



REGULAR MONTHLY BOARD MEETING

**January 27, 2009 - REVISED
7:00 P.M.**

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



KENOSHA UNIFIED SCHOOL BOARD

REGULAR SCHOOL BOARD MEETING
Educational Support Center
January 27, 2009
7:00 P.M.

AGENDA

REVISED 1-20-09

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
 - Perfect Perkins Performance Award
 - Project Lead The Way Recognition
 - All-State Award for Bradford's "One Flew Over the Cuckoo's Nest"
 - Wisconsin All-State Award for Scholastics (Tremper Girls' Cross Country Team)
- IV. Administrative and Supervisory Appointments
- V. Introduction and Welcome of Student Ambassador
- VI. Legislative Report
- VII. Views and Comments by the Public
- VIII. Response and Comments by the Board of Education
- IX. Remarks by the President
- X. Superintendent's Report
- XI. Consent Agenda
 - A. Consent/Approve Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations Page 1
 - B. Consent/Approve Minutes of 12/16/08 and 1/13/09 Special Meetings and Executive Sessions, 1/13/09 Special Meeting and 12/16/08 Regular Meeting Pages 2-10
 - C. Consent/Approve Summary of Receipts, Wire Transfers and Check Registers..... Pages 11-12

XII. Old Business

- A. Discussion/Action Contract Approval for Purchase: Integrated Library System Pages 13-14
(Also See Appendices)
- B. Discussion/Action Contractor Selection Policies Pages 15-19
(Also See Appendices)
- C. Discussion Reuther Exterior Masonry Project Pages 20-23
(Also See Appendices)
- D. Discussion/Action 2009-10 Capital Project Plan Pages 24-28
(Also See Appendices)
- E. Discussion/Action Career and Technical Education 2009-2010 Carl Perkins Vocational Education Act Grant..... Pages 29-33
- F. Discussion/Action Wisconsin Department of Public Instruction Request To Submit 21st Century Community Learning Centers Program Grant Application..... Pages 34-38
- G. Discussion/Action 2007-08 Annual Report Card Pages 39-43
(Also See Complete Report)
- H. Discussion Charter School Report Pages 44-49
(Also See Appendices)

SCHOOL BOARD AGENDA-REVISED

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XIII. New Business

A. Discussion/Action Naming of the Baseball Field
At Bradford High School..... Pages 50-52

B. Discussion/Action Donations to the
District Page 53

XIV. Other Business as Permitted by Law

Tentative Schedule of Reports, Events and Legal
Deadlines For School Board (January-February) Page 54

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

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

Human Resources recommendations concerning the following actions:

January 27, 2009

Action	Board Date	Code	Staff	Employee Last Name	Employee First Name	School/Dept	Position	Effective Date	Salary or Hourly Rate	Reason	Step / Level	Letter or Contract
Appointment	1/13/09		Instructional	O'Hanlon	Jodie	Bradford High School	Special Education ED	12/01/08	37,755.00	Appointment	B Step 5	Contract
Appointment	1/13/09		Educ. Assistant	Garcia	Angelina	EBSOLA	Special Education Assistant	11/17/08	13.13	Appointment		Contract
Appointment	1/13/09		Educ. Assistant	Perez	Mirella	Chavez Learning Station / Head Start	Clerical Educational Assistant	12/01/08	12.52	Appointment		Contract
Appointment	1/13/09		Instructional	Ramsdell	Roxanne	Special Education - Itinerant	Special Education - Cross Categorical	12/01/08	62,926.00	Appointment	M Step 14	Letter
Separation	1/13/09		Educ. Assistant	Palomo	Suzana	Nash Elementary School	Special Education - IDEA	12/04/08	12.14	Separation		Contract
Appointment	1/13/09		Miscellaneous	Johnson	Paige	Title One Student Support	Parent Coordinator Liaison	12/15/08	13.06	Appointment		Contract
Separation	1/13/09		Miscellaneous	Godina	Manuel	Columbus Elementary School	Parent Liaison	12/12/08	13.06	Separation		Contract
Resignation	1/27/09	**	Instructional	Trost	Sarah	Tremper High School	English Teacher	01/24/09	36,177.00	Resignation	B Step 4	Contract
Resignation	1/27/09	**	Instructional	Keating	Pamela	Vernon / Special Education	Special Health Care Nurse	01/09/08	57,514.00	Resignation	B24 Step 14	Contract
Appointment	1/27/09	**	Instructional	Slater	Stacy	Educational Support Center	School Social Worker	12/19/08	38,106.00	Appointment	M Step 3	Letter
Separation	1/27/09	**	Instructional	Gerlach	Mary Ann	Brass Community School	Grade 2	12/26/08	57,514.00	Separation	B24 Step 14	Contract
Appointment	1/27/09	**	Educ. Assistant	Sack	Peter	Charles Nash Elementary	Special Education Assistant	01/05/09	12.52	Appointment		Contract
Resignation	1/27/09	**	Instructional	Kiewiet	Kiffany	Lincoln Middle School	At Risk	01/15/09	45,251.00	Resignation	B24 Step 8	Contract

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD DECEMBER 16, 2008

A special meeting of the Kenosha Unified School Board was held on Tuesday, December 16, 2008, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:31 P.M. with the following members present: Mr. Ostman, Mr. Hujik, Ms. Taube, Mr. Fountain and Mrs. P. Stevens. Dr. Mangi was also present. Mrs. R. Stevens and Mr. Olson arrived later.

Mrs. P. Stevens, 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. P. Stevens announced that an executive session had been scheduled to follow this special meeting for the purpose of Board Deliberations or Negotiations for Other Business; Reviewing Findings/Orders by Independent Hearing Officers; Personnel: Problems; and Collective Bargaining Deliberations.

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

Roll call vote. Ayes: Mr. Ostman, Mr. Hujik, Ms. Taube, Mr. Fountain and Mrs. P. Stevens. Noes: None. Unanimously approved.

Mr. Fountain moved to adjourn to executive session. Mr. Hujik seconded the motion. Unanimously approved.

1. Board Deliberations or Negotiations for Other Business

Pat Finnemore arrived at 5:33 P.M.

Board members discussed high school boundary options.

Mrs. R. Stevens arrived at 5:36 P.M.

Mr. Olson arrived at 5:42 P.M.

Mr. Finnemore was excused at 6:00 P.M.

Mr. Johnston, Mr. Honore and Attorney Berthelsen arrived at 6:01 P.M. Attorney Egan also appeared by telephone and a discussion followed regarding a proposed contract for services.

Mr. Johnston, Mr. Honore, Attorney Berthelsen and Attorney Egan were excused at 6:24 P.M.

2. Review Findings/Orders by the Independent Hearing Officers

Mr. Jones arrived at 6:25 P.M. and provided Board members with information regarding seven expulsions.

Dr. Mangi and Mr. Jones were excused at 6:36 P.M.

Mr. Fountain moved to concur with the recommendation of the hearing officer with respect to the first expulsion. Mrs. R. Stevens seconded the motion. Unanimously approved.

Ms. Taube moved to concur with the recommendation of the hearing officer with respect to the second expulsion. Mr. Hujik seconded the motion. Unanimously approved.

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

Mr. Olson moved to concur with the recommendation of the hearing officer with respect to the fourth expulsion. Mrs. R. Stevens seconded the motion. Motion carried. Ms. Taube, Mr. Fountain and Mrs. P. Stevens dissenting.

Mr. Fountain moved to concur with the recommendation of the hearing officer with respect to the fifth expulsion. Ms. Taube seconded the motion. Unanimously approved.

Mr. Fountain moved to concur with the recommendation of the hearing officer with respect to the sixth expulsion. Mr. Ostman seconded the motion. Unanimously approved.

Mr. Hujik moved to extend the length of the expulsion through the end of the first semester of the 2009-2010 school year and concur with the recommendation of the hearing officer as modified with respect to the seventh expulsion. Mr. Olson seconded the motion. Unanimously approved.

Dr. Mangi returned to the meeting at 6:42 P.M.

3. Collective Bargaining Deliberations

Mr. Johnston and Mrs. Glass arrived at 6:43 P.M. and updated Board members on collective bargaining deliberations relating to Administrative, Supervisory and Technical personnel. A discussion followed.

Meeting adjourned at 7:00 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD DECEMBER 16, 2008

A regular meeting of the Kenosha Unified School Board was held on Tuesday, December 16, 2008 at 7:00 P.M. in the Board Room of the Educational Support Center. Mrs. P. Stevens, President, presided.

The meeting was called to order at 7:05 P.M. with the following Board members present: Mrs. R. Stevens, Mr. Ostman, Mr. Hujik, Mr. Olson, Ms. Taube, Mr. Fountain and Mrs. P. Stevens. Dr. Mangi was also present.

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

Dr. Mangi presented the KUSD Teacher Saves a Life Award and the Wisconsin Charter Schools Association Awards of Excellence.

There were no Administrative or Supervisory Appointments.

There was not a Legislative Report.

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

Dr. Mangi gave his Superintendent's report.

The Board then considered the following Consent-Approve items:

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

Consent-Approve item X-B – Minutes of the 11/15/08, 11/25/08 and 12/08/08 Special Meeting and Executive Sessions and the 11/25/08 Regular Meeting.

Consent-Approve item X-C – Summary of Receipts, Wire Transfers and Check Registers submitted by Mr. William L. Johnston, Executive Director of Business; Ms. Eileen Coss, Accounting Manager; and Dr. Mangi, excerpts follow:

“It is recommended that receipt numbers CR034323 through CR034762 that total \$522,016.81 be approved.

Check numbers 423072 through 424511 totaling \$6,879,034.30 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated November 6, 17, and 20, 2008 totaling \$2,798,441.99; to US Bank of Milwaukee dated November 13, and 14, 2008 totaling \$301,345.81; and to the Wisconsin Retirement System dated November 28, 2008 totaling \$1,135,959.67 be approved.”

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

Dr. Mangi presented the WASB Recommended Resolutions submitted by Mr. Johnston and Dr. Mangi, excerpts follow:

“The WASB position on policy issues are presented and generally decided by the WASB Delegate Assembly, which meets annually in Milwaukee during the WASB-WASDA-WASBO State Education Convention. The WASB Delegate Assembly is comprised of one representative from each WASB member school board. Those positions that are approved at the Delegate Assembly are added to the overall WASB resolution document presented to the State Legislature at the beginning of each legislative session.

Administration has reviewed the attached resolutions and does not have a reason why the Board of Education should not support all of these positions. It should be noted that several of the proposed resolutions are to create exemptions to the existing Revenue Limit formula that would effectively increase the Revenue Limit. The resolutions do not indicate that any additional state Aid would be provided to support the increase in the Revenue Limit. If there is not additional state Aid, then if Districts included this exemption in their Revenue Limit calculation, the revenue generated by the exemption would come from an increase in the local tax levy.

Administration recommends that the Board of Education review the attached resolutions and authorize the Board’s delegate to the WASB Delegate Assembly to vote in favor of these resolutions.”

Mr. Hujik moved to approve the WASB Resolutions as presented. Mr. Fountain seconded the motion. A discussion followed. Mr. Olson amended the motion to approve the WASB Resolution with exclusion of Resolution 09-13: Apportionment of Economic Remedy in Breach of Duty of Fair Representation Cases. Mr. Fountain seconded the motion as amended. Unanimously approved.

Mr. Fountain presented the Donations to the District as submitted in the agenda.

