\$15,866.40	Early Retirement		Contract

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD ON JANUARY 24, 2012

A special meeting of the Kenosha Unified School Board was held on Tuesday, January 24, 2012, in the Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:46 P.M. with the following members present: Mr. Nuzzo, Mr. Gallo, Ms. P. Stevens, Mr. Bryan, and Mrs. Snyder. Dr. Hancock was also present. Ms. R. Stevens and Mrs. Taube arrived later.

Mrs. Snyder, 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.

Mrs. Snyder announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Problems, Position Assignments, and Evaluation Consideration and Collective Bargaining Deliberations.

Mr. Nuzzo moved that this executive session be held. Mr. Gallo seconded the motion.

Roll call vote. Ayes: Mr. Nuzzo, Mr. Gallo, Ms. P. Stevens, Mr. Bryan, and Mrs. Snyder. Noes: None. Unanimously approved.

Ms. P. Stevens moved to adjourn to executive session. Mr. Gallo seconded the motion. Unanimously approved.

Mrs. Taube arrived at 5:50 P.M.

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

Dr. Hancock presented a personnel issue to Board members.

2. Collective Bargaining Deliberations

Mrs. Glass, Mrs. Schmitz, and Mrs. Osborne-Short arrived at 5:52 P.M.

Mrs. Glass updated Board members on the status of collective bargaining issues.

Ms. R. Stevens arrived at 6:03 P.M.

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

Mrs. Glass and Mrs. Schmitz updated Board members on personnel position assignments.

Mrs. Glass, Mrs. Schmitz, and Mrs. Osborne-Short were excused at 6:18 P.M.

Meeting adjourned at 6:20 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 24, 2012

A regular meeting of the Kenosha Unified School Board was held on Tuesday, January 24, 2012, at 7:00 P.M. in the Board Room of the Educational Support Center. Mrs. Snyder, President, presided.

The meeting was called to order at 7:02 P.M. with the following Board members present: Mrs. R. Stevens, Mrs. Taube, Mr. Nuzzo, Mr. Gallo, Ms. P. Stevens, Mr. Bryan, and Mrs. Snyder. Dr. Hancock was also present.

Mrs. Snyder, 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.

Mr. Gary Vaillancourt, Chief Communication Officer, introduced the visiting educators from HaiDian Experimental Middle School in Beijing, China.

There were no Administrative or Supervisory Appointments.

Ms. P. Stevens introduced the Student Ambassador, Cameron Ario, from LakeView Technology Academy and he made his comments.

Mr. Bryan gave the Legislative Report.

There was one view and comment by the public.

Mrs. Snyder made her remarks.

Dr. Hancock gave the Superintendent's Report.

The Board considered the following Consent-Approve items:

Consent-Approve item X-A – Revised Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations as presented.

Consent-Approve item X-B – Minutes of the 12/20/11, 1/7/12, and 1/16/12 Special Meetings and Executive Sessions, the 12/20/11 Regular Meeting, and the 1/7/12 Special Meeting as presented in the agenda.

Consent-Approve item X-C – Summary of Receipts, Wire Transfers and Check Registers submitted by Ms. Heather Kraeuter, Accounting Supervisor; Mrs. Tina Schmitz, Chief Financial Officer; Mrs. Sheronda Glass, Assistant Superintendent of Business Services; and Dr. Hancock, excerpts follow:

"It is recommended that the December 2011 cash receipts deposits totaling \$618,495.59, and cash receipt wire transfers-in totaling \$36,937,598.45, be approved.

Check numbers 476253 through 477666 totaling \$8,774,186.88, and general operating wire transfers-out totaling \$131,606.83, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the December 2011 net payroll and benefit EFT batches totaling \$15,411,229.88, and net payroll check batches totaling \$14,652.05, be approved."

Ms. P. Stevens moved to approve the consent agenda as presented in the agenda. Mr. Nuzzo seconded the motion. Unanimously approved.

Mr. Anderson Lattimore, Assistant Superintendent of Educational Accountability, presented the 2010-2011 Annual Report Card submitted by Ms. Renee Blise, Senior Research Analyst; Mr. Lattimore; and Dr. Hancock, excerpts follows:

"The 2010-11 Kenosha Unified School District Annual Report Card is being submitted by the Office of Educational Accountability to comply with School Board Policy 2110, State Statute 115.38, and the No Child Left Behind (NCLB) Act of 2001. NCLB seeks to raise the bar for school districts by demonstrating adequate yearly progress in terms of meeting learning expectations for all students. The Kenosha Unified School District (KUSD) consistently strives to reach academic success for all students at every grade level and is committed to high student performance on all measures of academic achievement.

The Annual Report Card (ARC) disaggregates the following items by NCLB student sub-groups: student enrollment and demographic information, standardized testing, mobility and stability rates, and other performance indicators (including attendance, suspension, retention, truancy, dropout, expulsion, graduation, Advanced Placement, Youth Options, and Mandatory Extended Year Summer School). The report further summarizes student achievement by NCLB objectives and School Board approved academic indicators.

The reviewer of this report is advised that the data used to report student achievement in the Annual Report Card are time sensitive. For example, enrollment data were based on the official Third Friday enrollment count collected every year in September and may have changed since that time. Other data, such as test results, were collected at the time the data were available. In addition, numerous performance indicators were extracted from the SPR (School Performance Report), ISES (Individual Student Enrollment System), and WSLS (Wisconsin Student Locator System), which have been submitted to the Wisconsin DPI but have not yet been verified by DPI.

On January 10, 2012 the Personnel/Policy and the Curriculum/Program Standing Committees accepted the 2010-2011 Annual Report Card and recommended it be forwarded to the full School Board for approval. Administration recommends that the School Board review and accept the 2010-2011 Annual Report Card. Additionally, Administration recommends that the Office of Educational Accountability (OEA) continue to monitor student achievement related to academic indicators and submit the 2011-12 Annual Report Card to the School Board in January 2013."

Ms. P. Stevens moved to accept the 2010-2011 Annual Report Card, that the Office of Educational Accountability (OEA) continue to monitor student achievement related to academic indicators, and that the 2011-12 Annual Report Card be brought to the School Board in January, 2013. Ms. R. Stevens seconded the motion. Unanimously approved.

Mrs. Tina Schmitz, Chief Financial Officer, presented the 2010-11 Financial Audit Report submitted by Mrs. Schmitz and Dr. Hancock, excerpts follow:

"The District's Auditor, Schenck Solutions, has concluded their financial audit of the June 30, 2011, financial statements. The Auditor's Report on Communications, Single Audit, Basic Financial Statements, Notes to the Financial Statements, and the Management Discussion and Analysis has been presented and discussed by the Audit, Budget and Finance Committee.

The 2011 Comprehensive Annual Financial Report (CAFR) for the fiscal year ended June 30, 2011 was finalized in December. Starting in 2000-2001, the District began presenting the financial statements in the form of a CAFR. This process is considerably more involved than preparing the basic financial statements that were previously prepared and presented to the Board of Education by our auditor. Kenosha Unified is one of few school districts within the State of Wisconsin to prepare the financial statements without relying on the financial auditor to prepare the complete set of financial documents.

The audit documents were presented at the December 6, 2011 and January 10, 2012 Audit, Budget and Finance committee meetings where Dave Maccoux of Schenck Solutions was on hand to answer questions. No formal action is required other than acknowledgement of receipt of the audit results. The full Comprehensive Annual Financial Report (CAFR) will be distributed to the Board, as information only."

Mrs. Schmitz and Mr. Brett Weeden, Senior Portfolio Advisor at PMA Securities, Inc., presented the Resolution Authorizing the Issuance and Sale of \$9,260,000 Taxable General Obligation Refunding Bonds, Series 2012 submitted by Mrs. Schmitz, Mrs. Glass, and Dr. Hancock, excerpts follow:

"At the September 27, 2011 Board meeting the Board voted to approve the recommendation of refinancing Fund 38 debt consisting of Taxable G.O. Refunding Bonds, Series 2002B. The original plan was to go out to the market in October 2011 which was later postponed. Moody's Investor Service requested an investor's call shortly after that Board meeting. Administration and our financial consultants, PMA Securities, postponed the offering until such time the District's updated rating was known.

The Taxable G.O. Refunding Bonds, Series 2002B were originally issued to refinance the District's Unfunded Pension Liability with the Wisconsin Retirement System. The original issue amount was \$16,710,000. The potential refinancing would refinance the callable maturities (eligible for prepayment – 2014 through 2020).

The 2012 refinancing would fund an escrow account (invested in U.S. Government Securities), which is an irrevocable trust set up for the purpose of paying off the 2002 bonds at the call date. The escrow account also disburses funds to pay interest on the callable maturities until the call date.

With today's low interest rates, refinancing the District's Taxable G.O. Refunding Bonds, Series 2002B will result in significant debt service savings
Administrative Recommendation

On January 10, 2012 the Audit/Budget/Finance Committee reviewed the refinancing of the Series 2002B Taxable G.O. Bonds. Michele Wiberg of PMA Securities was on hand to answer questions and provide further detail. Administration requests that the Board (1) approve the attached resolution for the issuance and sale of bonds, and (2) authorize the Board Officers and District Administration to execute all documents relating to the sale and issuance."

Ms. P. Stevens moved to approve the resolution for the issuance and sale of bonds and authorize the Board Officers and District Administration to execute all documents relating to the sale and issuance. Ms. R. Stevens seconded the motion. Unanimously approved.

Mrs. Teresa Osborne-Short, Director of Human Resources, presented the Ratification of Memorandum of Understanding for the Collective Bargaining Agreement Between the Kenosha Unified School District and S.E.I.U. Local No. 168 submitted by, Mrs. Osborne-Short, Mrs. Glass, and Dr. Hancock, excerpts follow:

"On Monday, January 16, 2012, the S.E.I.U. Local No. 168 voted and agreed to modify the current collective bargaining agreement between the Union and the Kenosha Unified School District. The terms of the MOU are as follows:

The Kenosha Unified School District, hereinafter referred to as the "District" and Service Employees, S.E.I.U., Local No. 168, hereinafter referred to as the "Union," agree to modify the 2009-2012 Service Employee Salary and Welfare agreement as follows:

Benefits: 5.8% Employee Contribution to Wisconsin Retirement System and 12% Employee Contribution to Healthcare Premium Costs.

It is the recommendation of the Administration that the Board of Education ratify the proposed Memorandum of Understanding between the District and S.E.I.U. Local No. 168 effective January 24, 2012."

Mr. Nuzzo moved to ratify the proposed Memorandum of Understanding between the District and S.E.I.U. Local No. 168 effective January 24, 2012. Ms. R. Stevens seconded the motion. Unanimously approved.

Mr. Nuzzo presented School Board Policy 8411 – Appointment of School Board Officers submitted by himself, excerpts follow:

"It is recommended that School Board Policy 8411 titled Appointment of School Board Officers be revised to eliminate wording regarding term limits for officers. It is also recommended that the Board."

Mr. Nuzzo moved to approve revised Policy 8411 as a first reading and that it be brought back for a second reading at the February 28, 2012 regular meeting. Ms. R. Stevens seconded the motion. Unanimously approved.

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

Ms. P. Stevens moved to approve the Donations to the Districts as presented in the agenda. Ms. R. Stevens seconded the motion. Unanimously approved.

Meeting adjourned at 7:45 P.M.

Stacy Schroeder Busby
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 31, 2012

A special meeting of the Kenosha Unified School Board was held jointly with the Curriculum/Program Standing Committee on Tuesday, January 31, 2012, at 5:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of the meeting was for an Update on the Secondary School Transformation Design.

The meeting was called to order at 5:35 P.M. with the following members present: Ms. R. Stevens, Mrs. Taube, Mr. Nuzzo, Mr. Gallo, Ms. P. Stevens, Mr. Bryan, Ms. Reed, Ms. Anderson, Ms. Daghfal, Ms. Spaay, Mr. Caracciolo, and Mrs. Snyder. Dr. Hancock was also present. Mr. Martinelli and Mr. Simpkins were excused.

Mrs. Snyder, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1 being held jointly with the Curriculum/Program Standing Committee. 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. Daniel Tenuta, Assistant Superintendent of Secondary School Leadership; Mrs. Vickie Brown-Gurley, Assistant Superintendent of Teaching and Learning; Mr. Richard Aiello, Principal of Tremper High School; Dr. Bethany Ormseth, Principal of Indian Trail High School and Academy; Dr. Sue Savaglio-Jarvis, Principal of Bradford High School; Ms. Christine Pratt, Coordinator of Mathematics and Science; Ms. Susan Mirsky, Coordinator of Literacy; Mr. Mark Hinterberg, Coordinator of Social Studies; Ms. Iva Plumley, Coordinator of Language Acquisition Programs; Dr. Robert Wells, Coordinator of Fine Arts; Mr. Steven Knecht, Coordinator of Athletics/Physical Education; and Mr. Kris Keckler, Principal of Kenosha eSchool presented the Update on the Secondary School Transformation Design submitted by Mr. Tenuta and Dr. Hancock, excerpts follow:

“On November 4th and 5th, 2010, a team was assembled for the purpose of developing a new plan called a Transformation Design modeled after the strategic planning process. This team consisted of 25 teachers, parents, and administrators. The process resulted in the following: a set of guiding principles, a new mission statement, student results defined and general goals were developed. On December 14, 2010, the School Board approved the Transformational Design Plan. Simultaneously, a national initiative has been launched, which brought together teachers, content experts, parents, and community leaders for the purpose of creating what is now known as the Common Core State Standards for English Language Arts, Mathematics, and Literacy in All Content Areas. These standards have been adopted by over 40 states including Wisconsin.