Mr. Fountain moved to approve the Donations to the District as presented in the agenda. Mrs. R. Stevens seconded the motion. Unanimously approved.

Meeting adjourned at 7:36 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 13, 2009

A special meeting of the Kenosha Unified School Board was held on Tuesday, January 13, 2009, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:17 P.M. with the following members present: Mrs. R. Stevens, Mr. Ostman, Mr. Hujik, Mr. Olson, Ms. Taube, Mr. Fountain and Mrs. P. Stevens. Dr. Mangi was also present.

Mrs. P. Stevens, 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. P. Stevens announced that an executive session had been scheduled to follow this special meeting for the purpose of Board Deliberations or Negotiations for Investing Public Funds and Other Business; Reviewing Findings/Orders by Independent Hearing Officers; Personnel: Problems; Position Assignments; Compensation and/or Contracts and Collective Bargaining Deliberations.

Mr. Fountain moved that this executive session be held. Mr. Olson seconded the motion.

Roll call vote. Ayes: Mrs. R. Stevens, Mr. Ostman, Mr. Hujik, Mr. Olson, Ms. Taube, Mr. Fountain and Mrs. P. Stevens. Noes: None. Unanimously approved.

Mr. Olson moved to adjourn to executive session. Mr. Fountain seconded the motion. Unanimously approved.

1. Review Findings/Orders by the Independent Hearing Officers

Mr. Jones arrived at 5:19 P.M. and provided Board members with information regarding two expulsions.

Dr. Mangi and Mr. Jones were excused at 5:24 P.M.

Mr. Fountain moved to concur with the recommendation of the hearing officer with respect to the first expulsion. Mr. Hujik seconded the motion. Motion carried. Mr. Ostman and Mr. Olson dissenting.

Mr. Olson moved to concur with the recommendation of the hearing officer with respect to the second expulsion. Mr. Fountain seconded the motion. Unanimously approved.

Dr. Mangi returned to the meeting at 5:25 P.M.

2. Board Deliberations or Negotiations for Investing Public Funds and Other Business

Mr. Johnston and Mr. Honore arrived at 5:26 P.M. and updated Board members on a proposed contract for services.

Mr. Honore was excused at 5:42 P.M.

Mr. Johnston provided Board members with an update on the OPEB investments. A brief discussion followed.

3. Collective Bargaining Deliberations

Mrs. Glass arrived at 5:50 P.M. and updated Board members on collective bargaining deliberations relating to Administrative, Supervisory and Technical personnel. A discussion followed.

Mr. Hujik and Mr. Fountain volunteered to serve as Board representatives for Educational Assistants negotiations.

Mrs. Glass discussed the upcoming collective bargaining deliberations relating to Teachers. A discussion followed.

Mr. Johnston and Mrs. Glass were excused at 6:00 P.M.

4. Personnel: Problems, Position Assignments and Compensation and/or Contracts

Dr. Mangi presented two proposed position assignments and a brief discussion followed.

Meeting adjourned at 6:08 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 13, 2009

A special meeting of the Kenosha Unified School Board was held on Tuesday, January 13, 2009, in the Board Room at the Educational Support Center. The purpose of this meeting was for discussion/action/file the Kenosha Fiber Infrastructure Project High-Speed Optical Wide Area Network Project.

The meeting was called to order at 8:17 P.M. with the following members present: Mrs. R. Stevens, Mr. Ostman, Mr. Hujik, Mr. Olson, Ms. Taube, Mr. Fountain and Mrs. P. Stevens. Dr. Mangi was also present.

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

Dr. Mangi presented the Kenosha Fiber Infrastructure Project High-Speed Optical Wide Area Network Project submitted by Mr. Thomas Harris, Network Manager; Mr. John Allen, Distributions and Utilities Manager; Mr. Daniel Honore, Director of Information Services; and Dr. Mangi, excerpts follow:

“The Infrastructure Committee began investigating the feasibility of a high-speed optical fiber wide area network (“fiber infrastructure”) for Kenosha Unified School District in 2005. The following timeline presents the milestones of this project: September, 2006 the Infrastructure Committee released a request for proposal; October, 2006 a directive was given to the Infrastructure Committee to form a consortium with Kenosha County and Gateway Technical College in order to leverage economies of scale; February, 2007 the consortium released a request for proposal; May, 2007 Midwest Fiber Networks was selected as the vendor to install the Kenosha Fiber Infrastructure; June, 2007 work began on the contract (IRU Agreement); June 24, 2008 the Board approved the plan; July, 2008 first meeting with vendor, consortium member and attorneys; October 22, 2008 IRU Agreement language was agreed to by all parties; and January 2009 IRU Agreement signed by KUSD.

Midwest Fiber Networks is estimating that construction of the Kenosha Fiber Infrastructure will commence in February 2009.

The one-time cost of the project remains the same at \$2,055,555. An initial down payment of 20% will be due 30 days after the signing of the IRU Agreement. A 30% payment will be due 30 days after the core fiber infrastructure is in place and has been accepted by the consortium members. The core fiber infrastructure for KUSD consists of Bradford, Tremper, Reuther, Lakeview Tech and the ESC. The final 50% will be due 30 days after all district buildings have been connected to the fiber infrastructure and final acceptance has been provided to the vendor by KUSD Information Services.

In order to fund the installation cost with the least impact to the General Fund budget, several financing options have been explored that range from a State Trust Fund loan, a General Obligation Note or identifying existing budgets to fund the installation. Any borrowing would be considered Fund 38 debt and payable from the General Fund budget and be part of the Revenue Limit.

As presented at the July 8, 2008 Special Meeting of the Board, Administration recommended that the funding of the infrastructure component of the project (\$1,793,390) be accomplished by using the District's annual contingency budget. The hardware component (\$262,165) will be funded using one-time dollars in the 2009-2010 budget. The Board unanimously concurred with this approach.

Administration recommends the board review and file this update.”

Mr. Hujik moved to approve the Kenosha Fiber Infrastructure Project High-Speed Optical Wide Area Network Project subject to the District finding funding for the project. Mr. Fountain seconded the motion. Unanimously approved.

Meeting adjourned at 8:20 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District No. 1
Kenosha, Wisconsin
Summary of Receipts, Wire Transfers, and Check Registers
January 27, 2009

	From	To	Date	Amount
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Receipts:

Total Receipts	CR034763	CR035340	10/18/2008 - 11/17/2008	\$ 593,408.86
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Wire Transfers from Johnson Bank to:

First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		December 1, 2008	120,868.01
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		December 4, 2008	1,335,104.24
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		December 16, 2008	117,220.63
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		December 19, 2008	1,362,258.29
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>		December 31, 2008	115,457.62
US Bank of Milwaukee <i>(for state payroll taxes)</i>		December 1, 2008	304,954.15
US Bank of Milwaukee <i>(for state payroll taxes)</i>		December 3, 2008	829.33
US Bank of Milwaukee <i>(for state payroll taxes)</i>		December 11, 2008	509.54
US Bank of Milwaukee <i>(for state payroll taxes)</i>		December 15, 2008	297,842.58
US Bank of Milwaukee <i>(for state payroll taxes)</i>		December 23, 2008	436.44
US Bank of Milwaukee <i>(for state payroll taxes)</i>		December 31, 2008	301,501.92
Wisconsin Retirement System		December 31, 2008	1,138,989.12
Total Outgoing Wire Transfers			\$ 5,095,971.87

Check Registers:

General	424512	424512	December 2, 2008	682.00
General	424513	424517	December 4, 2008	552.92
General	424518	424533	December 5, 2008	4,090.38
General	424534	424931	December 5, 2008	1,363,494.67
General	424932	424968	December 8, 2008	87,103.30
General	424969	425006	December 9, 2008	2,010.49
General	425007	425011	December 12, 2008	328.00
General	425012	425410	December 12, 2008	826,825.16
General	425411	425420	December 16, 2008	40,961.64
General	425421	425434	December 18, 2008	18,842.08
General	425435	425461	December 18, 2008	74,909.35
General	425462	425466	December 18, 2008	204.50
General	425467	425906	December 18, 2008	5,021,651.25
General	425907	425907	December 18, 2008	19,427.27
General	425908	425908	December 22, 2008	789.00
General	425909	425945	December 23, 2008	2,929.48
General	425946	426045	December 26, 2008	46,802.76
General	426046	426055	December 29, 2008	71,580.82
General	426056	426081	December 30, 2008	2,348.53

Total Check Registers	\$ 7,585,533.60
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Administrative Recommendation

It is recommended that receipt numbers CR034763 through CR035340 that total \$593,408.86 be approved.

Check numbers 424512 through 426081 totaling \$7,585,533.60 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated December 1, 4, 16, 19, and 31, 2008 totaling \$3,050,908.79; to US Bank of Milwaukee dated December 1, 3, 11, 15, 23, and 31, 2008 totaling \$906,073.96; and to the Wisconsin Retirement System dated December 31, 2008 totaling \$1,138,989.12 be approved.

Dr. Joseph T. Mangi
Superintendent of Schools

William L. Johnston, CPA
Executive Director of Business

Eileen Coss
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

January 27, 2009

Contract Approval for Purchase: *Integrated Library System*

In 1995-1996 Kenosha Unified purchased our current Integrated Library System (Dynix). This antiquated DOS-based system presents continual challenges due to its inflexibility and restricted system capabilities. It also faces discontinued vendor support in the near future. Per Kenosha Unified School District's Information & Technology Plan that the Board approved in March of 2008, the need for a new Integrated Library System had been identified as an action step for replacement.

The Department of Library Media, Instructional Technology, and Media Production has completed the review of technical proposals for Web-based, Integrated Library System (ILS) software programs to support a union Online Public Access Catalog, Circulation, Cataloging, Inventory, Equipment Management, and Reporting for 35 school libraries and one centralized district instructional media center. Proposals submitted included installation, training services, ongoing software maintenance & support, and implementation services.

ILS Committee

Annie Fredriksson, Coordinator of Library Media, Instructional Technology, and Media Production
Diane Kastelic, Library Media Teacher Consultant
Janet Mifflin, Cataloger/Technical Assistant
Dan Honore, Director of Information Services
Dave Duffy, Database Administrator
Robert Hofer, Purchasing Agent
Dina Beal, Purchasing Secretary

Timeline

September 2008	Proposals received by KUSD Purchasing Department
September –October 2008	Proposals reviewed; top two vendors selected
October 2008	Finalist demonstrations occur
October 2008	Awarded vendor selected
November/December 2008	Contract language determined; pricing negotiated and confirmed
January 2008	Contract to School Board for approval
February/June 2009	Data conversion, training, and test installation
June 2009	System operational

Selected Vendor/Application:

Follett Software Company, McHenry, Illinois/Destiny Library Manager

Cost Summary:

Destiny Resource Management Solution Summary	\$164,000
Library Manager for thirty-six locations	
Online Documentation and Help	
Implementation Services	
Project Management	
Centralized System Integration	
Technology Training	
District Training	
Fundamentals Training	
On-site Services	
Enriched Content Subscriptions (Title Peek, AR/RC, Lexiles, Alliance AV)	
Data Services	
Conversion	
Authority Control	
Hardware	\$8,000
TOTAL - Solution Estimated Price/1st Year	\$172,000

Annual Licensing and Maintenance Costs (after year 1) **\$41,213**

Relationship to District Budget:

Most of the Destiny Integrated Library System will be funded utilizing Common School Funds. The one time \$8,000 hardware cost will be covered by the IMC account. \$22,158 of Annual Licensing and Maintenance Cost will be covered by District for maintenance. Common School Funds will cover the remaining annual enrichment/subscription dollars.