The Common Core State Standards focus on core conceptual understandings and procedures starting in the early grades. The use of core standards empowers all teachers statewide the ability to focus on essential concepts, understandings and procedures. With students, parents, and teachers all on the same page, and working

together for shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed in college and in a modern workforce.

The Transformational Plan for our district embraces the common core standards and personalized learning for every student. Personalized learning starts with the belief that learning can take place anytime, anywhere, and can utilize a wide variety of delivery methods. Curriculum must be dynamic, individually paced and acknowledge learner interests. It requires staff to assume new roles as individuals and as part of an instructional team. Assessment of student performance requires sophisticated systems to track data. Feedback occurs in rapid cycles and is objective, connected to learning goals, and suggests the next step in the learning process. Technological tools and innovative practices; such as, on-line or blended learning are utilized to enhance learning and provide access to courses not otherwise available. This personalized learning model requires that we change how we educate our children in our school district. The Secondary School Transformational design plan was developed with the Common Core Standards and the Personalized Learning model in mind. Listed below are the key areas of transformation at the secondary level.

The student schedule at the high school level was transformed to create a flexible 8 block day. This schedule will allow schools to have better flexibility to meet the course request needs of high school students and will allow for the possibility of targeted classes to meet every day all year for a shorter period of time rather than longer blocks only for a semester. In the current student schedule, if a student had, for example, math first semester one year and second semester the next, that student would go almost an entire calendar year without math instruction. The creation of shorter blocks will allow students to maintain the content area throughout the school year.

Principals worked collaboratively to create a monthly teacher schedule to maximize the opportunity to collaborate and offer professional development opportunities for staff at the secondary level. The new teacher schedule is compliant with the DPI requirements for instructional time for students. This schedule will offer the ability to vertical team between the secondary levels and allow for a more sustained approach to professional development. It decreases the half day and early release day schedules and replaces them with full days off. The schedule is coordinated with the elementary school schedule and creates both a family friendly and efficient schedule.

The Honors curriculum within the core content areas will begin transforming to match the Honors curriculum delivery in the elective areas. Honors curriculum will be delivered in an integrated and optioned style. Integrated Honors classes will present heterogeneous classes with both honors curriculum and the standard curriculum being delivered in a differentiated way. Also, classes identified as optioned honors courses will allow students to receive honors curriculum within homogeneous honors classes or heterogeneous classes. In optioned honors courses full honors classes will remain, but if a conflict occurs with a student schedule, students can be added to standard courses but get the honors curriculum delivered to them.

The Course Catalog was streamlined to offer a strong course of study. In some content areas courses were eliminated while in other courses were combined. A

streamlined course catalog allows us to maximize our staffing while still offering the variety and rigor that exists in the current course catalog.

The way curriculum is being delivered to K-12 and post-secondary schools is changing every day. Most post-secondary students today will experience classes delivered in an on-line or blended model. The high school transformation includes the exposure to instruction in this style. This exposure will prepare and ready our students for 21st century learning. A significant increase in online courses and a steady migration to a blended school model is underway. A graduation requirement will be added to include an online course or experience for all students.

Secondary school leadership, principals and Teaching and Learning administrators are here this evening to present the Secondary School Transformational Design Informational Update and respond to questions.”

Meeting adjourned at 6:35 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD ON JANUARY 31, 2012

A special meeting of the Kenosha Unified School Board was held on Tuesday, January 31, 2012, in the Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:49 P.M. with the following members present: Ms. R. Stevens, Mrs. Taube, Mr. Nuzzo, Mr. Gallo, Ms. P. Stevens, Mr. Bryan, and Mrs. Snyder. Dr. Hancock was also present.

Mrs. Snyder, 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.

Mrs. Snyder announced that an executive session had been scheduled to follow this special meeting for the purpose of Litigation, Property: Sale, and Collective Bargaining Deliberations.

Ms. P. Stevens moved that this executive session be held. Mr. Gallo seconded the motion.

Roll call vote. Ayes: Ms. R. Stevens, Mrs. Taube, Mr. Nuzzo, Mr. Gallo, Ms. P. Stevens, Mr. Bryan, and Mrs. Snyder. Noes: None. Unanimously approved.

Ms. P. Stevens moved to adjourn to executive session. Mr. Bryan seconded the motion. Unanimously approved.

Mrs. Glass, Mr. Finnemore, and Mrs. Osborne-Short arrived at 6:51 P.M.

1. Litigation

Mrs. Osborne-Short presented a citizen injury claim and a brief discussion followed.

Mr. Nuzzo moved to disallow the citizen injury claim. Mr. Gallo seconded the motion. Unanimously approved.

Mrs. Osborne-Short was excused at 6:53 P.M.

2. Property: Sale

Mr. Finnemore presented an update on a property matter and a brief discussion followed.

Mr. Finnemore was excused at 7:00 P.M.

3. Collective Bargaining Deliberations

Mrs. Glass updated Board members on the status of collective bargaining issues.

Ms. P. Stevens left the meeting at 7:10 P.M.

Meeting adjourned at 7:19 P.M.

Stacy Schroeder Busby
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 14, 2012

A special meeting of the Kenosha Unified School Board was held Tuesday, February 14, 2012, at 5:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of the meeting was for a presentation of the 2012-2013 Transformation/Budget Plan.

The meeting was called to order at 5:32 P.M. with the following members present: Ms. R. Stevens, Mrs. Taube, Mr. Gallo, Ms. P. Stevens, Mr. Bryan, and Mrs. Snyder. Dr. Hancock was also present. Mr. Nuzzo was excused. Community advisors from the four Standing Committees were also present (Ms. Huynh, Ms. Lewis, Mr. Martinelli, Mr. Retzlaff and Ms. Spaay were excused).

Mrs. Snyder, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1 being held jointly with the Curriculum/Program Standing Committee. 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. Hancock gave an introduction which included a video entitled *The Power of Words*.

Mrs. Tina Schmitz, Chief Financial Officer, presented the 2012-2013 Transformation Budget Plan which covered the following topics: the History Leading up to the Transformation, Challenges, Revenue per Member History, Process, Preliminary Summary of 2012-13 Budget, Revenue Assumptions, Expense Assumptions, Prior Years of Ineffective Budgeting, and Outstanding Variables.

Mr. Daniel Tenuta, Assistant Superintendent of Secondary School Leadership; Ms. Karen Davis, Assistant Superintendent of Elementary School Leadership; Scott Kennow, Principal at Brass Community School; and Mr. Steven Knecht, Coordinator of Athletics/Physical Education, presented the 2012-2013 Transformation Plan Details which covered the following topics: Student Achievement/Core Standards, Leverage Technology, Operational Efficiencies, Manage Resources, and Current Year Budget Reductions.

Dr. Hancock made her closing remarks which also included a video entitled *A Learning Society*.

Administration responded to the questions asked by the members of the School Board and Standing Committees.

Meeting adjourned at 8:27 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District No. 1
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
February 28, 2012

CASH RECEIPTS	reference	total
January 2012 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>aids register receipts</i>	\$ 3,997,831.50
District Municipalities	<i>tax settlement - January payment</i>	37,844,491.23
Johnson Bank	<i>account interest</i>	394.52
Bankcard Services	<i>food services credit card receipts (net of fees)</i>	152,624.08
Wind River Financial	<i>school credit card receipts (net of fees)</i>	4,346.31
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	22,531.92
HHS	<i>head start grant</i>	416,205.98
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	8,379.11
Total Incoming Wire Transfers		\$ 42,446,804.65

January 2012 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	<i>(excluding credit cards)</i>	\$ 770,330.45
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TOTAL JANUARY CASH RECEIPTS

\$ 43,217,135.10

CASH DISBURSEMENTS	reference	total
January 2012 Wire Transfers-Out, from Johnson Bank to:		
<i>payroll & benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 7,352,940.02
WI Department of Revenue	<i>state payroll taxes</i>	594,295.54
WI Department of Revenue	<i>state wage attachments</i>	2,702.29
IRS	<i>federal payroll taxes</i>	2,820,625.12
Diversified Benefits Services	<i>health retirement account claims</i>	271,641.13
Diversified Benefits Services	<i>flexible spending account claims</i>	33,417.50
Employee Trust Funds WRS	<i>wisconsin retirement system</i>	1,286,861.76
Delta Dental WI	<i>dental & vision insurance premiums</i>	91,248.77
FICA Alternative	<i>federal payroll taxes</i>	611.66
Burkwald & Associates	<i>management fee</i>	33,657.12
Various	<i>TSA payments</i>	191,414.43
<i>general operating wires</i>		
Elan Financial	<i>elan p-card payment</i>	50,264.35
Aegis	<i>workers' compensation payment</i>	100,000.00
Kenosha Area Business Alliance	<i>lease payment</i>	17,453.54
Harland Clarke	<i>banking supplies</i>	91.10
Various	<i>returned checks</i>	148.50
Total Outgoing Wire Transfers		\$ 12,847,372.83

January 2012 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01001-DP, 01002-DP</i>	\$ 1,806.78
General operating and food services	<i>Check #477667 thru Check #478732</i>	7,555,802.02
Total Check Registers		\$ 7,557,608.80

TOTAL JANUARY CASH DISBURSEMENTS

\$ 20,404,981.63

Administrative Recommendation

It is recommended that the January 2012 cash receipts deposits totaling \$770,330.45, and cash receipt wire transfers-in totaling \$42,446,804.65, be approved.

Check numbers 477667 through 478732 totaling \$7,555,802.02, and general operating wire transfers-out totaling \$167,957.49, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the January 2012 net payroll and benefit EFT batches totaling \$12,679,415.34, and net payroll check batches totaling \$1,806.78, be approved.

Dr. Michele Hancock
Superintendent of Schools

Sheronda Glass
Assistant Superintendent of
Business Services

Tina M. Schmitz
Chief Financial Officer

Heather J. Kraeuter, CPA
Accounting Supervisor

Kenosha Unified School District
Kenosha, Wisconsin

February 28, 2012

School Board Policy 8411 – Appointment of School Board Officers

It is recommended that School Board Policy 8411 titled Appointment of School Board Officers be revised to eliminate wording regarding term limits for officers. The Board approved revised Policy 8411 as a first reading at its January 24, 2012 meeting. It is recommended that the Board approve revised Policy 8411 as a second reading this evening.

Robert Nuzzo
School Board Member

POLICY 8411
APPOINTMENT OF SCHOOL BOARD OFFICERS

The School Board shall elect a President, Vice-President, Clerk and Treasurer from among its membership to serve as officers of the School Board. A School Board Secretary, who need not be a member of the School Board, shall also be appointed.

School Board officers shall be elected annually at the organizational meeting and, with the exception of the School Board Secretary may not serve a term for more than two consecutive years. School Board officers shall be elected by a majority vote of the School Board. Secret ballots may be used in the election of officers.

A School Board officer may be removed from office by a majority vote of the full School Board at a publicly held regular or special meeting of the School Board.

School Board officer vacancies, including resignations, shall be filled as soon as possible in the same manner as provided for at an organizational meeting, except in case the office of President becomes vacant, the Vice-President succeeds as President.

LEGAL REF.: Wisconsin Statutes

Sections 19.88(1) [Use of secret ballots to elect board officers]
120.05(1)(c) [Election of board officers]
120.05(3) [Officer's inability to act]

CROSS REF.: 8412, **School** Board Officer Duties
8740, Organizational Meeting

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 8, 1993

REVISED: November 15, 1993
July 10, 2001

Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 28, 2012

2012-2013 Transformation/Budget Plan

After many months of collaborative planning, strategizing and analyzing, the District has developed an action plan under the guiding principles of the District's Transformation Plan. To assure every child experiences high quality, personalized learning success, the Plan must achieve three major goals:

- Improve student achievement
- Expand collaborative partnerships
- Secure resources to support learning

In order to create a sustainable transformation of our schools into a 21st century learning organization, the District had to incorporate the current fiscal challenges to build our new model in a cost effective manner. The District continues to be challenged with declining revenues and fixed costs. The preliminary forecast of our 2012-2013 budget includes reductions in spending to balance the budget with the anticipated revenues from state and local funding. While the District continues to pursue grants and other sources of revenue, our challenge remains to operate within the revenue limits established by the State of Wisconsin and the Department of Public Instruction.

This plan was designed to meet our goals and to begin the journey of transformation with the 2012-2013 school year. Attached is an overview which outlines our plan.

Administrative Recommendation

At its February 14, 2012 meeting, the Audit, Budget and Finance Committee voted to forward the proposed Transformation Plan Budget for Fiscal Year 2012-2013 to the full Board. Administration recommends that the Board approve the 2012-2013 Transformation Budget Plan as presented.

Dr. Michele Hancock
Superintendent of Schools

Sheronda Glass
Asst. Superintendent
of Business Services

Tina M. Schmitz
Chief Financial Officer



The Journey Begins to Create a Sustainable Transformation of our Schools in Order to Maximize the Brilliance of Children in a Cost Effective Manner.

Transforming Kenosha Unified School District into a 21st Century Learning Organization.



This is an overview of a preliminary draft of elements guiding the development of the Kenosha Unified School District budget for the 2012/2013 school year. Corresponding financial information may change as further details become known.

This preliminary budget is being drafted under the framework of the Kenosha Unified School District's (KUSD) "Transformation Plan".

Our **VISION** is maximizing the brilliance of children.

Our **MISSION** is to assure every child experiences high quality, personalized learning success.

Our **VALUES** are blended personalized learning, multi-dimensional life and career skills, and relevant global knowledge.

Transformation Goals

We will...

- ➡ Improve student achievement
- ➡ Expand collaborative partnerships with families, community, and industry
- ➡ Secure resources (time, people, finances, operating processes) to support learning

This budget is being drafted with intelligent accountability that adheres to the policies and practices of KUSD with an understanding and appreciation for increasing shared responsibility.