Next Steps:

At its January 13, 2009 meeting, the Audit/Budget/Finance Committee reviewed the contract and implementation plan and recommended that it be sent to the full Board for approval. Additionally, Administration requests that the Board authorize District Administration to execute any and all documents relating to this purchase and implementation.

Dr. Joseph T. Mangi
Superintendent of Schools

Dr. Edie Holcomb
Executive Director of Curriculum & Instructional Services

Annie Fredriksson
Coordinator - Library Media/Instructional Technology/Media Production

LINK TO APPENDIX

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

January 27, 2009

CONTRACTOR SELECTION POLICIES

Background:

The following is taken from the report provided to the Planning, Facilities, and Equipment Committee at their September 9, 2008, October 14, 2008, and December 2, 2008 meetings. The September 9th meeting was an initial discussion on the topic and the October 14th and the December 2nd meetings were working sessions used to develop a draft policy including obtaining input from interested people representing contractors and labor unions in the community.

There are three Board Policies that are relevant to contractor selection (copies of the Policies are included as Attachment 1 to this report); they are:

- Policy/Rule 3420 - Purchasing
- Policy/Rule 3711 - Improvement or Maintenance Projects
- Policy/Rule 7330 - Construction Contracts, Bidding and Awards

Over the years, the School Board has indicated a preference in hiring union labor where possible and practical; however there are typically some projects performed each year by non-union labor. There are four categories of non-union labor that have been hired to perform work for the District. The first category is in areas/fields where there are few if any local union alternatives such as landscaping, specialty trades, etc. The second category of non-union labor has been in trades that are more weakly represented such as roofing. The third category is in well-represented areas where there were no union bids received on a project. The final category is in well-represented areas where the non-union bid was lower than the union bid. Selection of a non-union contractor in categories 1 and 3 are very simple, although we have received some complaints related to category 3 selections. Category 2 selections can sometimes become political, especially on a large project but typically are not very controversial. Category 4 selections become very political and can put District staff and Board members in a difficult position.

Our current Board Policies are mute with respect to union versus non-union labor, however they do provide some flexibility on contractor selection.

- Board Policy 3420 states, "Bids shall be evaluated on the basis of District specifications and the selection for purchase shall be made on the basis of the low qualified bid. In the event of identical bids, and all other conditions

- being equal, a local manufacturer or business merchant shall be given preference in purchase and contracts.”
- Our Terms and Conditions provided to all bidders on construction projects further states: “The contract shall be awarded to the lowest responsible and qualified Bidder except that the Owner reserves the right to accept or reject any or all bids presented or to accept in part or as a whole any bid advantageous to the District.”
 - Board Policy 3711 states, “The Board may approve special rules for specific individual projects upon the recommendation of the Superintendent.”
 - Board Policy 7330 states, “The contract shall be awarded to the lowest responsible and qualified bidder, except that the Board reserves the right to accept or reject any and all bids presented”

This is pretty broad language and language that School Board's are afforded by law. Municipalities and our State government are not allowed such flexibilities by law and are required to award to the lowest qualified bidder.

In the RFP for contractor selection for both the 2005 and 2008 referendum projects, we included the following language:

“Indicate your willingness to either sign a labor agreement with our local union trade council and/or to hire subcontractors that employ apprentices trained per standards as determined by the State of Wisconsin Department of Workforce Development (DWD) provided that the subcontractor employs five or more craft workers of trades apprenticeable per the State DWD.”

Staff performed a search to find out what other school districts in the State had with respect to union versus non-union labor in their policies. We did not find language in the policies for the vast majority of the districts in the State; however, we did find language in the policies for Madison Metropolitan School District and Milwaukee Public Schools. Attachment 2 is a copy of the Madison board policy, which is quite explicit related to the hiring of union contractors. The first area highlighted dictates that general contractors on multiple trade projects whose contract exceeds \$200,000.00 must be a union contractor. They also have language on work done directly for the Board that allows union and/or local contractors who have submitted bids within 5% of the low bid (if the low bid is a non-union and non-local contractor) to match the low bid. This is pretty strong language.

Attachment 3 is a copy of a page from the Milwaukee Public Schools purchasing policy. MPS does not have direct union versus non-union language but they do have language related to paying prevailing wages. Before we discuss the MPS policy specifically, here is some basic information on the Wisconsin Prevailing Wage Rate Laws.

The State of Wisconsin has three laws that regulate the wages paid to workers who perform projects for the State or for local governmental units (including public school

districts). The stated purpose of the laws are to discourage the awarding of contracts to employers who frequently underbid local employers by paying workers substantially less than normally received by workers in the area. The Department of Workforce Development (DWD) administers the laws, and the law covers single-trade projects exceeding \$45,000.00 and multi-trade projects exceeding \$221,000.00. We are required to ensure that the DWD performs a prevailing wage determination for each project that meets the prevailing wage criteria. Prevailing wages and fringe benefits are determined by an annual survey of employers in the construction industry in the area and includes the hourly basic rate of pay, plus the hourly contributions for health insurance benefits, vacation benefits, pension benefits, and any other bona fide economic benefit, paid directly or indirectly for a majority of the hours worked in a trade or occupation on projects in an area. In many ways this guarantees that workers in an area like Kenosha working on projects that meet prevailing wage criteria are being paid the equivalent to union wages and benefits.

Now back to the MPS policy. The MPS policy requires that workers employed in any work done by contract for MPS related to the construction area be paid: (1) a sum not less than the current rate of per diem wages paid to district employees who perform the same work, (2) wages adopted by the School Board based on recommendations from the Milwaukee Building and Trades Council for trades not directly employed by MPS, or (3) a rate determined by the State DWD if it is a trade not covered by either of the first 2 categories.

Proposed Policy Changes:

After a great deal of discussion, there were two specific items that the Committee felt needed to be addressed. The first issue is related to bid openings and the second specifically to address the contractor selection criteria. Because there are a variety of opinions on the subject and those opinions vary greatly, it is proposed that an Administrative Policy be created to govern contractor selection instead of making a permanent change to Board Policy at this time. The Administrative Policy would be implemented for a 12-18 month period with periodic feedback to the Committee on how the Policy is working. At the end of the 12-18 month trial period, Administration will formally report back to the Committee and Board on the implementation of the Policy and bring a recommendation for any possible changes to the Administrative Policy and/or Board Policies. Attachment 4 is a copy of the language proposed for the Administrative Policy for the Committee to review. The information that follows summarizes the key components of the policy language.

1. A District representative should be present at all bid openings including negotiated construction project subcontractor bid openings:

Up through and including the Mahone Middle School project, representatives of the Facilities Department staff were present at the bid opening of subcontractor bids by the general contractor/construction manager. After the Mahone project, members of the Board recommended that KUSD

representatives no longer be present at the bid openings and the following language was added to Policy 7330:

“It is implicit within these methods (Negotiated or Design Build) that the general contractor or construction manager may use the most appropriate means of obtaining the best overall price and value for the District.”

The basis for this change was presumably to allow the general contractor/construction manager greater freedom to work with low bidders to lower the cost of the project for KUSD's benefit. While those freedoms may provide some benefit, it is felt that staff involvement in the bid opening will not preclude that benefit. In addition, staff involvement will help ensure that the bid process is done in a fair and professional manner.

2. District should continue to search for most cost effective way to complete any given project:

The main topic of discussion in the working sessions was the development of contractor selection criteria. The discussions centered around the definition of a qualified contractor and whether any preferential treatment should be given to local contractors. The following is a list of the criteria that was developed to determine whether a contractor is qualified:

- Contractors must be deemed qualified and capable of doing the work by the Director of Facilities
- Qualified contractors will have employees that have passed a State of Wisconsin approved training program and participate in a Wisconsin apprenticeship program. They will also offer continuing education programs to their employees where available.
- Qualified contractors will have a substance abuse program that at a minimum will include a random drug-testing program.
- Qualified contractors will be able to abide by all insurance and bonding requirements of the district.
- Qualified contractors will abide by Prevailing Wage Laws as mandated by the State of Wisconsin and must provide certified payroll records if requested to do so by the KUSD.

This language would be applicable for all single trade projects greater than \$20,000 and all multiple trade projects greater than \$50,000. In addition, language was developed to give preference to contractors based in Kenosha County. Specifically the proposed language states:

Preference will be given in the following order to contractors subject to the following dollar limits: The district may choose a bid that is not the lowest qualified bid if the difference

between the bids is the lesser of \$10,000 or 5% (five percent) of the bid. This will allow the district selection criteria to be adjusted to reflect Board wishes to do business locally.

Administration Recommendation:

Administration recommends Board approval to allow staff members to be present at bid openings for large capital projects, and Board approval of the proposed administrative policy language governing contractor selection as detailed in this report.

Dr. Joseph T. Mangi
Superintendent of Schools

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

LINK TO APPENDICES

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

January 27, 2009

REUTHER EXTERIOR MASONRY PROJECT

Background:

During fiscal 2006/2007 we began to observe conditions indicating that Reuther's exterior limestone façade was beginning to fail. Over the past year, pieces of stone have begun to break free and fall from the building; most noticeably from the window heads on the west and east façade. Masonry joints in vertical wall sections are either loose or missing, and water infiltration damage has caused extensive corrosion and failure of the buildings concealed structural steel members.

Early in fiscal 2007/2008 repairs were made to the cornice on the south façade as part of our major maintenance program. The cornice is the part of the exterior wall that extends out near the top of a building. At Reuther, the cornice projects more than three feet away from the building in many locations. On the south elevation a piece of stone at the cornice had cracked and moved from its normal position. While the stone was not in immediate danger of falling, repair was required to prevent further failure. Tuck-pointing, resetting loose cornice stones and repairing damaged flashings were all addressed in a very small area of the south façade as part of this project.

The masonry restoration specialist involved in the cornice repair was contracted to inspect the entire buildings cornice and window head locations for other potentially dangerous conditions. This inspection has confirmed that deterioration of the buildings structural steel and anchors supporting the limestone façade are in need of immediate repair. Significant invasive repairs must be performed as soon as possible to fix the problem. Deferral of these issues to a later date will expose the district to greater risk of loss and/or harm to its students and staff.

Because Reuther High School is part of the Federal Historic District 89000069, Civic Center Historic District; it will not be possible to utilize construction materials and methods that do not match the existing building. The structure must be repaired according to the historic guidelines set forth by the Federal government and the state of Wisconsin.

School Board Approved Plan:

At their May 27, 2008 meeting, the School Board approved the following plan which is excerpted from that meeting's report:

At this point in time, we really do not know the full extent of the problem. We do know that the visual effects of the problems are much more significant this year than they were last year and that has increased our level of concern. We are also concerned because although the extent of the problem is unknown, corrective actions are expected to be very expensive, well beyond what we normally spend on exterior envelope major maintenance District-wide.