This draft is the result of many hours of work by KUSD staff who served on the Budget Council, Leadership Council, and School Administrators. Their work is sincerely appreciated!

Transformation Goal #1: Improve student achievement Method: School/program redesign

Estimated Savings: \$5,600,000 / FTE impact: 65-80

Components:

Comprehensive High School Staffing Option. Flexible block day; average academic class size = 32; comprehensive high schools only; excludes charter schools. The daily schedule will change to increase staffing efficiency and promote opportunities for professional development and collaboration among teachers. *Mindshift*¹ reminds us, "The 21st century does not fit neatly into rows. Neither should your students. Allow the network-based concepts of flow, collaboration, and dynamism help you rearrange your room (and day) for authentic 21st century learning." This component will provide more flexibility for scheduling in order to get more courses to the students. This will also expose and expand students to more virtual options.

Transformation Goal #1: Improve student achievement Method: School/program redesign

Estimated Savings: \$4,145,000 / FTE impact: 45-60

Components:

Redesign curriculum options at both High School and Middle School to create a more efficient and 21st Century learning environment. The redesign of the high school and middle school focuses upon an increase in the use and access to instructional technology and virtual learning. The secondary school curriculum and course offerings will be reconstituted and high school honor sections will be expanded to increase access and create more flexibility for course selection by students, while also maximizing the use of staffing. According to the article *Mindshift*, "The root of curricular change will be the shift in middle schools to a role as foundational content providers and high schools as places for specialized learning."

"Teachers record their lectures using screen-capture software and post these lecture videos to a variety of outlets...Students watch these videos outside of class on their smartphone, in the school computer lab (*which now has extended hours*), at home or even in my office if they need to. Now, when students come to class, they've already learned about the material and can spend class time working on math problems, writing about the Civil War or working on a science project, with the help of their teacher whenever they need it. This model allows students to seek one-on-one help from their teacher when they have a question, and learn material in an environment that is conducive to their education." *My View: Flipped classrooms give every student a chance to succeed*, Greg Green, principal Clintondale High School in Clinton Township, Michigan.²

Transformation Goal #1: Improve student achievement
Method: School/program redesign

Estimated Savings: \$4,675,000 / FTE impact: 52-68

Components:

Elementary instructional program transformation: Learning groups called “Families”: The purpose of this innovative initiative is to organize students into learning groups called Families. Teams of teachers will work together with a group of students, providing instruction to them in flexible, multi-age groups, such as guided reading and guided math. The rationale behind this inventive concept is it allow teachers to reach the highest and lowest achieving students, and students in-between to achieve our goal in the Transformation Plan of *personalized learning*. This will allow us to implement personalized learning to in order to reach all students and enable them to achieve at all levels.

In an article *Small Schools, The Numbers Tell the Story* from the Small School Workshop associated with the University of Illinois at Chicago³, “When students are part of smaller, more intimate learning communities, they are more successful.”

Transformation Goal #1: Improve student achievement
Method: School/program redesign

Included in High School, Middle School, and Elementary

Components:

Move Wednesday release to Friday. This scheduling initiative is designed to be more ‘family friendly’. This would allow for coordination of family time at all grade levels. For elementary students, each Friday will be a half-day release to provide for teacher collaboration. For middle and high school students there would be an elimination of half-days off, with an increase in the number of full days off on Fridays. Overall, this provides for more consistency with days off and opportunities for extended family weekends without missing school, and additional time for teacher collaboration.

Transformation Goal #1: Improve student achievement
Method: School/program redesign

Included in High School, Middle School, and Elementary

Components:

Reorganize libraries for technology and virtual learning. As noted in the article *Mindshift*, “The 21st Century is a 24/7 environment. And the next decade is going to see the traditional temporal boundaries between home and school disappear...we need (children) to ‘learn’ more. And this will be done 24/7 and on the move.” The Library Media Center will be a place where personalized learning can flourish through virtual learning and flexible learning spaces that are conducive to student learning and collaboration.

Transformation Goal #1: Improve student achievement
Method: School/program redesign

Included in High School, Middle School, and Elementary

Components:

Restructuring the Enrichment Program. More and more students eligible for elementary enrichment programming are choosing to attend their neighborhood school. The District’s focus on the “Family” framework (see above) is designed in part to better meet the needs of our high achieving students. In addition to increasing opportunities for academic enrichment at neighborhood schools, we will continue to explore the implementation of programs or courses intended to challenge our highly capable learners.

Transformation Goal #3: Secure resources
Method: Operational efficiencies

Estimated savings: \$555,000 FTE impact: N/A

Components:

Charter school consolidation: With Paideia, Harborside and Brompton moving into existing KUSD facilities, there will be a marked savings in rental costs. The plan is for Paideia and Harborside to move into separate locations within Reuther Central High School, while Brompton will be moving to a separate wing in Vernon Elementary School.

Transformation Goal #3: Secure resources
Method: Operational efficiencies

Estimated savings: \$1,000,000 FTE impact: 4 - 10

Components:

Close at McKinley Middle School: The District's Long-Range Facilities plan calls for a continual review of all buildings, in particular those that will be needing extensive repairs in the future. Such is the case with a few of our buildings. After extensive analysis it has been determined that serious consideration should be given to closing at least one facility that has, and will continue to require repairs and updates at significant cost to the district. Student enrollment projections also need to be taken into consideration.

Transformation Goal #3: Secure resources
Method: Operational efficiencies

Estimated savings: \$1,580,000 FTE impact: 21

Components:

Reconfigure Educational Support Center (ESC) staffing: A complete and thorough review and analysis of every department within the Educational Support Center has been initiated. The purpose is to make adjustments to staffing levels in order to ensure increased operational efficiencies, streamline operational processes and also reduce overall costs.

Transformation Goal #3: Secure resources
Method: Operational efficiencies

Estimated savings: \$40,000 FTE impact: N/A

Components:

Intensify paperless initiative: Since Dr. Michele Hancock's arrival eighteen months ago, the District has instituted a number of initiatives to reduce the amount of paper that is used. One example is the how the School Board is now using iPads at their meetings, which has reduced the amount of paper used to make copies for agendas and attachments. All of the material is available electronically. It is estimated, and pointed out by and article in *Mindset*, that, "In ten years' time, schools will decrease their paper consumption by no less than 90%. And the printing industry and the copier industry and the paper industry itself will either adjust or perish." KUSD has already begun moving away from the use of paper as it utilizes more and more technology to be efficient and environmentally friendly.

Transformation Goal #3: Secure resources
Method: Operational efficiencies

Components:

Restructuring Special Education: Analyze and make changes as deemed necessary to improve services for our students with special needs.

Transformation Goal #3: Secure resources
Method: Operational efficiencies

Estimated savings: \$350,000 FTE impact: N/A

Components:

Optimize Transportation Routes: Synchronizing program bell times at Hillcrest will aid in better coordination of some bus routes, which will then generate some monetary savings. A reduction of some non-mandatory bus routes and an increase in the use of city bus passes may be necessary. First Student bus company is nearing completion of a study that is analyzing all of KUSD's school bus routes. This study is expected to be completed within the next few months, and the District anticipates cost savings as a result of the findings of this study.

Transformation Goal #3: Secure resources
Method: Operational efficiencies

Estimated savings: \$1,400,000 FTE impact: N/A

Components:

Suspend major maintenance projects. This will entail cutting the maintenance budget leaving a sufficient amount for emergency repairs, which the Facilities Department has estimated, based on past experience. This model is very doable without negatively impacting building/property management and upkeep. This action is envisioned to be restored during the next budget cycle.

Transformation Goal #3: Secure resources
Method: Operational efficiencies

Estimated savings: Total TBD

Components:

Restructure Service Employee and AST contracts: Members of the Service Employees International Union Local No. 168 have agreed to pay a portion of their pension and health insurance. Administrative, Supervisory and Technical (AST) employees already contribute to their health care and pension (as of July 1, 2011). Additional changes to their contract are currently being developed for the 2012/2013 year.

Transformation Goal #3: Secure resources
Method: Operational efficiencies

Estimated savings: \$6,000 FTE impact: N/A

Components:

Online student enrollment: Continue expanding the use of technology by moving the District to online student registration within the next two years. This will speed up the process, create more accuracy and efficiency, and reduce the amount of paper. The benefits to parents include being able to register their child from home. In short, this component provides convenience, the use of technology, and is environmentally friendly.

Transformation Goal #3: Secure resources
Method: Operational efficiencies

Estimated savings: TBD

Components:

Decrease Cost of Doing Business: By refinancing its General Obligation bonds, at a much lower interest rate, KUSD will be able to save a significant amount of money over the next five years. The District will also change to a new vendor purchasing card to take advantage of rebates that will offset our cost for supplies and equipment.

Transformation Goal #3: Secure resources
Method: Leverage Technology

Estimated savings: \$27,000 FTE impact: N/A

Components:

Report Cards: Stop printing report cards and home reports throughout the school year, except for the final report card at the end of each school year, which may be mailed and/or be available online. KUSD will continue to use the "Parent Connect" component of its student management system to enable parents/guardians in monitoring the academic progress of their student(s) throughout the school year.

Transformation Goal #3: Secure resources
Method: Leverage Technology

Estimated savings: \$448,000 FTE impact: 15-20

Components:

Technology Support Transformation: The Technology Support Transformation proposal addresses today's challenges, improves support and reduces cost, AND The Technology Support Transformation proposal also addresses the Transformation goal of securing resources to support learning. In turn this will also improve student achievement through the improvement of technology support. First, the transformation addresses the limited professional development for the integration of technology by removing the technology support requirement from the instructional staff and it increases the number of instructional staff that will provide professional development. This will also align the staff under instructional support. Second, the transformation will improve technology support by requiring that support staff have knowledge and skills in the support of technology. This will align the technology support staff under Information Services.

Transformation Goal #3: Secure resources
Method: Operational efficiencies

Estimated income: TBD

Components:

Advertising on Web and KUSD Channel 20: KUSD has already begun exploring the use of advertising on both the District's website and television station. More and more school districts around the country are beginning or have begun to generate additional revenue through these avenues, and other types of advertising. It is difficult to estimate how much revenue can be generated as the amount varies from district to district.

Citations

¹ <http://mindshift.kqed.org/2011/12/21-things-that-will-be-obsolete-in-2020/>

² <http://schoolsofthought.blogs.cnn.com/2012/01/18/my-view-flipped-classrooms-give-every-student-a-chance-to-succeed/>

³ <http://smallschoolsworkshop.wordpress.com/>

Kenosha Unified School District
Transformation Plan - 2012/2013 Budget
Preliminary Recommendations as of February 14, 2012

Note: \$'s and FTE are ESTIMATES

STUDENT ACHIEVEMENT/CORE STANDARDS		Estimated Savings		Notes
		Annual \$	FTE	
1	High School Staffing Redesign	\$ 5,600,000	65-80	Flexible block day; avg. academic class size=32; comprehensive only; excludes charter schools
2	Middle School Options	\$ 4,145,000	45-60	Avg. academic class size=32
3	Middle School Sports Redesign	\$ 270,000		Includes increase of \$30k in intramurals
4	Elementary School Transformation Plan	\$ 4,675,000	52-68	School redesigns; families; avg. class size=30
Sub-Total		\$ 14,420,000	164-203	
LEVERAGE TECHNOLOGY		Estimated Savings		Notes
		Annual \$	FTE	
5	Stop Printing Report Cards and Progress Reports (except for final report cards)	\$ 27,000		ESC copy center
6	Technology Support Transformation	\$ 448,000	15-20	Redesign technology support and teacher prof. dev.
7	Online Student Enrollment	\$ 6,000		Reduce printed forms; staff efficiencies
8	Printing Cost Reduction	\$ 40,000		Efficient utilization of print devices
Sub-Total		\$ 521,000	15-20	
OPERATIONAL EFFICIENCIES		Estimated Savings		Notes
		Annual \$	FTE	
9	Suspend Major Maintenance Projects	\$ 1,400,000	-	Postpone projects to FY13/14
10	Close McKinley Middle School	\$ 1,000,000	4-10	Facility costs incl 4 custodians-\$445k; other staff \$555k
11	Charter School Combination Savings	\$ 345,000	-	Paideia & Harborside
12	Charter School Rental Revenue (District Buildings)	\$ 210,000	-	Brompton moves to Vernon, Paideia and Harborside move to Reuther
13	Optimize Transportation Routes	\$ 350,000	-	First Student study; eliminate non-mandated transportation; synchronize program bell times
Sub-Total		\$ 3,305,000	4-10	

Kenosha Unified School District
Transformation Plan - 2012/2013 Budget
Preliminary Recommendations as of February 14, 2012