In order to fully characterize the extent of the problem and develop a detailed cost estimate, it is recommended that we perform a comprehensive deconstructive investigation of one area of the building in 2008. This investigation would include evaluating and repairing/replacing as necessary the following:

- Access to underlying issues
 - Structural steel and corrosion
 - Water incursions
 - Water handling
- Corroded steel
- Fatigued materials
 - Steel
 - Stone and brick masonry
 - Structural concrete
- Moisture handling
 - Waterproofing of vulnerable materials within the wall
 - Wicking of moisture infiltration

It is expected that the work proposed for 2008 would cost approximately \$900,000. Once the work this year would be complete, we would be in a position to quantify the cost to repair the entire exterior of the school, and would bring that information back to this Committee and the Board for funding consideration. At this time it is difficult to estimate what that cost might be, but based on work done on similar type buildings, it could be on the order of \$10,000,000. This obviously is a huge number and something that would be difficult to fund, but it is our current opinion that the work will need to be done and we are proposing the following plan based on the current estimate:

Year	Process Description	Cost ¹
2008	Investigative repair, scope and design of final repair scenario and contractor selection. GMP will be set at the end of this process. A portion of the rehab will be completed during this process.	\$900,000
2009	Construction begins January 1, 2009.	\$5,000,000

	Scope is set, but a contingency should be established for unforeseen issues	
2010	Rehab may be completed, depending on final scope, weather and other issues by the end of 2010	\$5,000,000
2011	Contingency and follow-up work...latest completion estimate August 2011 and 10% contingency	\$1,000,000

¹ Because of the hidden conditions at Reuther, we will not know the final budget for the project until the investigative rehabilitation is complete. We have based this estimate on several similar projects in southeastern Wisconsin, executed over the past 5 years (The Wisconsin State Capitol, Milwaukee City Hall, Sterling Hall at the University of Wisconsin and Northwestern Mutual Insurance Company).

Results of Investigation and Proposed Project Scope:

The largest portion of the preliminary investigation and associated corrective actions has been completed. The Attachment to this report provides a detailed summary of the findings and the proposed corrective actions. On the negative side, the problems at the third floor level are worse than we had hoped for; however the conditions at the first and second floor levels are better than we hoped for. We asked the consultant who developed the design scope and is overseeing the project on our behalf and the contractor who is doing the preliminary scope to independently estimate the cost for the entire project. The consultant's estimate is \$8.2M and the contractor's estimate is \$8.5M. Both parties have indicated that because of the uncertainty in what we may encounter in each area of the building, that we should maintain a fairly large contingency.

Based on the information gathered and the two estimates, we are recommending that we plan a project around the \$8.5M estimate from the contractor but that we be prepared to spend as much as \$10.0M if conditions require. A detailed scope will be developed and will be competitively bid. It is expected that the project would begin in June and would take approximately 18 months. The work directly outside classroom areas will be scheduled for the summers of 2009 and 2010, and the areas outside common type spaces such as the auditorium will be done during the school year. Scaffolding will remain up but work will halt during the coldest of the winter months.

Funding for a project of this magnitude is well beyond the major maintenance budget; therefore, a loan would be necessary to pay for the project so that it could be completed in an approximately 18 months timeframe. If we tried to split the project up in small pieces we would be expending substantially more money because of the massive mobilization costs and we would be taking risks beyond what we see as reasonable. The details of the loan need to be worked out, but it is expected that all or a good portion of the loan will need to be paid back over a long period of time

through the major maintenance budget. This will mean tying up somewhere in the \$450,000 - \$550,000 range of the \$1.75M budget each year for a 20-year period. Other possible funding sources will be explored and brought to the Board for consideration.

The Planning, Facilities, and Equipment Committee considers this project to be very important and necessary, but also feels that all possible funding sources should be pursued before the District takes a loan to pay for this work. Once a determination for a funding source is identified, a final recommendation will be brought back to the Board for approval.

Dr. Joseph T. Mangi
Superintendent of Schools

Mr. Patrick M. Finnemore, PE
Director of Facilities

Mr. John E. Setter, AIA
Project Architect

LINK TO APPENDIX

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

January 27, 2009

2009-10 CAPITAL PROJECT PLAN

Background:

Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed by the Planning, Facilities, and Equipment Committee and taken to the School Board for action no later than April 1st of each year. This report includes the proposed major maintenance and energy savings projects plans for 2009-10 along with a summary of a proposed cafeteria renovation project at Tremper High School that will be funded through the Food Service Fund 50.

The overall major maintenance plan is updated on a regular basis with annual evaluations of each project on the list by the Facilities Department with input from principals and head custodians. This plan includes “place marks” for annual-type projects, which include roof, boiler, asphalt/concrete, and carpet replacements. Each project is prioritized by the Facilities Department based on the priority system detailed in the Board Policy. As a reminder, the highest priority projects are 1A followed by 2A, 1B, and 2B. Capacity related projects required to meet the growing enrollment take precedence over all projects except 1A projects. This report also includes the capacity projects for the 2009-10 school year as required by Board Policy 7210.

The 2009-10 capital project plan is provided as Attachment 1 to this report. The plan is a continuation of the overall major maintenance plan initiated seven and a half years ago, and the energy savings project program started six years ago. The major maintenance plan includes a proposed contingency of \$50,000 or 2.86% of the overall budget. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 0.86% to 4.25% over the past nine years.

The capital plan also includes a renovation project for the kitchen, cafeteria and commons at Tremper High School to be funded by the Food Service Fund 50. Two years ago, a cafeteria expansion/renovation project was implemented at Bradford High School. The project at Tremper is more extensive because of how the cafeterias at the two schools were originally designed, and therefore, the Tremper project was held off until enough funding was available in Fund 50.

At their January 13, 2009 meeting, the Planning, Facilities, and Equipment Committee unanimously recommended that the 2009-10 Capital Plan be forwarded to the full Board for their consideration.

Administration Recommendation:

Administration recommends Board approval of the 2009-10 Capital Plan as summarized in this report.

Dr. Joseph T. Mangi
Superintendent of Schools

Mr. Patrick M. Finnemore, PE
Director of Facilities

Mr. John E. Setter, AIA
Project Architect

PROPOSED 2009-10 CAPITAL PROJECT PLAN

Asphalt/Concrete Replacement/Repair:

This is an annual project to replace asphalt and concrete in areas that are in the poorest condition or facilitate access to the school site or building. We are proposing four small asphalt/concrete projects this year. The first is a continuation of last year's work at Somers Elementary, this year we would correct drainage issues on the east end of the south parking lot. The second project is to add sidewalk west of Harvey Elementary to better facilitate parent drop-off along the street and student access to the playground. The third project is to replace the entry drive off of 67th Street at Forest Park Elementary. The final project is a resurfacing of the tennis courts at Bradford and Tremper High Schools.

The estimated cost for the overall asphalt/concrete project is \$121,000.

Flooring Projects:

There are several smaller flooring projects planned for this year including replacing the carpet in the Bullen Middle and Whittier Elementary Libraries, Asbestos abatement and new tile in the 1st floor hallways at Lincoln Middle and Washington Middle, and replacing the tile in the hallway outside the library at Tremper High School.

The estimated cost of the flooring projects is \$68,000.

Building Exterior Wall Major Maintenance:

The biggest component of this category is payment of a portion of the Reuther Central exterior masonry project summarized in a separate report this evening. Other projects include masonry repairs at McKinley Middle and a re-caulking of control joints at Whittier Elementary.

The estimated cost for the overall Building Exterior Wall project is \$630,000.

Roof Replacements and Major Repairs:

This is an annual project to replace the oldest and most troublesome roofs in the District. The roof sections in need of replacement or major repair are determined by the comprehensive roof assessment program that the District initiated eight years ago. The roof sections that will be replaced or repaired in 2009-10 are the entire roof at Jeffery Elementary, the west wing at Strange Elementary, and

above the library at Bose Elementary. The estimated cost is \$450,000 for engineering and survey fees, roofing replacement, and other repair work that will be determined after the spring surveys are completed.

Capacity Projects:

This budget has been reduced from what it has been in the past because the enrollment increases have been lower the past two years. A budget of \$25,000 is being reserved for furniture to handle any additional students.

HVAC Related Projects and Major Repairs:

We are not planning any major HVAC replacement projects this year, but are budgeting \$20,000 for some smaller projects such as coil replacements.

Locker Painting:

This annual project had been deferred for a few years but we restarted it this past year. We are proposing to repaint the lockers at McKinley Middle and Wilson Elementary at a cost of \$10,000.

Toilet Partitions Replacement:

This project will replace toilet partitions in various locations with our District-standard solid-core plastic partitions. The estimated cost for this project is \$10,000.

Pool Maintenance:

There is a new Federal law on pool safety that went into effect in December of 2008 that we are required to comply with. We are still in the process of evaluating the best possible option for each of the four pools in the District and are budgeting \$15,000 for these required improvements.

Security Projects:

This project would include the installation of card access systems and cameras in building around the District. The estimated cost of this project is \$50,000.

High School Athletic Field Irrigation Systems:

This will be the fourth year of this ongoing project and this year we intend on continuing work at Tremper and Bradford High Schools. The estimated cost of the work this year is \$25,000, which will fund the pipe and materials needed for our crews to install the system.

Replace Exterior Doors

This project would continue the efforts to replace old wooden or steel doors throughout the District. Specifically the doors to be replaced this year would be the remaining old doors at Frank Elementary. The estimated cost of this project is \$20,000.

Lincoln Middle Gymnasium Ceiling:

When Lincoln Middle School was remodeled in the early 1990's one area of the old school was left untouched and that was the ceiling and lighting in the gymnasium. This is a two-part project to replace the ceiling and lighting funding the ceiling from the major maintenance budget at an estimated cost of \$50,000 and the lighting from the energy savings account at a cost of \$30,000.

Energy Saving Project – Whittier HVAC Controls:

The HVAC control system at Whittier is a combination of the original pneumatic system and an antiquated digital system that was installed to control the addition and a portion of the renovation in 1991. The controls in that building do not function properly and are become more and more costly to repair. The new system will be funded with the energy savings account at an estimated cost not to exceed \$160,000.

Cafeteria Remodel at Tremper High School:

As part of the Food Service Department plan to improve food delivery service is an expansion and renovation of the cafeteria at Tremper. A conceptual design has been completed as well as a construction cost estimate. The expansion/renovation project which would be funded by the Food Service Fund 50 is expected to cost no more than \$1.6M. Attachment 2 is a conceptual plan of the proposed project which will relocate the kitchen the north end of the cafeteria, fill in the pit in the commons, and create one large cafeteria/commons that will better meet the needs of the school during lunch periods and after school gymnasium and auditorium functions. At the same time this project would take place a variety of major maintenance improvements would be completed in the area. We are allocating \$200,000 in the major maintenance budget for the major maintenance components of the proposed project.

LINK TO ATTACHMENT 2

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

January 27, 2009

**CAREER AND TECHNICAL EDUCATION
2009-2010 CARL PERKINS VOCATIONAL EDUCATION ACT GRANT**

We are requesting permission to apply for and implement the 2009-2010 Carl Perkins Vocational Education Act grant.

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

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

Title of the Grant

The title of the grant is the Carl Perkins Vocational and Technical Education Act.

Funding Source

The funding source is the federal government Carl Perkins Vocational and Technical Education Act – 2007 (CP IV).

Time Period Covered by the Grant

The time period for the grant is July 1, 2009 through June 30, 2010.

Purpose of the Grant Application

Federal and State Purpose

The purpose of the Carl Perkins IV legislation is to develop more fully the academic, vocational, and technical skills of secondary students and post-secondary students who elect to enroll in vocational and technical education programs, by:

1. Building on the efforts of states and localities to develop challenging academic standards;

2. Promoting the development of services and activities that integrate academic, vocational, and technical instruction and that link secondary and post secondary education for participating vocational and technical education students;
3. Increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including career pathways to post secondary degrees, national certifications and high tech, high wage or high demand careers
4. Disseminating national research and providing professional development and technical assistance that will improve vocational and technical education programs, services, and activities.

State Purpose

- Inservice and preservice training on:
 - › effective integration & use of challenging academic and career & technical education provided jointly with academic teachers
 - › effective teaching skills within career clusters and pathways
 - › effective practices to improve parental and community involvement through partnerships
 - › effective use of scientifically based research and data to improve instruction
- Support of education programs for teachers involved in the delivery of educational services to career & technical education students to ensure they stay current with all aspects of a career cluster
- Internships and other work-based learning programs that provide relevant business experience
- Programs designed to train teachers specifically in the effective use and application of technology to improve instruction

Local Purpose

The Kenosha Unified School District No. 1 (KUSD) Career and Technical Education Department Strategic Plan outlines the following goals:

- Promote the integration of academic content standards and career & technical education curricula as appropriate
- Increase the percentage of teachers that meet certification or licensing requirements
- Increase the academic knowledge and understanding of industry standards of career and technical education teachers
- Encourage applied learning that contributes to the academic and career and technical knowledge of the student
- Provide knowledge and skills needed to work with and improve instruction for special populations and attract more minority and female students into non-traditional occupations.
- Assist in accessing and utilizing data

How the Grant Meets the Strategic Plan and Goals of the District

The grant will allow changes to support strategy 4 by integrating core academic standards in project-based learning. The new Project Lead the Way curriculum at high school and the interactive modular labs at middle school will support strategy 7 by engaging students in a high tech interactive lab.

The proposed mission of Kenosha Unified School District, an educational system which values our multicultural heritage, is to empower all students to reach their unique capabilities, contribute to our community, and compete in a global society by providing diverse and challenging opportunities to learn through the collaborative efforts of students, families, community and staff. The 2009-2010 Carl Perkins grant application supports work-based learning opportunities and transition opportunities into post secondary education or national certification. The grant also meets the Career and Technical Education Strategic Plan Vision Statement: To help all students better prepare for their future by linking learning experiences in school to skills needed for high tech, high wage or high demand careers of the future.

Budget

KUSD is receiving an allocation of approximately \$213,187.

The budget below is reflected in the Career and Technical Education Strategic Plan.

Capital Items

Capital Equipment \$ 30,000

- Manufacturing lab equipment/updates-lathes, mills
- Computer lab equipment/updates-Tremper, Washington Family & Consumer Science equipment
- Middle school labs – updating – Bullen, Washington
- Transportation & Business updating - software

Purchased Services

Workshops, Conferences, Student Programs \$ 30,000

- Career and Technical Student Organizations (CTSO)
- Conferences – Career Pathways
- Competitions – CTSO (DECA, FBLA, Skills USA)
- Student leadership development
- Special population, minority activities
- Construction-Tremper woods lab, Lance business

Non-Capital Items

Instructional Resources/Supplies \$ 29,000

- Gateway Technical College articulation and career pathway workshops
- Furniture-Middle school business, Tremper manufacturing

Non-Capital Equipment \$110,687

- Tech Ed, Business and FC/S labs
- FC/S – middle school upgrade labs
- Business lab updates and computers

Salaries

Substitutes	\$ 5,000
Secretarial Overtime	\$ 500
Teachers-additional time	\$ 8,000
<ul style="list-style-type: none"> • Curriculum writing – integrate core academic standards • Career Pathway meetings with Parkside, Carthage, Gateway and Whitewater 	

Total \$213,187

Explanation of any District Resources that would be Committed as a Result of Receiving the Grant

None

Evaluation Plan with Indication of its Impact on District Benchmarks

The DPI School-to-Work Self-Evaluation Tool will be used. The Vocational Education Enrollment Report (VEERS) is the state documentation required for evaluation by the state of Wisconsin.

Whether it is a Continuation or a New Project

It is a continuation project that has served the District for more than 20 years. This grant may be credited with supporting capital and non-capital equipment purchases for career and technical education, the development of the career academies, integrated/applied curriculum, and the most recent effort to meet national standards in all areas of the curriculum. It has also supported the revision of the KUSD equity policy.

Whether the Grant Covers any Items that are Already Part of the District’s Budget

No. The grant will cover items that are in addition to the budget.

Staff Persons in Charge of the Program/Project

Eddie Holcomb, Ph.D.
Executive Director of Curriculum and Instructional Services

Mr. Greg Wright
Career and Technical and Service Education Coordinator

Staff Persons Who Were Involved in the Preparation of the Grant

Eddie Holcomb, Ph.D.
Executive Director of Curriculum and Instructional Services

Mr. Greg Wright
Career and Technical and Service Education Coordinator

Recommendation

At its January 13, 2009 meeting, the Curriculum/Program Committee voted to forward the 2009-2010 Carl Perkins Vocational Education Act Grant to the School Board for approval to submit and implement for the 2009-2010 school year. Administration recommends Board approval as noted above

Dr. Joseph T. Mangi
Superintendent of Schools

Eddie Holcomb, Ph.D.
Executive Director of Curriculum and Instructional Services

Mr. Greg Wright
Career and Technical and Service Education Coordinator

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

January 27, 2009

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
REQUEST TO SUBMIT 21ST CENTURY COMMUNITY LEARNING CENTERS
PROGRAM GRANT APPLICATION**

School Board approval is requested to submit the following grants:

- A three-year competitive grant renewal for continuation of existing 21st Century Community Learning Centers at Wilson Elementary.
- Five-year competitive grants for the following schools which currently operate CLC's using minimal support from DPI and user fees as well as a portion of CLC funds as approved by DPI: Jefferson Elementary and McKinley Elementary.
- Five-year competitive grants to open additional CLC programs at new sites: Grant Elementary, Bullen Middle School, Hillcrest School and the Urban Outreach Center.

Each of these programs will provide after-school safe havens for children and youth, tutoring, and enrichment. The grant strengthens a community mission to create "Healthy Youth and Healthy Communities" through asset building activities for children based on this body of research.

The continuing primary partnerships that support these proposals are the Boys and Girls Club of Kenosha, Kenosha Department of Human Services, UW-Parkside, and UW-Extension. Boys and Girls Club provides grant-funded staffing and in-kind administrative and financial support. Kenosha Department of Human Services provides in-kind support for the Childcare Subsidy funding development, parent programs, and program evaluation. UW-Parkside provides grant-funded staff development and UW Extension provides staff development, program support, and program evaluation. Each of the primary partners participates in a CLC Advisory Council. Other community-based organizations offer services to participants in CLCs based on either grant-funding or in-kind contributions.

Grant Title

Elementary and Secondary Act-Title IV 21st Century Schools

Grant Funding Source

Funds are dispersed by the Wisconsin Department of Public Instruction (DPI)

Grant Time Period

July 1, 2009-June 30, 2010 with an opportunity to maintain each funded proposal for three to five additional years.

Type of Project

21st Century Community Learning Centers is a federally funded program. Federal Law dictates that funds for the CLCs are distributed to the state level and then disbursed to communities based on a competitive process. Grants awarded under this competition will range from \$50,000 up to

\$100,000 per CLC. Priority is given to schools with poverty levels higher than 40% and schools in need of improvement based on the results of the Wisconsin Knowledge and Concepts Examination. Funds are to be allocated to the school district for fiscal and program management.

Purpose

This grant focuses on the sustainability of CLCs that provide students with academic activities designed to complement their regular academic program and enrichment opportunities. Proposals, jointly submitted by schools and community-based organizations, or other private or public entities, are given priority. Funding can be used to implement centers supporting student learning and development, including tutoring, homework help, academic enrichment, community service opportunities, music and arts, sports, clubs and cultural activities. Centers must have an academic component to assist students in improved achievement. Community Learning Centers also may offer literacy and related educational development to families/parents of students. Private school children will have access to Community Learning Centers under these proposals.

Program Description

In order to meet the needs and interests of the students, each school's program has unique activities developed to extend the school day curriculum. Per grant criteria, programs must include academic components, be open a minimum of ten hours each week, and show some collaboration with community-based organizations. Individual schools may choose to operate some of the CLC hours before school.

Elementary Schools

Elementary afterschool programs begin at dismissal with a snack followed by an academic component, which provides an opportunity for students to complete homework and/or work on a targeted reading or math skill and then enrichment.

Snack

Daily healthy snacks are provided through the KUSD Food Services. The cost of each snack is supplemented by the Department of Agriculture based on each student's lunch status. Snacks will also be funded through the grant and program fees.

Power Hour-Academics

Independent reading is encouraged for a minimum of fifteen minutes a day or following homework. Some sites use reading software incentive programs. In elementary schools where Everyday Math is used, grade level Everyday Math games are incorporated. Students not in tutoring and/or those who have completed homework work on Math activities on Monday, Science and Social Studies activities on Tuesdays (rotates quarterly), Reading and Language Arts on Thursdays, and Fitness Programs on Fridays. Programs are closed on Wednesdays per the staff development being offered at schools and for the afterschool program as well. At each site teachers from the regular school day extend their instructional day to provide instruction and also to guide agency staff for the academic period of CLC. During the academic/homework help period, agency staff work with teachers or provide supervision and tutoring assistance to students. For this purpose, agency staff is currently hired through the Boys and Girls Club of Kenosha.

The level of teacher involvement at each site is dependent on the ability of teaching staff to work additional time. When teachers are less available, Boys and Girls Club staff have a more significant role in planning homework help by collaborating with an Academic Coordinator (a teacher in the school) to develop academic activities at the elementary schools. In addition, college students,

educational assistants, high school tutors, or other non-certified staff may be hired to support academic help. Carthage College Pals and Partners have provided in-kind mentoring services at various sites.

Enrichment

The second component of CLC is dedicated to enrichment activities and youth development. These activities are developed based on site plans and student interests. Activities include: National Boys and Girls Club programs including risk-behavior prevention, creative arts, educational enrichment, community service and sports and recreation. Other community organizations also provide youth development activities. For example, UW-Extension provides prevention, health and nutrition programs and Girl Scouts has helped to establish troops. CLCs have also purchased special programs such as chess instruction, soccer instruction, recreational swimming at Reuther, educational or recreational field trips and various speakers. Teachers also may provide enrichment and creative arts programs. Examples of these include cooking, foreign language, drama, creative arts, health and recreation. A community organization collaboration plan is developed for specific programs at sites dependent primarily on teacher staffing.

****Middle/High Schools****

Middle school programs offer “clubs” before and afterschool. The middle schools offer clubs in both morning and afternoon programs. Students in the afterschool program participate in a 30 minute homework/skills time and then move on to the clubs such as Quiz Masters, Student Leadership Council, National Junior Honor Society, Yearbook, and Knitting Club. Field trips, guest speakers, and belonging activities happen on a regular basis.

Current middle school CLC programs provide limited tutoring/homework help using Title One or KUSD afterschool funds. A variety of enrichment programs offered at all district middle schools through KUSD activity funds are also provided at CLC middle schools (e.g. Jazz Ensemble, Yearbook, Intramurals, CALC, Weightlifting, Chess, Bilingual Support, Student Council). CLC grant funding will provide each of these schools funding to increase the number of students in danger of failure for tutoring and homework help as well as providing additional enrichment programs to strengthen resiliency to at-risk behaviors through various community agency and/or university partnerships.