Note: \$'s and FTE are ESTIMATES

MANAGE RESOURCES		Estimated Savings		Notes
		Annual \$	FTE	
14	Restructure Service Employee Contracts	\$ 875,000	-	12% employee contribution to health; 5.8% employee contribution to WRS (also see line 34)
15	Chargeback Custodial Costs to Food Service Fund	\$ 200,000	-	Kitchen custodial services; increase in fees
16	Shift Community Costs to Fund 83	\$ 40,000	-	Channel 20/community service
17	Increase Building and Field Use Fees	\$ 10,000	-	3% increase being considered
18	Pcard Rebate Program	\$ 50,000	-	Misc revenue/based on purchases
19	Reduce Custodial Staff	\$ 675,000	9	Reductions through attrition
20	ESC Staff Reductions	\$ 1,580,000	21	Reductions and attrition-administrative and secretarial
Sub-Total		\$ 3,430,000	30	
FY 2011-2012 POST-BUDGET ADJUSTMENTS		Estimated Savings		Notes
		Annual \$	FTE	
21	Retiree Benefits Under-budgeted	\$ (1,000,000)	-	Retirement sick/vac day payouts
22	Increase in Unemployment Benefits	\$ (700,000)	-	Due to increase in June 2011 retirements
23	Proceeds from Sale of Columbus Building	\$ 109,000	-	Closed February 7, 2012 (\$108,950)
24	Administration - Reduction in Operating Budgets	\$ 414,000	-	
25	Transportation Budget Reduction	\$ 700,000	-	Lowered based on last year actuals
26	Teaching & Learning (ESC) Budget Reduction	\$ 500,000	-	Eliminate adoption of K-5 social studies book
27	Reduction in District Utilities Budget	\$ 520,000	-	Lowered based on last year actuals
28	Reduction to School Operating Budgets	\$ 1,547,000	-	
29	Freeze Open Positions	\$ 500,000	10	
30	Transfer of Expenses to Fund 50	\$ 200,000	-	Custodial services for food service
31	Transfer of Expenses to Fund 83	\$ 40,000	-	Community service activities
32	Information Services Budget Reduction	\$ 70,000	-	Suspend capital equipment purchases
33	Educational Accountability Budget Reduction	\$ 50,000	-	Reduction of prof. development/equipment
34	Reduction in Employee Benefits Costs	\$ 400,000	-	Service employees MOU Jan 2012 (see line 14)
Sub-Total		\$ 3,350,000	10	

Grand Total of Estimated Savings \$ 25,026,000 213-263 FTE Estimated
Transformation Goal \$ 28,000,000
Balance \$ (2,974,000) 45-55 FTE Possible

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 28, 2012

EXCEPTIONS TO THE 180 SCHOOL DAYS

Districts submit an annual report that defines a schedule showing 180 days of school and the required number of minutes at the elementary, middle and high school levels. If students are in attendance for part of a professional development day it can be counted, but if there is a full day of professional development the day is not counted, so an exception to this requirement is needed. Since the 2004 – 2005 school year, the School Board and Department of Public Instruction has granted KUSD a waiver to the 180 days of school requirement. This waiver allowed the high schools to have four full days of professional development in place of the four half days on the schedule. Most recently the high schools were granted this exception for four years of which 2011 - 2012 was the last year. We are asking for this exception to be continued along with several other exceptions starting with the 2012 – 2013 school year. These exceptions are requested for an additional four years. They are:

- 1) The high schools would be granted an additional four full days of professional development beyond the two already requested.
- 2) The middle school is granted the same exceptions as the high school.

RATIONALE

On November 4th and 5th, 2010, a team was assembled for the purpose of developing a new plan called a Transformation Design, modeled after the strategic planning process. This team consisted of 25 teachers, parents, administrators and school board member. The process resulted in the following: a set of guiding principles, a new mission statement, student results defined, and general goals were developed. On December 14, 2010, the School Board approved the Transformational Design Plan.

Simultaneously, a national initiative has been launched, which brought together teachers, content experts, parents, and community leaders for the purpose of creating what is now known as the Common Core State Standards for English Language Arts, Mathematics, and Literacy in All Content Areas. These standards have been adopted by over 40 states including Wisconsin.

The Common Core State Standards focus on core conceptual understandings and procedures starting in the early grades. The use of core standards empowers all teachers statewide the ability to focus on essential concepts, understandings and procedures. With students, parents, and teachers all on the same page, and working

together for shared goals, we can ensure that students make progress each year and graduate from school prepared to succeed in college and in a modern workforce. The Transformational Plan for our district embraces the common core standards and personalized learning for every student. Personalized learning starts with the belief that learning can take place anytime, anywhere, and can utilize a wide variety of delivery methods. Curriculum must be dynamic, individually paced and acknowledge learner interests. It requires staff to assume new roles as individuals and as part of an instructional team. Assessment of student performance requires sophisticated systems to track data. Feedback occurs in rapid cycles and is objective, connected to learning goals, and suggests the next step in the learning process. Technological tools and innovative practices; such as, on-line or blended learning are utilized to enhance learning and provide access to courses not otherwise available. This personalized learning model requires that we change how we educate our children in our school district. The Secondary School Transformational design plan was developed with the Common Core Standards and the Personalized Learning model in mind. Intensive professional development for staff, and a fully transformed system requires an adjustment to our current student and teacher schedule.

PROFESSIONAL DEVELOPMENT DAYS/ASYNCHRONOUS ONLINE ACTIVITIES

This first exception would be to conduct full days of professional development for next year. Although students will not be in attendance during those designated professional development days, students will have the ability to participate in asynchronous online instructional activities. These online activities will focus on not only the existing curriculum for each student, but also include enrichment activities and collaboration related to the KUSD goals and strategies. We are making this request with the understanding that our students will be participating in a continuous learning environment outside of the school walls. Teachers will have requirements for part of these professional development days related to establishment, monitoring, and review services for the asynchronous online activities.

The professional development for these days will focus upon training that will directly improve student achievement. Our district and the community identified the importance of student proficiencies in information, technology, and media literacy. As the District moves forward with blended personalized learning, student knowledge and skills associated with these literacies is essential. Professional development has been identified to support these initiatives. Included in the plans are sessions that will address:

1. Establishing instructional environments that embed technology standards using best practices and instructional strategies to support success in work and life in the 21st Century
2. Understanding safe, legal, and ethical usages of digital information and innovative uses of current and emerging technologies

3. Expanding opportunities for students to connect with local, national, and global communities through technology resources and tools
4. Establishing effective online collaborative learning and working environments for all students and staff

The KUSD professional development plan will also include training in the following areas: Research-based instructional best practices such as: co-teaching, differentiation, reading and the Common Core Standards, culturally responsive teaching, reading in the content areas, autism, behavior strategies, problem-based learning, serving ELL students, inquiry circles, talent development, problem-based learning, and disciplinary literacy. In addition we will be providing support for training on District initiatives, such as providing MAP training.

A copy of the high school and middle school schedule is attached. The waiver days will be recommended to DPI. The details within the schedule may change depending upon the start and end times of schools and the finalized Parent Teacher conference days.

SUMMARY

In order to qualify for an exception to the 180 days, the number of minutes needs to meet the state requirement. Currently there are enough student contact minutes to cover the full days for professional development at the middle and high school level.

ADMINISTRATIVE RECOMMENDATION

Administration recommends that the Board approve requesting from the State Superintendent an exception to the 180 day requirement. At the middle and high school level, six days are requested for professional development/asynchronous learning activities.

Dr. Michele Hancock
Superintendent of Schools

Daniel Tenuta
Assistant Superintendent Secondary School Leadership

Middle School Schedule 2012-2013

July-12

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August-12

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September-12

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October-12

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November-12

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December-12

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January-13

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February-13

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March-13

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April-13

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May-13

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June-13

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23	24	25	26	27	28	29
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NO SCHOOL

Professional Development - No Students Report
Asynchronous online activities
Students & Teacher Release comp. conferences
Early Release for students

Dr. Martin Luther King Day - Early Release
Last day of school for students - Early Release

No Students Report - Work Day

Teacher Workday - no school

Quarter 1 - 47 days

Quarter 2 - 43 days

Quarter 3 - 43 days

Quarter 4 - 46 days

Parent/Teacher Conferences

November 6 - evening parent conferences

November 9 - morning parent conferences (no school for students)

March 26 - evening parent conferences

March 28 - morning parent conferences (no school for students)

Requested Waiver Days:

September 14, 2012

October 19, 2012

February 15, 2013

March 15, 2013

April 26, 2013

May 24, 2013

High School Schedule 2012-2013

July-12

S	M	T	W	T	F	S
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August-12

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September-12

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October-12

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November-12

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December-12

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January-13

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February-13

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24	25	26	27	28		

March-13

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April-13

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May-13

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June-13

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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

NO SCHOOL

Final Exams - Early Release

**Professional Development - No Students Report
Asynchronous online activities**

Dr. Martin Luther King Day - Early Release

No Students Report - Work Day

Teacher Workday No School

Quarter 1 - 47 days

Quarter 2 - 43 days

Quarter 3 - 43 days

Quarter 4 - 46 days

Parent/Teacher Conferences

November 8 - evening parent conferences

November 9- morning parent conferences (no school for students)

March 27 - evening parent conferences

March 28 - morning parent conferences (no school for students)

Requested Waiver Days:

September 14, 2012

October 19, 2012

February 15, 2013

March 15, 2013

April 26, 2013

May 24, 2013

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 28, 2012

KENOSHA COUNTY EASEMENT – 60th STREET PROJECT

Background:

Kenosha County has requested School Board approval of both a Permanent Limited Easement and a Temporary Limited Easement associated with the widening of 60th Street scheduled for this summer. The Permanent Limited Easement is associated with 0.21 acres of the KUSD property that houses Indian Trail High School and Academy and Mahone Middle School, and the Temporary Limited Easement is associated with 10.4 acres on the same property.

The Permanent Limited Easement is for land that will house the controls and transformer for the permanent traffic signal that the County will be installing to replace the temporary signal at the intersection of our school entrance and 60th Street, and for the land that a permanent storm water drainage pipe will be installed to handle water runoff from 60th Street to the retention basin on the west end of our property. The Temporary Limited Easement is for land along 60th Street that will be disturbed during the widening project and for the retention pond which a portion of will be dredged one foot deeper to support the additional storm water runoff from the widened street. Attachment 1 to this report is a series of three drawings which depict the areas covered by the easements. Attachment 2 to this report is a copy of the easement document which covers both the Permanent and Temporary Limited Easements.

The financial terms of the easement agreement between Kenosha County and KUSD are still be negotiated. A consultant for Kenosha County performed an appraisal of the property affected by the easement. Wisconsin Statutes allow landowners to obtain a second appraisal from a qualified appraiser of our choice and be reimbursed by the County for that second appraisal. KUSD and some of the other property owners opted to have a second appraisal performed in order to ensure a fair price for the value of the property. It is expected that the final value of the easement will be negotiated somewhere between the two appraised values. In addition, we will take into account other improvements being funded as part of the road construction project when determining the financial terms. The terms will be included in the next report on this subject as detailed below.

The timeline for the reviews and consideration of approval of the easement is as follows:

- February 28, 2012 – We are requesting approval from the Board to hold a Special Meeting of the Electors in March for consideration of the easement.
- March 13, 2012 – This report along with the negotiated financial terms will be brought to the Planning, Facilities, and Equipment Committee for review.
- March 27, 2012 – The easement and associated financial terms will be brought to a Special Meeting of the Electors and later that evening to the regular School Board meeting for consideration of final approval.

This timeline is based on meeting Kenosha County's construction project schedule, allowing for an appropriate amount of time for the appraisal comparisons and negotiation of a fair value, and following the normal schedule for KUSD committee and board meetings.

Administration Recommendation:

Administration recommends Board approval to schedule a Special Meeting of the Electors on March 27, 2012 for the consideration of the easement agreement described in this report.

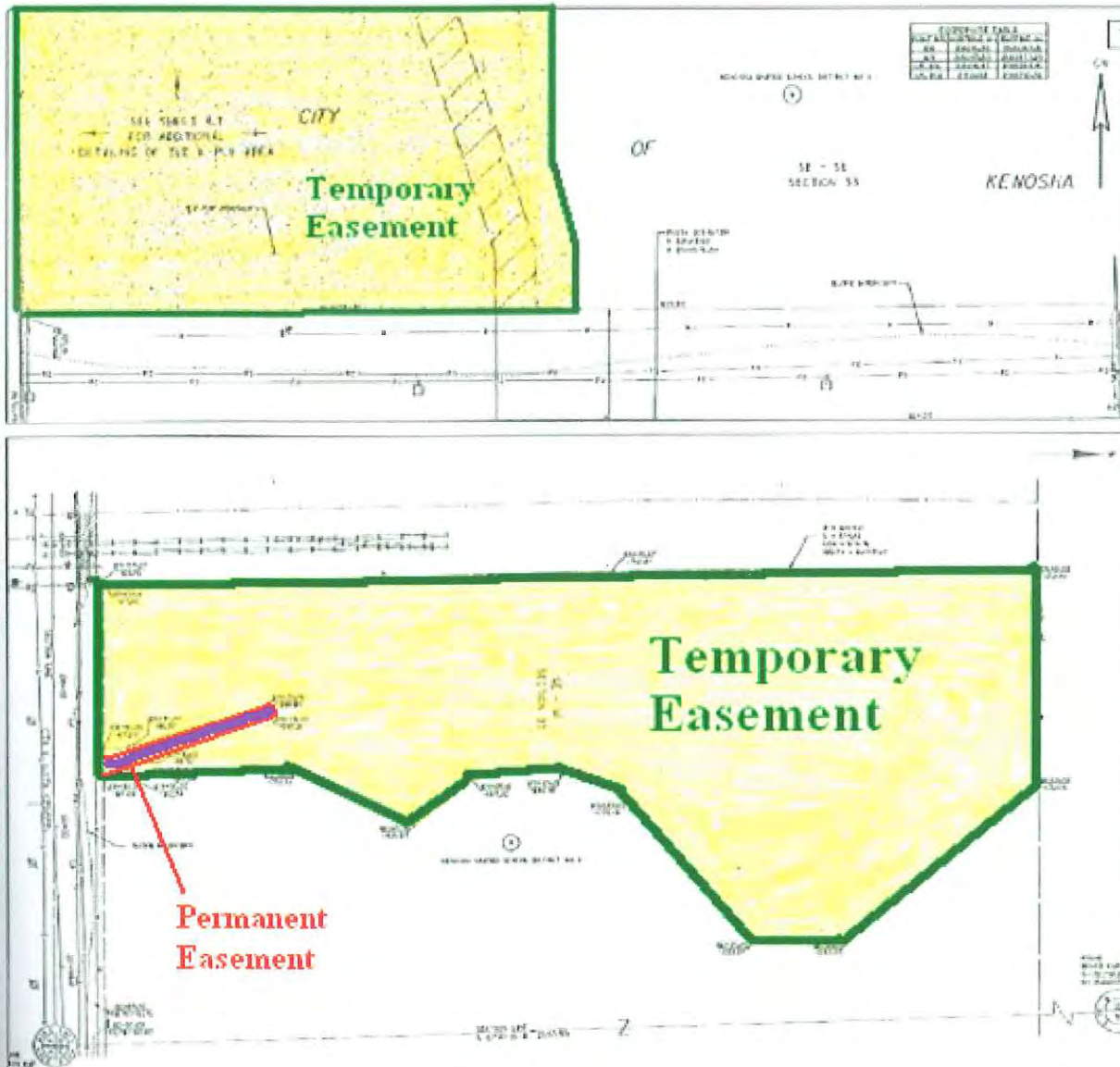
Dr. Michele Hancock
Superintendent of Schools

Ms. Sheronda Glass
Assistant Superintendent of Business
Services

Patrick Finnemore, P.E.
Director of Facilities

recognize that devaluation logically must occur with a restriction in rights even though market does not appear to place an absolute dollar amount on the easements.