Middle Schools will be open three to four days a week following dismissal for approximately two hours and for one hour each morning. Wednesday program will offer programs and services from the community based organizations we collaborate with and others.

The high school will offer students at Hillcrest to develop the much needed social skills as well as academic skills during the afterschool program where teachers, social workers, and other professionals work to help offer a holistic program. The goals are for the students at Hillcrest to increase their academic achievement, personal awareness, positive social skills, and encourage team building, leadership, and other assets revealed in the 40 Developmental Assets.

Relationship to District Strategic Plan and Goals

The grant will support the KUSD mission to successfully educate all students to reach their fullest intellectual, academic, social/emotional and physical potential. In addition, funds assist parents by

providing a safe environment for students after school, as well as helping students to develop positive social assets and skills that relate to increased school engagement and success. The CLC Program goals directly correlate to the District's Strategic Plans, specifically 2 and 7. Strategic Plan 2 "Service Projects": Students in the afterschool program participate in service projects including visits to local nursing homes where they make blankets with the residents and play bingo (a nursing home tradition). They also participate in other service projects that include neighborhood clean ups and food drives. Strategic Plan 7 "Disengaged Students": CLC students represent an overall abundance of the at risk students at each CLC school.

Evaluation Plan

Evaluation activity for the program will be designed around a DPI format that also requires response to the goals and objectives provided in the district grant proposal. Evaluation will be governed under Department of Public Instruction requirements and will include participation and demographics, qualitative information about programming, student grades and test scores when comparable tests are available. The following overall goals apply to all schools:

CLC Goals

1. At-risk children will become high achievers and increase their academic achievement in reading and math.
2. Children will increase healthy and safe behavior.
3. Children will increase youth resiliency and development through asset-building activities.
4. CLCs will collaborate with school and community partners to support student, parent and staff development programs.

Number of Students Serviced

Combined these new centers will serve an estimated 600 children and youth annually with an average daily attendance of 410. Students will be referred for enrollment by parents and teachers after information is provided to them through the school.

CLC Budget

Funds may not be used to supplant other federal, state or locally funded programs. Kenosha Unified is the intended recipient and fiscal agent for the grant. Grant awards will range from \$50,000-\$100,000 per qualifying site and are renewable for five years.

District Resources Committed as a Result of Acceptance of These Funds

Coordinator of Athletics, Health, Physical Education, Recreation and CLC will oversee grant implementation through existing staff resources. Indirect cost will continue to support portions of secretarial and administrative salaries. The resources received through this grant will be used to provide planned activities. Additional funds needed for the project will be collected through user fees and state childcare subsidy funding. As approved by the School Board, user fees will continue to be collected. No change in the rate of user fees is currently planned.

Relationship to District Budget

Schools may plan to combine grant funded activities with other grant funds in order to reach common goals of improved academic achievement. A continuing discussion is underway to determine opportunities for collaboration with other Elementary and Secondary School Act funded programs such as Title I. These grants also have similar goals to improve student achievement by

providing funds for after-school tutoring, drug and violence prevention programs, and parent education programs.

As part of their administrative role, principals will provide administrative support in relationship to the budget, partnership activities and instructional leadership. Teachers will be asked annually to complete surveys on perceptions of student performance and complete needed grade reports. School facilities, such as classrooms, gymnasiums, libraries, computer labs and kitchens, will be used daily after school (and before school in some cases) depending on planned program activities.

Administrative Recommendation

At its January 13, 2009 meeting, the Curriculum/Program Committee voted to forward the grant to the full Board for approval. Administration recommends that the School Board approve submission of the application for the 21st Century Community Learning Center Program three and five year grants and implementation if awarded.

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Superintendent of Schools

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Exec. Director of Curriculum and Inst. Services

Scott Lindgren
Coordinator of Athletics, Health,
Physical Education, Recreation and CLC

Lautauscha Shell, MSW
CLC Project Director

Kathleen Walsh
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Teresa Giampietro
Principal, McKinley Elementary

Terry Ehiorobo
Principal, Hillcrest High School

Kim Fischer
Principal, Bullen Middle School

Lisa KC
Principal, Grant Elementary School

Patricia Demos
Community School Relations Manager

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

January 27, 2009

2007-08 Annual Report Card

Executive Summary

The 2007-08 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 raises the bar for school districts to demonstrate adequate yearly progress toward meeting the needs of all students. The Kenosha Unified School District (KUSD) is striving 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 disaggregates the following items by 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 reader of this report is advised that the data used to report student achievement are time sensitive. For example, enrollment data were based on the official 3rd 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 Department of Public Instruction (DPI) and have not yet been verified. *Therefore, there may be some slight variances in the reported student achievement data when the School Performance Report is returned in its verified form to KUSD.*

Significant Findings

- Hispanic students registered the largest increase in the percent of the total student enrollment, from 9.6% in 1997-08 (1,874 students) to 19.0% (4,315 students) in 2007-08. African American students also reported a significant increase in the percent of the total student enrollment, from 12.7% (2,478 students) to 16.3% (3,708 students).
- For school year 2007-08, 40.51% of KUSD students were eligible to participate in the federally funded Free/Reduced Lunch Program, an increase of 0.49% when compared to the previous year.
- At every grade level, ethnic minority students, economically disadvantaged students, and students with disabilities reported lower percents of students who were proficient or advanced on the WKCE - Wisconsin Knowledge and Concepts Examination and the WAA – Wisconsin Alternate Assessment in both reading and math.

WKCE/WAA - Percent of FAY Students Proficient/Advanced – 2007-08							
Reading							
	African Am	Hispanic	White	Econ Disadv	Student w/Dis	DISTRICT	STATE
Grade 3	62.6%	59.1%	84.1%	62.1%	42.0%	75.7%	79.5%
Grade 4	66.8%	71.9%	88.0%	71.5%	47.2%	81.6%	81.4%
Grade 5	68.1%	77.7%	88.9%	74.0%	41.4%	83.2%	84.4%
Grade 6	62.8%	75.5%	91.0%	70.3%	52.0%	84.0%	85.1%
Grade 7	65.1%	69.2%	89.6%	68.6%	41.4%	82.0%	84.8%
Grade 8	63.6%	70.7%	88.1%	68.3%	41.6%	81.3%	84.4%
Grade 10	50.5%	51.8%	80.5%	54.4%	23.9%	72.8%	74.6%

Math							
	African Am	Hispanic	White	Econ Disadv	Student w/Dis	DISTRICT	STATE
Grade 3	46.1%	53.0%	77.4%	52.9%	44.5%	67.5%	73.9%
Grade 4	55.7%	66.3%	84.5%	65.2%	53.4%	76.6%	76.6%
Grade 5	57.7%	72.9%	85.7%	67.9%	42.0%	78.5%	76.1%
Grade 6	50.9%	64.9%	84.6%	59.6%	41.7%	76.1%	75.8%
Grade 7	51.9%	63.6%	86.8%	59.0%	42.0%	77.1%	76.9%
Grade 8	54.4%	65.0%	83.0%	62.5%	29.9%	75.6%	75.3%
Grade 10	31.3%	43.6%	73.8%	42.6%	16.0%	64.3%	69.4%

(WKCE – Wisconsin Knowledge and Concepts Examination, WAA – Wisconsin Alternate Assessment, FAY – Full academic year)

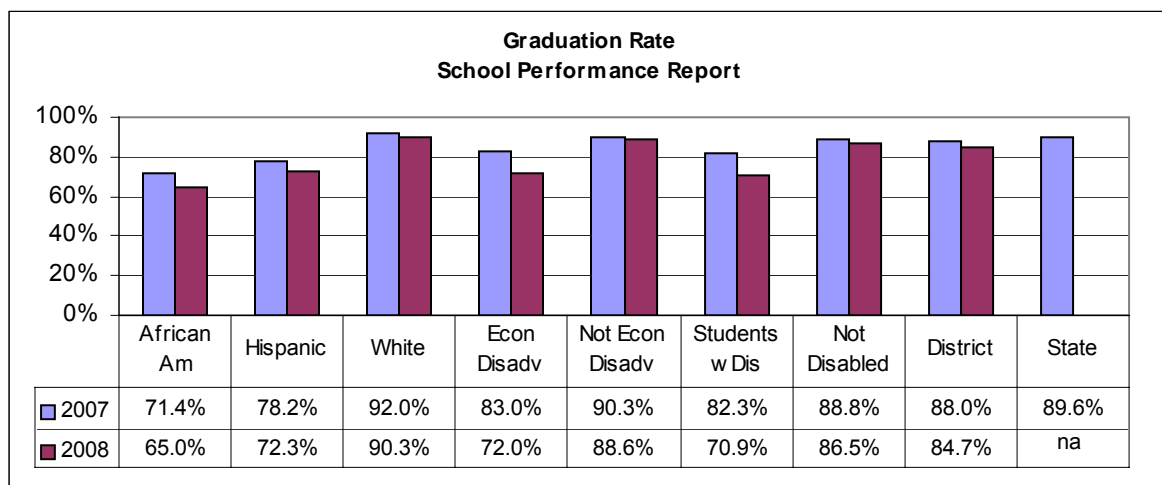
- The WKCE achievement gap between African American and White students decreased in reading at grades 5, 7, and 10 and in math at grades 4, 5, 8, and 10. The gap also decreased for Hispanic students at grades 4, 5, 6, and 8 in reading and grades 5, 6, and 8 in math. The most significant gaps occurred between students with disabilities and not disabled students at all grade levels in reading and at grades 5, 6, 7, 8, and 10 in math, with the widest disparity in grade 10.

WKCE/WAA - Minority/Majority Achievement Gap					
Percent of Students Proficient or Above					
		Reading		Math	
		<u>2006-07</u>	<u>2007-08</u>	<u>2006-07</u>	<u>2007-08</u>
Grade 3	Gap Afr Am/White	-20.4%	-21.5%	-27.1%	-31.3%
	Gap Hisp/White	-18.1%	-25.0%	-20.1%	-24.4%
	Gap Econ Dis/Not Econ Dis	-21.9%	-23.8%	-22.1%	-25.6%
	Gap Student wDis/Not Dis	-46.1%	-38.7%	-33.0%	-26.4%
Grade 4	Gap Afr Am/White	-20.4%	-21.2%	-30.3%	-28.8%
	Gap Hisp/White	-19.9%	-16.1%	-12.6%	-18.2%
	Gap Econ Dis/Not Econ Dis	-20.0%	-17.9%	-18.9%	-20.1%
	Gap Student wDis/Not Dis	-43.6%	-39.5%	-39.9%	-26.6%
Grade 5	Gap Afr Am/White	-21.1%	-20.8%	-31.6%	-28.0%
	Gap Hisp/White	-17.9%	-11.2%	-25.3%	-12.8%
	Gap Econ Dis/Not Econ Dis	-20.6%	-15.7%	-28.4%	-18.0%
	Gap Student wDis/Not Dis	-42.2%	-48.0%	-41.4%	-41.9%
Grade 6	Gap Afr Am/White	-23.6%	-28.2%	-32.7%	-33.7%
	Gap Hisp/White	-18.9%	-15.5%	-21.2%	-19.7%
	Gap Econ Dis/Not Econ Dis	-22.8%	-22.5%	-27.2%	-27.0%
	Gap Student wDis/Not Dis	-49.5%	-36.4%	-37.3%	-39.1%