Plat of Permanent Easement & Temporary Limited Easement



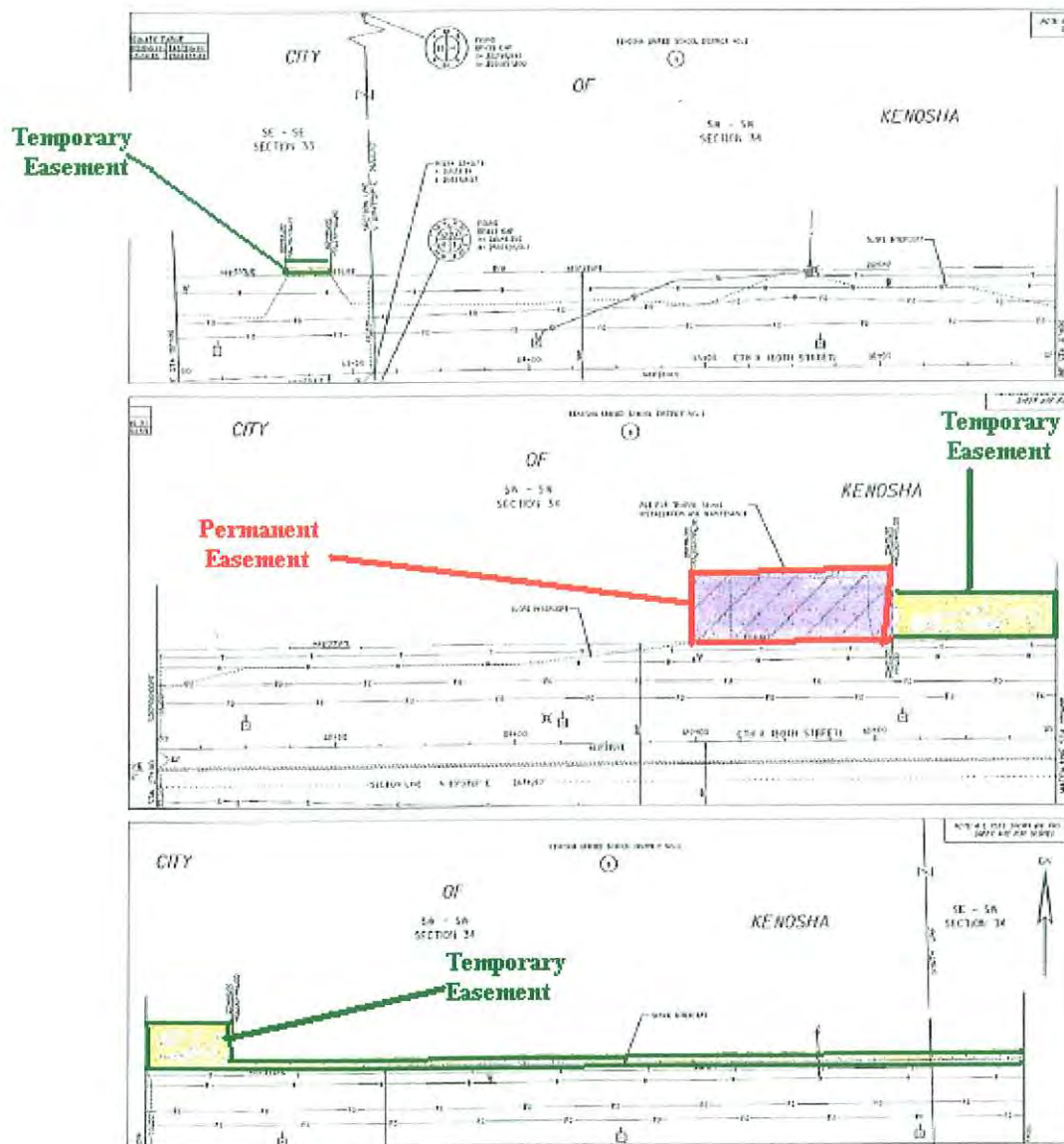
The area outlined in **green** and colored in **yellow** is the temporary limited easement area. The area outlined in **red** and colored in **purple** is the Permanent Easement area.

Southeastern Wisconsin's Premier Real Estate Appraisers, Brokers, & Consultants
6309 - 60th Street - Suite 100- Kenosha, Wisconsin 53144 • Phone: 262-654-4900 • Email: marty@pittsbros.com

Project - No. 3728- 03-03

Kenosha Unified School District No.1 - Parcel No. 9

Continued - Plat of Permanent Easement & Temporary Limited Easement



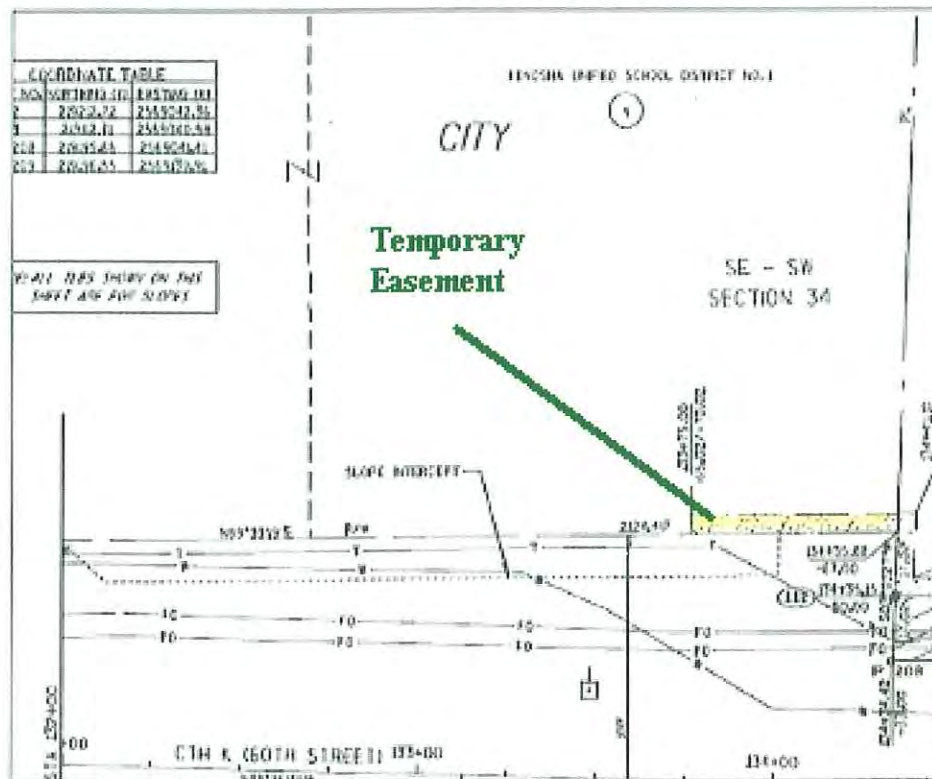
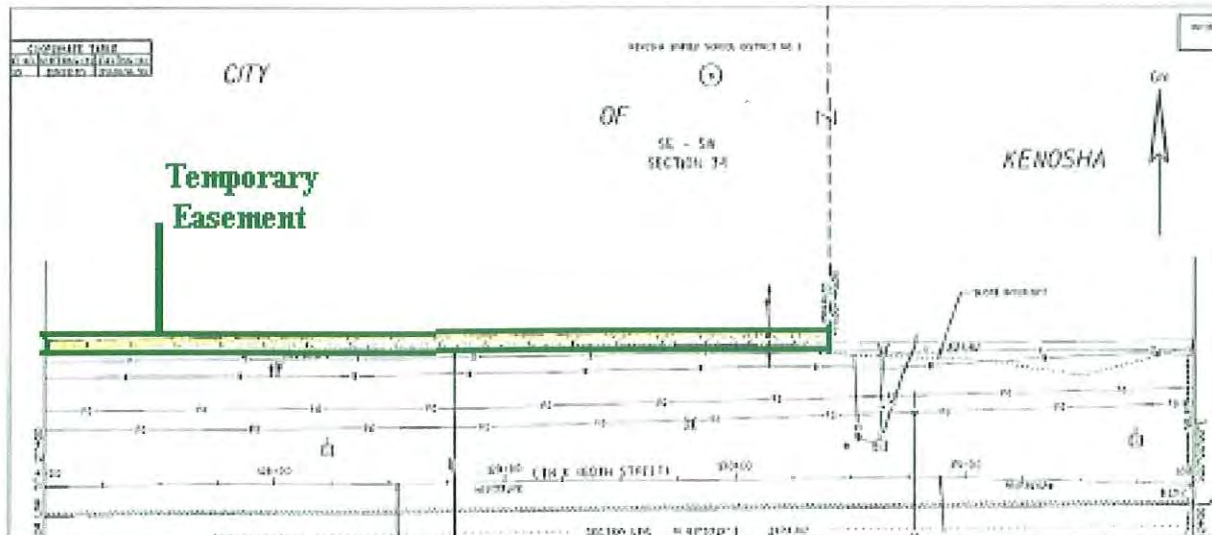
The area outlined in **green** and colored in **yellow** is the Temporary Limited Easement area. The area outlined in **red** and colored in **purple** is the Permanent Easement area.

Southeastern Wisconsin's Premier Real Estate Appraisers, Brokers, & Consultants
6309 - 60th Street - Suite 100- Kenosha, Wisconsin 53144 • Phone: 262-654-4900 • Email: marty@pittsbros.com

Project - No. 3728- 03-03

Kenosha Unified School District No.1 - Parcel No. 9

Continued - Plat of Permanent Easement & Temporary Limited Easement



The area outlined in **green** and colored in **yellow** is the temporary limited easement area.

Southeastern Wisconsin's Premier Real Estate Appraisers, Brokers, & Consultants
 6309 - 60th Street - Suite 100- Kenosha, Wisconsin 53144 • Phone: 262-654-4900 • Email: marty@pittsbros.com

PERMANENT LIMITED EASEMENT

Exempt from fee: s.77.25(2r) Wis. Stats.

LPA1552 08/2011 (Replaces LPA3043) Ch. 84 Wis. Stats.

THIS EASEMENT, made by **Kenosha Unified School District No. 1**, GRANTOR, conveys a permanent limited easement as described below to the **Kenosha County**, GRANTEE, for the sum of **Nine Thousand Three Hundred and 00/100** dollars (\$9,300.00) for the purpose of: **Traffic Signal**.

Any person named in this conveyance may make an appeal from the amount of compensation within six months after the date of recording of this conveyance as set forth in s.32.05(2a) Wisconsin Statutes. For the purpose of any such appeal, the amount of compensation stated on the conveyance shall be treated as the award, and the date the conveyance is recorded shall be treated as the date of taking and the date of evaluation.

Other persons having an interest of record in the property: **None**

Legal description:

LEGAL DESCRIPTION IS ATTACHED HERETO AND MADE A PART HEREOF BY REFERENCE.

This space is reserved for recording data

Return to

Single Source, Inc.
Attn: Marc McSorley
1250 South Sunny Slope Road
Brookfield, Wisconsin 53005

Parcel Identification Number/Tax Key Number
08-222-34-370-033

Signature _____ Date _____

Kenosha Unified School District No. 1
Print Name _____

Signature _____ Date _____

Print Name _____

Signature _____ Date _____

Print Name _____

Signature _____ Date _____

Print Name _____

Signature _____ Date _____

State of Wisconsin)
County) ss.

On the above date, this instrument was acknowledged before me by the named person(s).

Signature, Notary Public, State of Wisconsin _____

Print Name, Notary Public, State of Wisconsin _____

Date Commission Expires _____

A Permanent Limited Easement for the right to construct and maintain a drainage facility, including for such purpose the right to operate the necessary equipment thereon and the right of ingress and egress as long as required for such public purpose, including the right to preserve, protect, remove, or plant thereon any vegetation that the highway authorities may deem necessary to desirable, but without prejudice to the owner's right to make or construct improvements on said lands or to flatten the slopes, providing said activities will not impair or otherwise adversely affect the highway facilities within the right of way, in and to the following tract of land in Kenosha County, State of Wisconsin, described as:

Commencing at the Southeast corner of Section 33;
Thence S89°33'31"W along the South Line of the SE 1/4 of Section 33, 422.57 feet;
Thence N00°26'59"W, 67.00 feet to the North Right of Way of County Trunk Highway K also being the POINT OF BEGINNING;
Thence continuing N00°26'29"W, 29.49 feet;
Thence N17°38'25"W, 201.37 feet;
Thence N71°10'55"E, 20.00 feet;
Thence S17°38'25"E, 204.80 feet;
Thence S00°26'29"E, 32.51 feet to the North Right of Way of County Trunk Highway K;
Thence S89°33'31"W along the north Right of Way of County Trunk Highway K, 20.00 feet to the POINT OF BEGINNING.