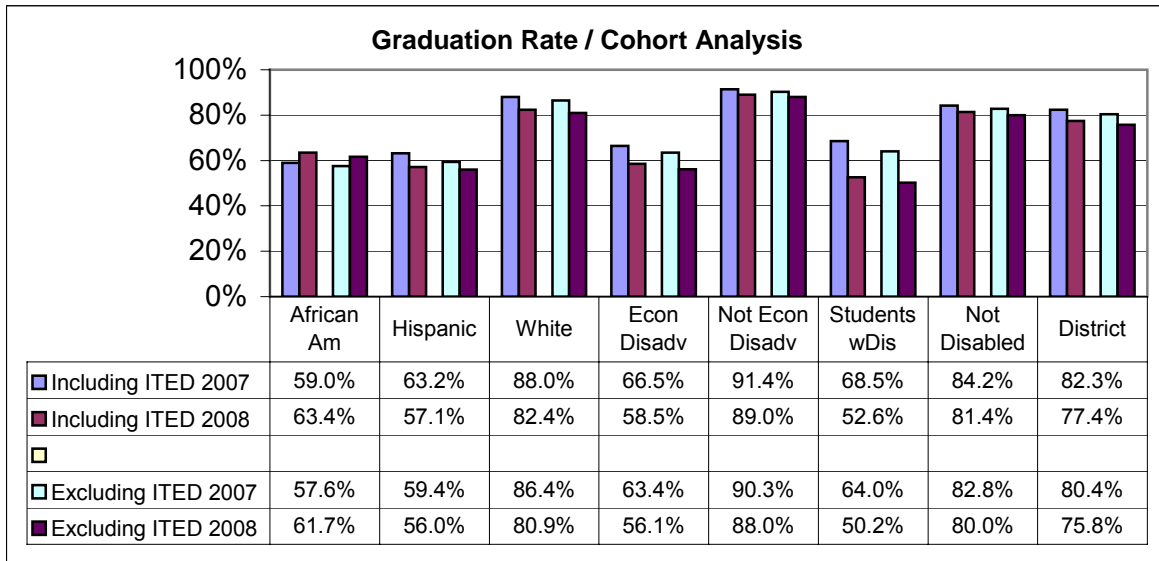
WKCE/WAA - Minority/Majority Achievement Gap (cont.)
Percent of Students Proficient or Above

		Reading		Math	
		2006-07	2007-08	2006-07	2007-08
		Grade 7	Gap Afr Am/White	-27.4%	-24.5%
	Gap Hisp/White	-19.2%	-20.4%	-16.0%	-23.2%
	Gap Econ Dis/Not Econ Dis	-23.0%	-22.0%	-19.9%	-29.8%
	Gap Student wDis/Not Dis	-47.9%	-45.9%	-47.7%	-39.7%
Grade 8	Gap Afr Am/White	-23.3%	-24.5%	-29.9%	-28.6%
	Gap Hisp/White	-17.9%	-17.4%	-18.1%	-18.0%
	Gap Econ Dis/Not Econ Dis	-20.1%	-20.9%	-26.6%	-21.1%
	Gap Student wDis/Not Dis	-45.4%	-45.5%	-47.7%	-52.4%
Grade 10	Gap Afr Am/White	-33.0%	-30.0%	-42.6%	-42.5%
	Gap Hisp/White	-28.2%	-28.7%	-26.5%	-30.2%
	Gap Econ Dis/Not Econ Dis	-27.7%	-26.0%	-31.7%	-30.8%
	Gap Student wDis/Not Dis	-53.5%	-55.4%	-50.3%	-54.9%

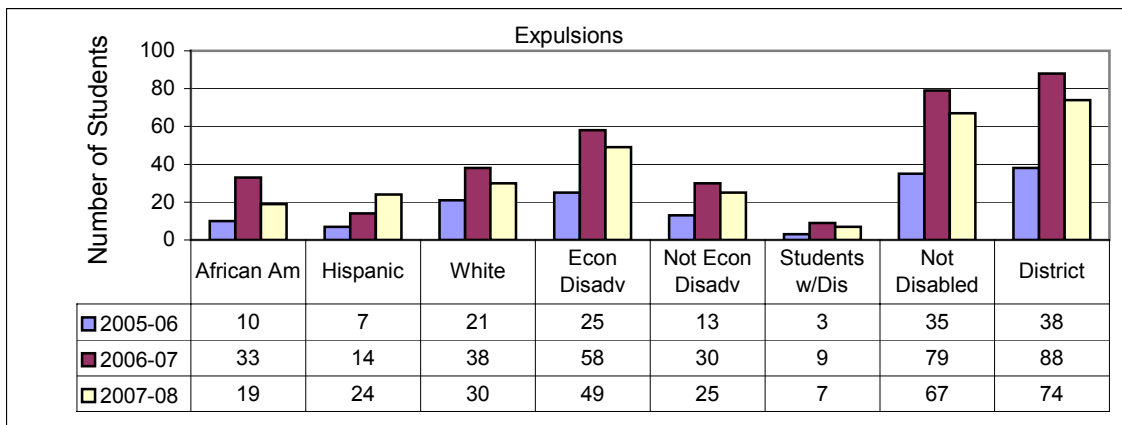
- On the ACT Assessment college entrance examination, KUSD (21.4) continued to outperform the nation (21.1) in the average composite score. White students (22.0), not economically disadvantaged students (21.9), and not disabled students (21.4) exhibited higher scores than the African American (17.9), Hispanic (18.0), economically disadvantaged (18.3), and students with disabilities (16.5) student groups. The District did not meet its goal of 21.7.
- Significant increases in average daily attendance for students were reported when comparing 2006-07 to 2007-08, from 92.3% to 93.6%. However, the rates had a declining trend as students progressed from elementary to middle school and again when students moved on to high school. The district met the School Board approved goal of 93.41%.
- The District graduation rate on the SPR as reported from the Wisconsin DPI decreased from 88.0% to 84.7% when this year's results were compared to the previous year. The rates also decreased for each of the reported subgroups. The District did not meet its goal of 94.07%.



- The District-wide cohort graduation rate decreased from 80.4% to 75.8% when “ITED” graduates were *excluded* and decreased from 82.3% to 77.4% when “ITED” graduates were *included*. However, the rates for African American students increased from 57.6% to 61.7% when “ITED” graduates were *excluded* and from 59.0% to 63.4% when “ITED” graduates were *included*. All other subgroups reported decreases in their rates when compared to last year. The goals of 86.3% when *excluding* “ITED” graduates and 90.7% when *including* “ITED” graduates were not met.



- With the exception of Hispanic students, the number of expulsions decreased in each of the report student subgroups. Overall, the number of students expelled from KUSD decreased from 88 students in 2006-07 to 74 students in 2007-08.



- African American students reported the highest suspension, truancy, and dropout rates when compared to all other student groups. Students with disabilities reported the highest retention rate. White, not economically disadvantaged, and not disabled students achieved the lowest suspension, truancy, dropout, and retention rates when compared to their peers.

Administrative Recommendation

On January 13, 2009, both the Personnel/Policy and the Curriculum/Program committees accepted the 2007-08 Annual Report Card and recommended that it be forwarded to the full Board for approval. Administration recommends that the School Board review and accept the 2007-08 Annual Report Card. Furthermore, Administration recommends that the Office of Educational Accountability continue to monitor student achievement related to academic indicators and submit the 2008-09 Annual Report Card to the Board in January of 2010.

Dr. Joseph Mangi
Superintendent of Schools

Linda Langenstroer
Coordinator of Research

Renee Blise
Research Analyst

[LINK TO COMPLETE REPORT](#)

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

January 27, 2009

Charter School Report

Purpose:

The purpose of this report is to provide the Board of Education with comprehensive and detailed information regarding the evolution of Charter Schools nationally, within the state of Wisconsin, and in Kenosha Unified School District. It will include legislation that has evolved from the Federal and State levels, the specific origins of the charter schools in Kenosha Unified over what could be called “three generations” of charters, as well as their specified charter agreements, specific governance structures, funding, hiring practices, academic accountability, etc. The intent here is to summarize and capture the essence of all of the charter schools that currently exist, reflect on their evolution, as well as inform the Board of Education as to the status of these schools today, and consider the projections for the future regarding their operation and their value to the students, families, and the general population of the district of Kenosha Unified.

History:

It has always been the expectation of the Board of Education, as well as the State Department of Public Instruction, that charter school processes do everything possible to attract students who are representative of the demographic of the school district at large. (See Appendix A: Charter School Demographics).

The Charter Schools in Kenosha Unified fall into one of three generations of charters. The “first generation” of charter schools began with the applications of Brompton School and Paideia Academy to the Department of Public Instruction in 1996, followed by Board of Education approved contracts, opening in the fall of 1997. They were the first charter schools in Kenosha Unified School District. The Board of Education approved contracts for those two schools at that time, and they are in their third cycle of five year contracts with the district. They have both been performing well academically, with waiting lists for attendance, as is the case with all of our charters at this point in time.

The “second generation” of charters was born with the Board of Education’s approval of the Dimensions of Learning Academy charter on April 20, 2000. It began with a planning grant in 1997 through 1999, and it received a two year implementation grant. On April 20, 2000 the charter contract was board approved, and Dimensions of Learning Academy opened in the fall of 2000 as a full time Kenosha Unified School District K-8 Charter.

The “third generation” of charter schools included the virtual school, called the Kenosha e-School, Harborside Academy, and Kenosha School of Technology Enhanced Curriculum (aka KTEC). The Kenosha e-school began in January 2007 with limited offering until the fall of 2007 when they enrolled full time students. Harborside Academy

began preparation in January of 2007, and opened in the fall of 2007. KTEC began planning in the summer of 2006, and opened in the fall of 2007.

The charter schools in this third generation are unique to the other charter schools, with the exception of KTEC. Harborside Academy and the Kenosha e-school were District initiated charters, as a result of the Kenosha Unified School District Strategic Plan. Specifically, Strategy 3, which addressed overcrowding in the high schools, had action steps pursuing charter schools. The committee assigned to that strategy reached out to people in the school district who might be interested in starting a charter school.

Approximately ninety people attended a meeting about charter schools. That outreach resulted in members of our teaching community coming forward who had ambitions to begin a charter school, which specifically resulted in the forming of the KTEC Charter. KTEC began a charter that had a unique model for delivering instruction via the use of technology, with curriculum designed around project-based learning, with ties to the Project Lead the Way national curriculum. The meeting also generated an idea to pursue an opportunity to tie into the Expeditionary Learning model that existed at Reuther High School, and the appeal to pursue a charter school at the high school level, (which is one of the action steps in Strategy 3), as a full time small high school community.

A grant was written to the Expeditionary Learning Outward Bound national organization that resulted in funding from the William and Melinda Gates Foundation to establish a high school charter. Parallel to this grant, a grant application was also written to the Department of Public Instruction for the Expeditionary Learning high school. Both were awarded, and the Board of Education approved the charter contract for Harborside Academy.

The virtual school, Kenosha e-school, was also one of the specific recommendations to pursue in the Strategy 3 action plan for Kenosha Unified. District administration was compelled to pursue and support all three of the charter schools in order to honor the intent of Strategy 3, which was to alleviate some of the overcrowding in our schools, particularly at the high school level.