Also

Commencing at the Southwest corner of Section 34;
Thence N89°33'19"E along the South Line of the SW 1/4 of Section 34, 685.22 feet;
Thence N00°26'41"W, 67.00 feet to the North Right of Way of Way of County Trunk Highway K, also being the POINT OF BEGINNING;
Thence continuing N00°26'41"W, 40.00 feet;
Thence N89°33'19"E, 112.00 feet;
Thence S00°26'41"E, 40.00 feet to the North Right of Way of Way of County Trunk Highway K;
Thence S89°33'19"W along the North Right of Way of County Trunk Highway K, 112.00 feet to the POINT OF BEGINNING;

Located in part of the of the SE 1/4 of Section 33 and the SW 1/4 of Section 34, T02N, R22E, City of Kenosha, Kenosha County, Wisconsin.

Said parcel contains 0.21 acres, more or less.

Also a Temporary Limited Easement for the right to construct cut and/or fill slopes, including for such purpose the right to operate the necessary equipment thereon and the right of ingress and egress as long as required for such public purpose, including the right to preserve, protect, remove, or plant thereon any vegetation that the highway authorities may deem necessary or desirable, in and to the following tract of land in Kenosha County, State of Wisconsin, described as:

Commencing at the Southeast corner of Section 33;

Thence S89°33'31"W along the South line of the SE1/4 of Section 33, 422.57 feet;

Thence N00°26'29"W, 67.00 feet to the North Right of Way of County Trunk Highway K also being the POINT OF BEGINNING;

Thence S89°33'31"W along the North Right of Way of County Trunk Highway K, 234.89 feet to the East Right of Way of the Union Pacific Railroad.

Thence N01°10'48"W, along the East Right of Way of the Union Pacific Railroad, 685.29 feet to the beginning of a curve to the right.

Thence along the East Right of Way of the Union Pacific Railroad being a curve to the right having a radius of 11409.17 feet, a chord distance of 574.76 feet bearing N00°19'53"E, thence along the arc of the curve 574.82 feet to the North Line of the SE1/4 of the SE1/4 of Section 33;

Thence N89°35'24"E along the North Line of the SE1/4 of the SE1/4 of Section 33, 300.00 feet;

Thence S40°59'13"E, 337.43 feet;

Thence S00°00'00"E, 129.39 feet;

Thence S°50'01'59"W, 259.04 feet;

Thence S28°25'34"W, 102.40 feet;

Thence S07°51'33"E, 123.66 feet;

Thence S39°19'29"E, 98.29 feet;

Thence S27°14'44"W, 174.70 feet;

Thence S00°00'00"E, 191.78 feet;

Thence S17°38'25"E, 40.10 feet;

Thence S00°26'29"E, 35.54 feet to the North Right of Way of County Trunk Highway K;

Thence S89°33'31"W along the North Right of Way of County Trunk Highway K, 20.00 feet;

Thence N00°26'29"W, 32.51 feet;

Thence N17°38'25"W, 204.80 feet;

Thence S71°10'55"W, 20.00 feet;

Thence S17°38'25"E, 201.37 feet;

Thence S00°26'29"E, 29.49 feet to the North Right of Way of County Trunk Highway K, also being the POINT OF BEGINNING.

Located in part of the SE1/4 of the SE1/4 of Section 33, T02N, R22E, City of Kenosha, Kenosha County, Wisconsin.

Also

Commencing at the Southeast corner of Section 33;

Thence N01°47'19"W along the East Line of the SE1/4, 67.02 feet to the North Right of Way of County Trunk Highway K;

Thence S89°33'31"W, along the North Right of Way of County Trunk Highway K 23.14 feet to the POINT OF BEGINNING;

Thence S89°33'31"W, along the North Right of Way of County Trunk Highway K, 26.02 feet;

Thence N02°26'29"W, 5.00 feet;

Thence N89°33'31"E, 26.02 feet;

Thence S02°26'29"E, 5.00 feet to the POINT OF BEGINNING.

Located in part of the SE1/4 of the SE1/4 of Section 33, T02N, R22E, City of Kenosha, Kenosha County, Wisconsin.

Also

Commencing at the Southwest corner of Section 34;

Thence N89°33'19"E along the South Line of the SW 1/4 of Section 34, 797.22 feet;

Thence N00°26'41"W, 67.00 feet to the North Right of Way of County Trunk Highway K, also being the POINT OF BEGINNING;

Thence continuing N00°26'41"W, 25.00 feet;

Thence N89°33'19"E, 140.00 feet;

Thence S00°26'41"E, 20.00;

Thence N89°33'19"E, 791.33 feet;

Thence S00°26'41"E, 5.00 feet to the North Right of Way of County Trunk Highway K;

Thence S89°33'19"W along the North Right of Way of County Trunk Highway K, 931.33 feet to the POINT OF BEGINNING;

Located in part of the SW1/4 Section 34, T02N, R22E, City of Kenosha, Kenosha County, Wisconsin.

Also

Commencing at the South quarter corner of Section 34;

Thence S89°33'19"W along the South Line of the SW 1/4 of Section 34, 554.40 feet;

Thence N02°01'27"E, 67.06 feet to the North Right of Way of County Trunk Highway K, also being the POINT OF BEGINNING;

Thence S89°33'19"W along the North Right of Way of County Trunk Highway K, 58.57 feet;

Thence N01°31'15"E, 5.00 feet;

Thence N89°33'19"E, 58.62 feet;

Thence S02°01'27"W, 5.00 feet to the North Right of Way of County Trunk Highway K, also being the POINT OF BEGINNING;

Located in part of the SW1/4 Section 34, T02N, R22E, City of Kenosha, Kenosha County, Wisconsin.

Said parcels contain 10.40 acres, more or less.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 28, 2012

**Request to Participate in Year Two of the Wisconsin Safe and Supportive Schools Project
and to Include Eighth Grade Student Participation**

Background

The Wisconsin Department of Public Instruction (DPI) is currently implementing a four-year project, from October 1, 2010 to September 30, 2014, designed to improve conditions for learning in school districts selected as a result of numbers and/or rates of disruptive drug and violence-related incidents. This project, titled the Safe and Supportive Schools Project (S3 Grant Project), provides grants to support statewide measurement of, and targeted programmatic interventions to improve the conditions for learning by helping schools to reduce substance use and improve safety by managing the broad continuum of detrimental behaviors, including disruptive behaviors, violent crimes and substance abuse.

During the spring of 2011, administration requested and received Board permission to implement the Wisconsin Safe and Supportive Schools Project in the amount of \$100,00 and to administer the online Youth Risk Behavior Survey at the high school level. As a result of survey data, Kenosha Unified qualified to participate in the S3 Grant and is presently receiving significant support from DPI in the form of funding, professional development, and technical assistance.

In order to participate, all Kenosha Unified high schools administered the online Youth Risk Behavior Survey during the spring semester of 2011 and individual survey results indicated that the following schools qualified for and received additional Safe and Supportive School funds during the 2011-2012 school year:

Bradford High School	(\$90,000)
Harborside Academy	(\$60,000)
Indian Trail Academy and High School	(\$75,000)
Reuther Central High School	(\$60,000)
Tremper High School	(\$90,000)

Upon receipt of survey data, the above five high schools carefully assembled grant planning teams inclusive of key stakeholders, attended a two day June workshop in Madison, reviewed the 2011 Index of Student Engagement and Learning Environment data results as well as other district and site data sources and developed individual site plans with clear measurable objectives based on identified needs. Teams then studied evidence-based interventions and integrated them as strategies for use during year one of their site plans. All plans and strategies were integrated into school strategic plans and all are aligned to the overarching District Transformation Design.

Data results clearly indicated a need for all five high schools to focus on the following three areas in need of improvement:

1. Bullying and Harassment
2. Distribution and use of alcohol and illegal drugs and misuse of legal drugs, and
3. Strengthening of relationships to enhance conditions for student learning.

In addition, individual schools targeted other focus goals in their efforts to enhance site conditions for learning. This includes but is not limited to educating youth and families about gang prevention and early intervention, the development of Students Against Destructive Decisions (S.A.D.D.) groups, the design and distribution of parental awareness materials, and strengthening the Prime for Life after school education program for students who have violated the AOD policy.

Department of Public Instruction

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 district has conducted this survey in 2007, 2009 and 2011. The survey monitors health-risk behaviors of the nation's high school students in grades nine through twelve. It includes one-hundred 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 Survey every two years. In 2011, the Safe and Supportive Schools grant utilized this same survey. It was an online survey administered at Bradford High School, Harborside Academy, Indian Trail Academy and High School, Lakeview Technology Academy, Reuther Central High School and Tremper High School. During the upcoming spring semester, the five Kenosha Unified high schools currently participating in the Safe and Supportive Schools Project will administer the YRBS Survey to their ninth and eleventh grade students. Data gleaned from survey results will inform site teams about goal achievement and will assist them as they adjust their focus goals and related activities planned for the 2012-2013 school year. The 2012 YRBS Survey is identical to the 2011 YRBS survey with the exception of the following additional questions numbered seven, eight, eleven, thirty-one, thirty-two, thirty-three, and thirty-four.

Eighth Grade Participation in the *Success Highways* Survey

In conjunction with high school efforts to ensure school safety, administration is requesting Board permission to administer the *Success Highways* survey to eighth grade students at Lance and Lincoln Middle Schools during the spring semester, 2012.

Success Highways was developed over a fifteen year period from doctoral and on-site piloting work done by Dr. V. Scott Solberg at the University of Wisconsin-Milwaukee from 1998-2006. This research, which continues today, identified the following seven resiliency skills as having a significant positive effect on student academic success in urban high schools:

- Building Confidence
- Making Connections
- Setting Goals
- Managing Stress

- Increasing Well-being and
- Understanding Motivation

Once the above skills were identified, Dr. Solberg created a resiliency skills assessment instrument consisting of 108 questions covering all six of the above skills that was revalidated for use with urban precollege populations. In 1998, the assessment instrument was coupled with the development of a resiliency skills curriculum implemented at two Milwaukee high schools.

During seven years of piloting at South Division and North Division high schools in the Milwaukee Public School District, it is estimated that over 2,500 students were exposed to Dr. Solberg's resiliency skills curriculum and three evaluation studies were conducted to determine: whether initial exposure to *Success Highways* methodology contributed to increased academic achievement, whether students exposed to the curriculum during the 2000 fall semester demonstrated improved attendance and academic performance and whether the effects of the resiliency skills varied for students from different racial and ethnic groups.

These studies clearly demonstrated that students exposed to the *Success Highways* program achieved statistically significant improvements not only in resiliency but also became more invested in their education as indicated by demonstrating better grades, higher grades, more credits earned, increased test scores and reduced dropouts.

It is administration's intention to pilot the resiliency skills assessment instrument during the 2012 school year at Lance and Lincoln Middle Schools and to forward student profile results to Tremper High School for use when planning/modifying their 2012-2013 Safe and Supportive School plan.

The approved district protocol for conducting both the YRBS Survey and the resiliency skills assessment will be followed. Informational letters will be sent to the parents of the students in grade 9 and 11 at Bradford, Indian Trail, Reuther, Harborside and Tremper. Informational letters will also be sent to parents of the students in grade 8 at Lance and Lincoln. The letters will include a Parent and Student Information document and surveys will be available at each of these schools for parents to review.

ADMINISTRATION RECOMMENDATION

In order to gather data needed for the Safe and Supportive Schools grant, administration recommends that the Board grant permission to administer the online Youth Risk Behavior Survey at the high school level. In addition, administration requests that eighth grade students at Lance and Lincoln be granted permission to take the *Success Highways* resiliency skills assessment during the spring semester, 2012. Resiliency skills assessment results will generate student profile information needed to work with students beginning in their ninth grade year. Plans to administer the survey will begin with Lance and Lincoln Middle Schools and will be used for Safe and Supportive Schools planning at Tremper High School. Access to the survey will also be available to other middle schools for use by their feeder high schools. A copy of the *Success Highways* resiliency skills assessment as well as the 2012 Youth Risk Behavior Survey

are attached for Board of Education review. Since individual standing committee meetings were not held in February, this recommendation is brought directly to the School Board for consideration. Administration will provide an informational report to the Curriculum/Program Committee at its March 13th meeting.

Dr. Michele Hancock
Superintendent of Schools

Daniel Tenuta
Assistant Superintendent
Secondary School Leadership

Richard Aiello
Principal, Tremper High School

Chad Dahlk
Principal, Lance Middle School

Ernie Llanas
Principal, Lincoln Middle School

Patricia Demos
Community School Relations
Manager

2012 S3 SURVEY

Question # 1

Cluster: Demographics

How old are you?

- 1: 12 years old or younger
- 2: 13 years old
- 3: 14 years old
- 4: 15 years old
- 5: 16 years old
- 6: 17 years old
- 7: 18 years old or older

Question # 2

Cluster: Demographics

What is your sex?

- 1: Female
- 2: Male

Question # 3

Cluster: Demographics

In what grade are you?

- 1: 9th grade
- 2: 10th grade
- 3: 11th grade
- 4: 12th grade
- 5: Ungraded or other grade

Question # 4

Cluster: Demographics

Are you Hispanic or Latino?

- 1: Yes
- 2: No

Question # 5

Cluster: Demographics

What is your race? (Select one or more responses.)

- 1: American Indian or Alaska Native
- 2: Asian
- 3: Black or African American
- 4: Native Hawaiian or Other Pacific Islander
- 5: White

Question # 6

Cluster: Demographics

During the past 12 months, how would you describe your grades in school?

- 1: Mostly A's
- 2: Mostly B's
- 3: Mostly C's
- 4: Mostly D's
- 5: Mostly F's
- 7: None of these grades
- 8: Not sure

Question # 7

Cluster: New Disaggregation

How far did your mother get in school?

- 1: Did not finish high school
- 2: Graduated from high school or GED
- 3: Had some college or technical training after high school
- 4: Graduated from a 4 year college
- 5: Earned an advanced graduate degree
- 6: Don't know
- 7: Does not apply

Question # 8

Cluster: New Disaggregation

How far did your father get in school?

- 1: Did not finish high school
- 2: Graduated from high school or GED
- 3: Had some college or technical training after high school
- 4: Graduated from a 4 year college
- 5: Earned an advanced graduate degree
- 6: Don't know
- 7: Does not apply

Question # 9

Cluster: New Disaggregation

How long have you lived in the United States?

- 1: Less than one year
- 2: 1 to 2 years
- 3: 3 to 5 years
- 4: 6 to 10 years
- 5: 11 or more years
- 6: All my life

Question # 10

Cluster: New Disaggregation

Which of the following best describes you?

- 1: Heterosexual (straight)
- 2: Gay or lesbian
- 3: Bisexual
- 4: Not sure

Question # 11

Cluster: New Disaggregation

During the past 30 days, on how many days did you miss classes or school without permission?

- 1: 0 days
- 2: 1 or 2 days
- 3: 3 to 5 days
- 4: 6 to 9 days
- 5: 10 or more days

Question # 12

Cluster: New Disaggregation

During the past 12 months, how many times has someone tried to hurt you by hitting, punching, or kicking you while on school property?

- 1: 0 times
- 2: 1 time
- 3: 2 or 3 times
- 4: 4 or 5 times
- 5: 6 or 7 times
- 6: 8 or 9 times
- 7: 10 or 11 times
- 8: 12 or more times

Question # 13

Cluster: New Disaggregation

Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way. During the past 12 months, have you ever been bullied on school property?

- 1: Yes
- 2: No

Question # 14

Cluster: New Disaggregation

Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way. During the past 12 months, have you ever been electronically bullied? (Include being bullied through e-mail, chat rooms, instant messaging, websites, or texting.)

- 1: Yes
- 2: No

Question # 15

Cluster: New Disaggregation

Do you agree or disagree that you feel like you belong at this school?

- 1: Strongly agree
- 2: Agree
- 3: Neither agree nor disagree
- 4: Disagree
- 5: Strongly disagree

Question # 16

Cluster: Safe & Supportive Schools

The next set of questions ask about violence-related behaviors. 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?

- 1: 0 days
- 2: 1 day
- 3: 2 or 3 days
- 4: 4 or 5 days
- 5: 6 or more days

Question # 17

Cluster: Safe & Supportive Schools

During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?

- 1: 0 days
- 2: 1 day
- 3: 2 or 3 days
- 4: 4 or 5 days
- 5: 6 or more days

Question # 18

Cluster: Safe & Supportive Schools

During the past 30 days, on how many days did you carry a gun on school property?

- 1: 0 days
- 2: 1 day
- 3: 2 or 3 days
- 4: 4 or 5 days
- 5: 6 or more days

Question # 19

Cluster: Safe & Supportive Schools

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?

- 1: 0 times
- 2: 1 time
- 3: 2 or 3 times
- 4: 4 or 5 times
- 5: 6 or 7 times
- 6: 8 or 9 times
- 7: 10 or 11 times
- 8: 12 or more times

Question # 20

Cluster: Safe & Supportive Schools

During the past 12 months, how many times were you in a physical fight on school property?

- 1: 0 times
- 2: 1 time
- 3: 2 or 3 times
- 4: 4 or 5 times
- 5: 6 or 7 times
- 6: 8 or 9 times
- 7: 10 or 11 times
- 8 : 12 or more times

Question # 21

Cluster: Safe & Supportive Schools

When you are at school, how often do you feel safe from physical harm?

- 1: Never
- 2: Rarely
- 3: Sometimes
- 4: Most of the time
- 5: Always

Question # 22

Cluster: Safe & Supportive Schools

Do you agree or disagree that violence is a problem at your school?

- 1: Strongly agree
- 2: Agree
- 3: Not sure
- 4: Disagree
- 5: Strongly disagree

Question # 23

Cluster: Safe & Supportive Schools

Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way. During the past 12 months, have you ever bullied someone else on school property?

- 1: Yes
- 2: No

Question # 24

Cluster: Safe & Supportive Schools

The next set of questions ask about harassment. Harassment is when one or more students bother another student with the goal to annoy, disturb, or upset that student. During the past 12 months, have you ever been harassed on school property?

- 1: Yes
- 2: No

Question # 25

Cluster: Safe & Supportive Schools

During the past 12 months, have you been harassed on school property because of your race or ethnic background?

- 1: Yes
- 2: No
- 3: Not sure

Question # 26

Cluster: Safe & Supportive Schools

During the past 12 months, have you been harassed on school property because of your weight, size, or physical appearance?

- 1: Yes
- 2: No
- 3: Not sure

Question # 27

Cluster: Safe & Supportive Schools

During the past 12 months, have you been harassed on school property because of your gender?

- 1: Yes
- 2: No
- 3: Not sure

Question # 28

Cluster: Safe & Supportive Schools

During the past 12 months, have you been harassed on school property because someone thought you were gay, lesbian, or bisexual?

- 1: Yes
- 2: No
- 3: Not sure

Question # 29

Cluster: Safe & Supportive Schools

Do you agree or disagree that harassment and bullying by other students is a problem at your school?

- 1: Strongly agree
- 2: Agree
- 3: Not sure
- 4: Disagree
- 5: Strongly disagree

Question # 30

Cluster: Safe & Supportive Schools

The next question asks about gang activity. Is there gang activity in your school?

- 1: Yes
- 2: No
- 3: Not sure

Question # 31

Cluster: Safe & Supportive Schools

The next 4 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. 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?

- 1: Yes
- 2: No

Question # 32

Cluster: Safe & Supportive Schools

During the past 12 months, did you ever seriously consider attempting suicide?

- 1: Yes
- 2: No

Question # 33

Cluster: Safe & Supportive Schools

During the past 12 months, did you make a plan about how you would attempt suicide?

- 1: Yes
- 2: No

Question # 34

Cluster: Safe & Supportive Schools

During the past 12 months, how many times did you actually attempt suicide?

- 1: 0 times
- 2: 1 time
- 3: 2 or 3 times
- 4: 4 or 5 times
- 5: 6 or more times

Question # 35

Cluster: Safe & Supportive Schools

The next set of 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. During the past 30 days, on how many days did you have at least one drink of alcohol?

- 1: 0 days
- 2: 1 or 2 days
- 3: 3 to 5 days
- 4: 6 to 9 days
- 5: 10 to 19 days
- 6: 20 to 29 days
- 7: All 30 days

Question # 36

Cluster: Safe & Supportive Schools

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?

- 1: 0 days
- 2: 1 day
- 3: 2 days
- 4: 3 to 5 days
- 5: 6 to 9 days
- 6: 10 to 19 days
- 7: 20 or more days

Question # 37

Cluster: Safe & Supportive Schools

During the past 30 days, how did you usually get the alcohol you drank?

- 1: I did not drink alcohol during the past 30 days
- 2: I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station
- 3: I bought it at a restaurant, bar, or club
- 4: I bought it at a public event such as a concert or sporting event
- 5: I gave someone else money to buy it for me
- 6: Someone gave it to me
- 7: I took it from a store or family member
- 8: I got it some other way

Question # 38

Cluster: Safe & Supportive Schools

The next set of questions ask about other drugs. During the past 30 days, how many times did you use marijuana?

- 1: 0 times
- 2: 1 or 2 times
- 3: 3 to 9 times
- 4: 10 to 19 times
- 5: 20 to 39 times
- 6: 40 or more times

Question # 39

Cluster: Safe & Supportive Schools

During the past 30 days, how many times have you taken an over-the-counter drug to get high?

- 1: 0 times
- 2: 1 or 2 times
- 3: 3 to 9 times
- 4: 10 to 19 times
- 5: 20 to 39 times
- 6: 40 or more times

Question # 40

Cluster: Safe & Supportive Schools

During the past 12 months, how many times have you attended school under the influence of alcohol or other illegal drugs, such as marijuana or cocaine?

- 1: 0 times
- 2: 1 or 2 times
- 3: 3 to 9 times
- 4: 10 to 19 times
- 5: 20 to 39 times
- 6: 40 or more times

Question # 41

Cluster: Safe & Supportive Schools

During the past 12 months, has anyone offered, sold, or given you an illegal drug on school property?

- 1: Yes
- 2: No

Question # 42

Cluster: Safe & Supportive Schools

The next set of questions ask about teacher and staff support at your school. Do you agree or disagree that your teachers really care about you and give you a lot of encouragement?

- 1: Strongly agree
- 2: Agree
- 3: Neither agree nor disagree
- 4: Disagree
- 5: Strongly disagree

Question # 43

Cluster: Safe & Supportive Schools

Is there at least one teacher or other adult in this school that you can talk to if you have a problem?

- 1: Yes
- 2: No
- 3: Not sure

Question # 44

Cluster: Safe & Supportive Schools

The next set of items measure the extent to which opportunities and rewards are available within your school. In my school, students have lots of chances to help decide things like class activities and rules.

- 1: Strongly agree
- 2: Agree
- 3: Neither agree nor disagree
- 4: Disagree
- 5: Strongly disagree

Question # 45

Cluster: Safe & Supportive Schools

There are lots of chances for students in my school to talk with a teacher one-on-one.

- 1: Strongly agree
- 2: Agree
- 3: Neither agree nor disagree
- 4: Disagree
- 5: Strongly disagree

Question # 46

Cluster: Safe & Supportive Schools

Teachers ask me to work on special classroom projects.

- 1: Strongly agree
- 2: Agree
- 3: Neither agree nor disagree
- 4: Disagree
- 5: Strongly disagree

Question # 47

Cluster: Safe & Supportive Schools

There are lots of chances for students in my school to get involved in sports, clubs, and other activities outside of class.

- 1: Strongly agree
- 2: Agree
- 3: Neither agree nor disagree
- 4: Disagree
- 5: Strongly disagree

Question # 48

Cluster: Safe & Supportive Schools

There are lots of chances to be part of class discussions or activities.

- 1: Strongly agree
- 2: Agree
- 3: Neither agree nor disagree
- 4: Disagree
- 5: Strongly disagree

Question # 49

Cluster: Safe & Supportive Schools

My teacher(s) notices when I am doing a good job and lets me know about it.

- 1: Strongly agree
- 2: Agree
- 3: Neither agree nor disagree
- 4: Disagree
- 5: Strongly disagree

Question # 50

Cluster: Safe & Supportive Schools

The school lets my parents know when I have done something well.

- 1: Strongly agree
- 2: Agree
- 3: Neither agree nor disagree
- 4: Disagree
- 5: Strongly disagree

Question # 51

Cluster: Safe & Supportive Schools

I feel safe at my school.

- 1: Strongly agree
- 2: Agree
- 3: Neither agree nor disagree
- 4: Disagree
- 5: Strongly disagree

Question # 52

Cluster: Safe & Supportive Schools

My teachers praise me when I work hard in school.

- 1: Strongly agree
- 2: Agree
- 3: Neither agree nor disagree
- 4: Disagree
- 5: Strongly disagree

Question # 53

Cluster: Safe & Supportive Schools

The next set of questions ask about the importance of school and course work. How often do you feel that the school work you are assigned is meaningful and important?

- 1: Never
- 2: Seldom
- 3: Sometimes
- 4: Often
- 5: Almost always

Question # 54

Cluster: Safe & Supportive Schools

How interesting are most of your courses to you?

- 1: Very interesting and stimulating
- 2: Quite interesting
- 3: Fairly interesting
- 4: Slightly dull
- 5: Very dull

Question # 55

Cluster: Safe & Supportive Schools

How important do you think the things you are learning in school are going to be for your later life?

- 1: Very important
- 2: Quite important
- 3: Fairly important
- 4: Slightly important
- 5: Not at all important

Question # 56

Cluster: Safe & Supportive Schools

Over the past school year how often did you enjoy being at school?

- 1: Never
- 2: Seldom
- 3: Sometimes
- 4: Often
- 5: Almost always

Question # 57

Cluster: Safe & Supportive Schools

Over the past school year how often did you hate being at school?

- 1: Never
- 2: Seldom
- 3: Sometimes
- 4: Often
- 5: Almost always

Question # 58

Cluster: Safe & Supportive Schools

Over the past school year how often did you try to do your best work in school?

- 1: Never
- 2: Seldom
- 3: Sometimes
- 4: Often
- 5: Almost always

Question # 59

Cluster: Safe & Supportive Schools

The next set of questions ask about the school environment and rules for student behavior and conduct. Do you agree or disagree that this school has a friendly and welcoming atmosphere?

- 1: Strongly agree
- 2: Agree
- 3: Neither agree nor disagree
- 4: Disagree
- 5: Strongly disagree

Question # 60

Cluster: Safe & Supportive Schools

Do you agree or disagree that you understand the rules for student behavior and conduct at this school?

- 1: Strongly agree
- 2: Agree
- 3: Neither agree nor disagree
- 4: Disagree
- 5: Strongly disagree

Question # 61

Cluster: Safe & Supportive Schools

Do you agree or disagree that this school has clear consequences for breaking the rules?