Since the third generation of charter schools was driven by District initiatives, i.e. Strategy 3 in the Strategic Plan, they are unique to the first and second generation. The idea and origin of the first and second generation charters was the initiative, ingenuity, and hard work of specific teachers who wanted to take advantage of the charter opportunity to create and lead model schools based on a philosophical foundation that was unique to our other schools. This is also true of KTEC in the third generation of charters. However, Kenosha e-school and Harborside Academy, although they were born through equally hard work, came into being through a committee assigned to Strategy 3 in the district Strategic Plan. This created a different understanding among the leaders, with different expectations of support from the district for these charters, as compared to the previous charters.

The stages of development of charter schools in KUSD may be summarized as:

1st Generation:

The Brompton School: Patricia Jones

Paidea Academy: Ellen Becker

2nd Generation:

Dimensions of Learning: Diana Pearson

3rd Generation:

Kenosha School of Technology Enhanced Curriculum: Angela Andersson

Kenosha e-School: Diane Blackmon

Harborside Academy: Bill Haithcock

All of our charters have been granted charter funding from the state and have met all of the criteria for charter schools in Wisconsin, and they all have submitted charters to the Board of Education which have been approved. All are currently operating on the agreements approved by the Board of Education in place for anywhere from two to five more years, as each is approved on a five year cycle. It is at the discretion of the Board of Education to renew, amend, or terminate these charter school contracts, for cause, at the end of each cycle.

The charter school requirements in the state of Wisconsin are:

Charter schools MUST

1. Participate in the state assessment system.
2. Participate in the annual School Performance Report (SPR).
3. Be open to all students in the District.
4. Apply the health and safety requirements of all public schools.
5. Provide voluntary attendance.
6. Be different enough to require a charter.
7. Teachers must be licensed by the Department of Public Instruction.
8. Conduct a lottery if the demand for seats exceeds the number of seats available.

Charter schools are NOT EXEMPT FROM

1. Federal laws governing education, civil rights, or special education policies.
2. School board policies unless so specified in the charter contract.
3. Cannot be private schools.

Further background information on charter schools is provided in the appendix, including definitions, growth, Federal and State legislation, funding, governance and accountability.

Charter School Demographics

The current demographics of each school are identified in Appendix A. The information reflects the population of each charter by the students' boundary school, the achievement

data for two years of the first and second generation charters, as well as the baseline year one data of the third generation of charters. It also shows the population of each school regarding ethnicity, poverty, etc. (See Appendix A: Charter School Demographics).

Charter School Governance

The governance of the charter schools is outlined in each specific charter contract, and per Board of Education approval becomes the ultimate authority for the operation of each charter. (See Appendix E: Charter School Contracts)

Charter applications must include those board policies from which the charter school is exempt, and the contracts should reflect the alternative governance methods of operation for the school.

Each charter contract contains the following descriptions: (For specifics see each individual school charter contract)

- Terms of the contract
- School Administrator / Leader
- Educational Program
- Philosophy / Mission
- Methods of Attaining Educational Goals
- Methods of Measuring Progress
- Governance Structure
- Employment Qualifications
- Student Health and Safety
- Racial / Ethnic Balance Goals and Methods
- Admission Requirements
- Student Discipline
- Financial and Programmatic Operations

Funding / Budget

Charter schools receive a portion of the state and district operating funds generally based on student enrollment counts. In Kenosha Unified, charter schools currently operate with 80% of the District's per pupil allocation from the state's revenue formula going to the charter, and 20% of this per pupil amount retained by the district to cover district costs for support of the charter schools. This is an ongoing discussion, as a result of the variance in school needs, school overhead, school size and/or scope. It is difficult to quantify either the amount each school needs or the subsequent cost to the district in the way of support. (See Appendix D I: Federal and State Charter School Funding)

Support is provided in the form of services and expertise, primarily, through the offices of Educational Accountability, Information Services, Budget and Finance, Facilities, Curriculum, Instruction and Assessment, Professional Development, Special Education and Student Support. (See Appendix D II: District Charter School Funding)

Fair and appropriate funding and support for all of our charter students in the areas of Special Education, Human Resources, and Curriculum have been difficult to define recently, with the new generation of charters. This has resulted in continued discussion as to how to best serve these students appropriately, and honor contractual issues, school board policy, and the available resources for all students.

Three particular issues have surfaced recently with the advent of the newest generation of charter schools:

1. Staffing for special education students who have been served in one of our current schools, who then surface at a new charter school creates a thinner distribution of special education teachers. This makes it difficult for the Director of Special Education to serve students in an increased number of buildings without additional staff.
2. Hiring for charter schools is unique, and charter school teachers need to align philosophically with the charter school concepts, and in some cases may have special certification requirements. Staffing according to the needs of each individual charter, when they have unique programs and pedagogy, and expectations regarding professional development outside of the collective bargaining agreement have raised questions that need to be answered for the benefit of all.
3. When charter schools open, they receive students who have already been provided with textbooks and instructional materials in their home schools, purchased from district funds. When new classrooms are formed in a charter school, there is a question of how textbooks and materials are provided, especially when new/additional sets and teacher materials must be purchased.

The ongoing discussions around these issues have some bearing on how this report is presented. For instance, regarding number 1, the district, as the LEA, is responsible for ensuring support for special education students at charter schools. However, the decision as to how those positions are funded is a local decision. Regarding number 2, staffing, many districts have a Memorandum of Understanding with the local Education Association that reflects charter school staffing, if there are exceptions to the Collective Bargaining Agreement in that charter's operation. These discussions may inform decisions about possible procedures that need to be written, and implemented, in order to both formalize our expectations and create equity and consistency for our charters.

Kenosha Unified School District Charters Summation:

We want to inform the Board of Education of the following key summary components, which come from State Statutes:

- Charter Schools in Kenosha Unified are defined as “Instrumentality” charters, functioning as District schools with District employees.
- They require, and are entitled to district financial support (funding), per state statute.
- They have been Board of Education approved with their own governance structure.

- They are autonomous from district policies as identified in their charter contracts.
- They are academically accountable to the Board of Education and the State Department of Public Instruction.
- They offer unique pedagogy subject to a standards-based summative assessment from the State.
- They are expected to be innovative in mission, goals, scheduling, programming, assessment, student discipline and students served.

Charter school leadership is as follows, with contracts noted:

Brompton – Pat Jones (Teacher)
 Dimensions of Learning – Diana Pearson (Principal)
 Harborside Academy – Bill Haithcock (Principal)
 Kenosha e-school – Diane Blackmon (Teacher)
 KTEC – Angela Andersson (Principal)
 Paidea Academy – Ellen Becker (Teacher)

In Summary:

Administration has concluded in reporting this information to the Board of Education that the following steps will be taken to resolve the issues identified above:

- 1) In addition to special education services supported as a portion of the 20%, district funding will cover the cost and assignments of special education and ELL staff based on individual student needs.
- 2) Because the staffing requirements are unique to the other district schools, the district will work with the Kenosha Education Association to develop a Memorandum of Understanding as it relates to charter school staffing.
- 3) Start-up costs for instructional materials that can not be obtained from existing schools will be absorbed by the charter schools, except for materials being purchased in the current adoption process and future adoption cycles.

This report was presented to the Audit, Budget and Finance Committee at the November 11th meeting, for their information. At that time, they requested it be brought to the full board for your information at the January meeting.

Dr. Joseph T. Mangi
 Superintendent of Schools

Mr. Timothy Miller
 Executive Director of School Leadership

LINK TO APPENDICES

Kenosha Unified School District No. 1
Kenosha, Wisconsin

January 27, 2009

Naming of the Baseball Field at Bradford High School

School Board Policy 7410 titled “Naming an Area Within or On a District Site” allows staff or community members to nominate a name for a specific area within a school or on a District site. The Board of Education approves the naming of all District facilities.

The Superintendent has received the attached letter requesting that a committee be formed to name the baseball field at Bradford High School.

Recommendation

Administration recommends that the provisions of School Board Policy 7410 be invoked allowing the Superintendent to appoint a committee to seek input relative to proposed names for the baseball field at Bradford High School and to develop and present to the School Board the committee’s recommendation for such name.

Dr. Joseph T. Mangi
Superintendent of Schools

BNC/Board Report 1-27-09

Memo

Date: 12/22/2008

To: Dr. Joe Mangi, Superintendent of Schools, Board of Education

Cc:

From: Steve Knecht

RE: Policy 7410

Dr. Mangi and Board of Education,

I am requesting that per board policy 7410 that a committee be formed to name the Baseball Field here at Mary D. Bradford High School. Over the last four years considerable improvements have been made headed by our baseball coach, parent groups, and facilities department. These facility improvements have brought us the ability to host varsity level competitions and host community groups willing to rent our field. The athletic department at Bradford would like to show recognition to this field by giving it a name so people in our community and other communities can identify it. It is not our intention to name this field after a person at this time, rather to name it after our school mascot or logo. Possible names being considered currently are: Red Devil Stadium or Red Devil Field.

Within our committee's request for the naming of the field, we will be asking for permission to put a plaque on the wall of our new press box/concession stand recognizing the family who made this possible with an impressive donation.

Thanks for your time and consideration.

POLICY 7410
NAMING AN AREA WITHIN OR ON A DISTRICT SITE

The Board of Education shall be the body to approve the official naming of all District facilities. It is not the intention of this policy to initiate the naming of areas within existing facilities or on a District site. However, when a former student, staff or community member who has been deceased for more than two years has achieved national, state or local prominence, the School Board may name an area within a school or on a District site after that individual.

Staff or community members may nominate a name for a specific area within a school or on a District site to the Board of Education. The nomination must include background information and significance to the educational process and cultural significance.

The School Board will request the Superintendent to appoint a broad based committee, which will research the name. When a school is affected by the recommended name, it will be given the opportunity to offer input to the committee. This committee will develop and present to the School Board the process used and the rationale used in making their determination.

LEGAL REF.: Wisconsin Statutes
Section 120.12(1) (Care and Management of School Property)

CROSS REF.: Policy 1131, Memorials/Dedications Within Schools
Policy 7400, Naming or Renaming District Buildings

ADMINISTRATIVE REGULATION: None

AFFIRMED: May 14, 2002

REVISED: September 25, 2007

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

January 27, 2009

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Tremper Athletic Booster Club donated an additional high tech A.E.D./defibrillator valued at \$1,788.00 for Tremper High School and a new gymnasium banner valued at \$719.00 for Tremper's 2008 Women's Volleyball champions.
2. Craig and Diane Swanson donated \$20.00 to the SISTAS group.
3. Della Mauser donated 105 handmade knit hats (unknown value) for the students at Kenosha Unified School District. The hats were distributed to the students at Jefferson Elementary, Wilson Elementary School, and Columbus Elementary School.

Administrative Recommendation

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

Dr. Joseph T. Mangi
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

January 27, 2009

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

January

- January 13, 2009 – Standing Committee Meetings
- January 19, 2009 – Martin Luther King, Jr. Day – Half Day for Students & Staff
- January 23, 2009 – Second Semester Ends
- January 26, 2009 – Teacher Workday – No School for Students
- January 27, 2009 – PR/Goals/Legislative Standing Committee Meeting and Regular Board of Education Meeting at Educational Support Center

February

- February 10, 2009 – Standing Committee Meetings
- February 11, 2009 – Professional Inservice – Half Day For Students
- February 24, 2009 – Regular Board of Education Meeting at Educational Support Center

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