- 1: Strongly agree
- 2: Agree
- 3: Neither agree nor disagree
- 4: Disagree
- 5: Strongly disagree

Question # 62

Cluster: Safe & Supportive Schools

Do you agree or disagree that staff at this school enforce the rules for student behavior and conduct?

- 1: Strongly agree
- 2: Agree
- 3: Neither agree nor disagree
- 4: Disagree
- 5: Strongly disagree

Question # 63

Cluster: Safe & Supportive Schools

College is defined as a two-year technical college or a four year university or college. Do you plan on going to college after high school?

- 1: Yes
- 2: No
- 3: Not sure

Success *Highways*

REVVING UP

Do not mark on the questionnaire.

REVING UP INSTRUCTIONS

- This is a voluntary questionnaire which is part of *Success Highways*.
- If you come across any items that you do not wish to answer you are free to skip them.
- There is no time limit to this questionnaire, and there are no right or wrong answers.
- Please do not write on the questionnaire. Use the answer sheet to record all of your answers.
- Use a #2 pencil to mark your answers on the answer sheet.
- Fill ovals completely with heavy marks, and erase clearly.

PROVIDING YOUR INFORMATION

- Please write your school name in the appropriate blanks.
- Your school professional will now provide you with instructions on how to fill out your School ID Number, Class Number, and Student Code.
- Please also include your Race/Ethnicity and Gender.

YOU ARE NOW READY TO BEGIN!

IMPORTANCE OF SCHOOL

This section asks about your beliefs about the importance of school and college. Mark the number on the answer sheet that best represents your present attitude or opinion. Remember, this is not a test, and there are no right or wrong answers. The range of answers is:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neutral/undecided
- 4 = Agree
- 5 = Strongly agree

EXAMPLE:

You would mark the number ⑤ on the answer sheet if you strongly agree with the statement . . .

It is important that I . . .

Get along with other students.

Please Answer All Items

Using the scale above, please mark the number on the answer sheet that best shows the degree to which you agree with each statement below:

It is important that I . . .

1. Finish school.
2. Do well in school.
3. Go to college.
4. Do well in college.
5. Make sure my teachers know that I want to do well in school.
6. Find out about colleges.
7. Learn how to be successful in college.
8. Get good grades in school.
9. Learn how to be successful in school.
10. Get a college degree.

CONFIDENCE

This section asks for information about the degree of confidence you have in completing a variety of activities associated with being a student at your school. Mark the number on the answer sheet that best represents your present attitude or opinion. Remember, this is not a test, and there are no right or wrong answers. The range of answers is:

- 1 = Not confident at all
- 2 = Mostly not confident
- 3 = Somewhat confident
- 4 = Mostly confident
- 5 = Extremely confident

EXAMPLE:

You would mark the number ⑤ on the answer sheet if you are *extremely confident* in successfully . . .

Finding the school library.

Please Answer All Items

Using the scale above, please mark the number on the answer sheet that best shows the degree to which you feel confident in successfully . . .

- 11. Making new friends at school.
- 12. Talking to teachers about homework.
- 13. Taking good notes in class.
- 14. Writing a paper for English class.
- 15. Joining a sports activity.
- 16. Understanding what you read in your schoolbooks.
- 17. Asking a question in class.
- 18. Joining an after-school club.
- 19. Correctly figuring out math problems.
- 20. Turning in your assignments on time.
- 21. Going to class every day.
- 22. Working on a group class project.
- 23. Getting along with classmates.
- 24. Doing well on your tests.
- 25. Using a computer to write a paper.
- 26. Using the library.
- 27. Using a computer to search the Web.
- 28. Participating in class discussions.
- 29. Keeping up to date on schoolwork.
- 30. Preparing for a test.
- 31. Relaxing during a test.
- 32. Studying with others for a test.

CONNECTIONS

This section asks about your relationships with family, teachers, and friends. Mark the number on the answer sheet that best represents your present attitude or opinion. Remember, this is not a test, and there are no right or wrong answers.

The range of answers is:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neutral/undecided
- 4 = Agree
- 5 = Strongly agree

EXAMPLE:

You would mark the number ④ on the answer sheet if you *agree* with the statement:

I can trust my family to support me.

Please Answer All Items

Please indicate, by marking the number on the answer sheet that best represents the degree to which you agree with the following statements:

- 33. There is a family member who I can talk to about important decisions in my life.
- 34. Members of my family recognize my abilities and skills.
- 35. There is **no one** in my family who shares my interests and concerns.
- 36. I am very close with at least one other member of my family.
- 37. There is **no one** in my family with whom I feel comfortable talking about my problems.
- 38. I can talk about school issues or concerns with a family member.
- 39. There are family members I can count on in an emergency.
- 40. Teachers here care about their students.
- 41. There is a teacher here I can go see to talk about academic problems.
- 42. Teachers here respect me.
- 43. Teachers here are interested in my success.
- 44. There is a teacher here I can talk to about a personal problem.
- 45. I have friends here at school.
- 46. There are friends I can talk to about important decisions.
- 47. There is a friend I can depend on for help.
- 48. I have **no** friends I can depend on.

STRESS

This section asks you about the stresses in your life. Mark the number on the answer sheet that best represents your present attitude or opinion.

Remember, this is not a test, and there are no right or wrong answers.

The range of answers is:

- 1 = Almost never
- 2 = Not very often
- 3 = Somewhat often
- 4 = Very often
- 5 = Almost always

EXAMPLE:

You would mark the number ② on the answer sheet if you *not very often* experience:

Difficulty playing sports.

Please Answer All Items

Please indicate the degree to which you have experienced each of the following in the PAST MONTH:

- 49. Difficulty trying to fulfill responsibilities at home and at school.
- 50. Difficulty trying to meet friends.
- 51. Difficulty taking tests.
- 52. Difficulty talking with teachers about schoolwork.
- 53. A fear of failing to meet family expectations.
- 54. Difficulty asking questions in class.
- 55. Difficulty living in the local community.
- 56. Difficulty understanding how to use the school library.
- 57. Difficulty handling relationships.
- 58. Difficulty handling your schoolwork load.
- 59. Difficulty with classmates treating you differently than they treat each other.
- 60. Difficulty writing papers for class.
- 61. Difficulty learning how to use computers.
- 62. Difficulty paying for school supplies.
- 63. Money difficulties due to owing money to others.
- 64. Difficulty paying for food.
- 65. Difficulty paying for recreation and entertainment.
- 66. Difficulty due to your family experiencing money problems.
- 67. Difficulty getting your homework done on time.
- 68. Difficulty because of feeling a need to perform well in school.
- 69. Difficulty from teachers.
- 70. Difficulty from classmates.

WELL-BEING

This section asks you about how often you have had any of these **health-related experiences** during the past week. Mark the number on the answer sheet that best represents your present attitude or opinion. Remember, this is not a test, and there are no right or wrong answers.

The range of answers is:

- 1 = Almost never
- 2 = Not very often
- 3 = Somewhat often
- 4 = Very often
- 5 = Almost always

EXAMPLE:

You would mark the number ③ on the answer sheet if during the last week you *somewhat often* experienced . . .

Feelings of joy.

Please Answer All Items

Please indicate the degree to which you have experienced each of these during the PAST WEEK:

How often have you experienced . . .

- 71. Being tired but unable to sleep.
- 72. Mood swings.
- 73. Feelings of danger.
- 74. Feeling depressed.
- 75. Feelings of self-doubt.
- 76. Nightmares.
- 77. Snacking more than usual.
- 78. Feeling hopeless.
- 79. Sleeping less than usual at night.
- 80. Getting sick a lot.
- 81. Overeating.
- 82. Breaking things when angry.
- 83. Headaches.
- 84. Increased heartbeat.
- 85. Fighting with friends.
- 86. Feeling "cranky."
- 87. Losing your temper.
- 88. Feeling "jumpy."
- 89. Not sleeping well.
- 90. An upset stomach.
- 91. Inability to sleep.
- 92. Increased appetite.
- 93. Becoming easily upset.

MOTIVATION

This section asks about your reasons for going to school. Different people have different reasons for going to school; we just want to know how much you agree or disagree with each reason given below. Mark the number on the answer sheet that best represents your present attitude or opinion. Remember, this is not a test, and there are no right or wrong answers.

The range of answers is:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Unsure/undecided
- 4 = Agree
- 5 = Strongly agree

EXAMPLE:

You would mark the number ① on the answer sheet if you *strongly disagree* that the reason you come to school is . . .

Because I like the school lunches.

Please Answer All Items

The reason I keep coming to school is . . .

- 94. Because I really enjoy school.
- 95. Because, if I didn't, I'd feel guilty.
- 96. So I can make lots and lots of money.
- 97. Because education is important for the goals I have.
- 98. So important people in my life won't be disappointed in me.
- 99. Because it's fun.
- 100. Because I have to; it's required.
- 101. Because I don't want to let others down.
- 102. Because skills like reading, math, and science are important to me.
- 103. Because if I don't, I'll get punished.
- 104. Because failing to get my diploma would bother and disappoint me.
- 105. Because there are **a lot** of interesting things to do.
- 106. Because I see the **importance** of learning.
- 107. Because, to me, education is important.
- 108. I wouldn't be here if I really had a choice about it.

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 28, 2012

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Musicians Assisting Advancing Musicians (M.A.A.M.) donated \$1600.00 to the KUSD Fine Arts Department, to be used to assist students who would like to study music but are in need of financial assistance.
2. Jockey International, Inc. donated 200 t-shirts to Stocker Elementary School. The value of this donation is \$1,000.00.
3. Mary Mader donated a Gemeinhardt Flute to Jefferson Elementary School. The estimated value of this donation is \$500.00.
4. The family of Sue King donated \$500.00 to Hillcrest in her memory.
5. Z & Z Enterprises donated 70 Black History calendars to KUSD. The estimated value of this donation is \$420.00.
6. UW-Milwaukee donated \$200.00 to the LakeView Technology Academy ROV club.
7. The group "Vernon Friends" donated 7 library bound books to the Vernon Elementary School library. The value of this donation is \$105.00.
8. Uline donated various wrapping materials to Vernon Elementary School. The value of this donation is \$100.00.
9. Educators Credit Union donated \$100.00 towards a fundraiser at Brompton School.
10. Herbert's Jewelers donated a necklace to Brompton School for their fundraiser. The value of the donation is \$75.00.
11. Anaya's Auto Repair donated \$50.00 to Brompton School for their fundraiser.
12. Southport Rigging donated two \$20.00 gift certificates to a fundraiser at Brompton School. The value of this donation is \$40.00.
13. Diver Dan's Scuba & Aquatic donated a "Discover Scuba" certificate for a fundraiser at Brompton School. The value of this donation is \$25.00.
14. Stinebrink's Piggly Wiggly donated a \$25.00 gift card to a fundraiser at Brompton School.
15. Sam's Club donated a \$25.00 gift card to a fundraiser at Brompton School.
16. Soens-Francetic State Farm donated \$25.00 to Brompton School for their fundraiser.
17. Anton's Greenhouses donated a \$25.00 gift certificate to Brompton School for their fundraiser.
18. Pick N' Save donated a \$10.00 gift card to a fundraiser at Brompton School.
19. A & R Door Service donated a laser parking assist and garage door monitor for a fundraiser at Brompton School. The value of this donation is unknown.
20. Pepsi donated 4 free 24 pack soda coupons and 1 free 24 pack water coupon for a fundraiser at Brompton School. The value of this donation is unknown.
21. McDonald's donated juice and cups to Brompton School for their fundraiser. The value of this donation is unknown.
22. Step by Step Dance Academy donated a dance performance to Brompton School for their fundraiser. The value of this donation is unknown.

23. A & D Entertainment donated a DJ session to Brompton School for their fundraiser. The value of this donation is unknown.
24. Crown Trophy donated two trophies to Brompton School for their fundraiser. The value of this donation is unknown.
25. Exceptional Events of Kenosha donated tablecloths and skirting, warming oven and cooler to Brompton School for their fundraiser. The value of this donation is unknown.
26. Johnson Bank donated a gift basket to Brompton School for their fundraiser. The value of this donation is unknown.
27. YMCA donated a 6 month membership to Brompton School for their fundraiser. The value of this donation is unknown.
28. Southport Bank donated a gift basket to Brompton School for their fundraiser. The value of this donation is unknown.
29. Topper's Pizza donated six gift certificates and served pizza at a fundraiser for Brompton School. The value of this donation is unknown.
30. Jimano's Pizza donated and served pizza at a fundraiser for Brompton School. The value of this donation is unknown.
31. Nick n Willy's donated and served pizza at a fundraiser for Brompton School. The value of this donation is unknown.
32. Tenuta's donated pizza to Brompton School for their fundraiser. The value of this donation is unknown.
33. Baker's Street donated pizza to Brompton School for their fundraiser. The value of this donation is unknown.
34. Oliver's Bakery donated cupcakes to Brompton School for their fundraiser. The value of this donation is unknown.
35. MB Sweet Treats donated and served cupcakes at a fundraiser for Brompton School. The value of this donation is unknown.
36. Robins Nest Cakery donated cupcakes to Brompton School for their fundraiser. The value of this donation is unknown.

Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 1400, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90(5)(a).

Dr. Michele Hancock
Superintendent of Schools

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 28, 2012

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

February

- February 8, 2012 – Half Day Professional Development – No School For Students in P.M.
- February 14, 2012 – Special School Board Meeting – 5:30 P.M. followed by Audit/Budget/Finance Committee Meeting in ESC Board Meeting Room
- February 21, 2012 – Primary Election
- February 28, 2012 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Meeting Room

March

- March 13, 2012 - Standing Committee Meetings in ESC Board Meeting Room
- March 27, 2012 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Meeting Room
- March 30, 2012 – Third Quarter Ends – Half Day for Students

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