



REGULAR MONTHLY BOARD MEETING

**February 23, 2010
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

February 23, 2010

7:00 P.M.

AGENDA

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
 - Bradford High School Recognized for Student Leadership at 2009 Badger Boys State
 - Brompton School Nominated for U.S. Department of Education Award
 - Washington Middle School Recognized as an Apple Distinguished School Award Winner
 - Technicians of Tomorrow Automotive Technology Award Winners
 - Kenosha Regional Science & Engineering Fair Winners From LakeView Technology Academy
 - KUSD Spelling Bee and Regional Winners
- 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 ResignationsPage 1

- XI. Consent Agenda - Continued
 - B. Consent/Approve Minutes of 1/23/10, 1/26/10, 2/8/10, 2/11/10, 2/15/10, and 2/16/10 Special Meetings and Executive Sessions and 1/26/10 Regular MeetingPages 2-17
 - C. Consent/Approve Summary of Receipts, Wire Transfers and Check Registers.....Pages 18-19
 - D. Consent/Approve School Board Policy 4332 - Criminal Background ChecksPages 20-22 (Second Reading)
- XII. Old Business
 - A. Discussion/Action Wisconsin Department of Public Instruction Request To Submit 21st Century Community Learning Centers Program Grant ApplicationPages 23-29
 - B. Discussion/Action Instructional Materials Adoption Grades 6 Through 12 Social Studies Recommendation for PurchasePages 30-40
 - C. Discussion/Action Year Round School Study Committee.....Pages 41-46
- XIII. New Business
 - A. Discussion/Action Donations to the District Page 47-48
- XIV. Other Business as Permitted by Law
 - Tentative Schedule of Reports, Events and Legal Deadlines For School Board (February-March)Page 49
- XV. Predetermined Time and Date of Adjourned Meeting, If Necessary

Kenosha Unified School District No. 1
Kenosha, Wisconsin
February 23, 2010

The Human Resources recommendations regarding the following actions:

Action	Board Date	Code	Staff	Employee Last Name	Employee First Name	School/Dept	Position	Effective Date	Yrs of Svc	Salary or Hourly Rate	Reason	Step / Level	Letter or Contract
Retirement	2/9/10		Instructional	Herr	Pamela Farnham	Reuther Central High	Transition Work Exp. Teacher	1/18/10	22	\$70,748.00	Retirement	M30 Step 15	Contract
Retirement	2/9/10		Educ. Assistant	Maraccini	Judy	Bradford High School	Classroom	6/11/10	30	\$13.71	Retirement		Contract
Resignation	2/9/10		Instructional	Stanislowski	Michael	Tremper High School	Technology Education	1/28/10	2	\$70,748.00	Resignation	M30 Step 15	Contract
Retirement	2/9/10		Instructional	Jurvis	Lynn	Bullen Middle School	Grade 6	1/29/10	34	\$70,748.00	Retirement	M30 Step 15	Contract
Appointment	2/9/10		Service Employee	Rudich	Rick	Bradford High School	Assistant Head Custodian	1/12/10	0	\$18.49	Appointment		Contract
Appointment	2/9/10		Service Employee	Nelson	Michael	Tremper High School	Assistant Head Custodian	1/13/10	0	\$18.49	Appointment		Contract
Appointment	2/9/10		Instructional	Creel	Jason	Technology Academy	English Teacher	1/28/10	0	\$35,292.00	Appointment	B Step 3	Letter
Appointment	2/9/10		Instructional	Krauski	Jessica	Bullen Middle School	Grade 6 Math/Science	1/29/10	0	\$48,050.00	Appointment	B24 Step 9	Letter
Appointment	2/9/10		Instructional	Kolmos	Kelly	Bose Elementary	Grade 5 Teacher	1/20/10	0	\$35,292.00	Appointment	B Step 3	Letter
Appointment	2/23/10**		Administrative	Vaillancourt	Gary	Educational Support Center	Marketing and Community Relations	2/1/10	0	\$82,396.00	Appointment		Contract
Appointment	2/23/10**		Instructional	Remien	Michelle	Harvey Elementary	Categorical Special Ed	1/29/10	0	\$37,437.00	Appointment	B24 Step 3	Letter
Appointment	2/23/10**		Instructional	Stempin	Jason	Technology Academy	Special Education	1/28/10	0	\$38,868.00	Appointment	M Step 3	Letter
Appointment	2/23/10**		Educ. Assistant	Shircel	Denise	Jeffery Elementary	Special Education Asst	2/3/10	4	\$12.52	Appointment		Contract
Appointment	2/23/10**		Instructional	Thiel-Cygan	Nichole	Vernon	Grade 3 Teacher	1/28/10	0	\$35,292.00	Appointment	B Step 3	Letter

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 23, 2010

A special meeting of the Kenosha Unified School Board was held on Saturday, January 23, 2010, 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 8:10 A.M. with the following members present: Mrs. R. Stevens, Mr. Fountain, Mr. Bryan, Mrs. Snyder, Mr. Ostman, Mrs. Taube 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 Personnel: Problems and Evaluation Consideration.

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

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

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

1. Personnel: Problems and Evaluation Consideration

Dr. Mangi presented Board members with personnel issues and a discussion followed.

Dr. Mangi was excused at 9:00 a.m.

Board members presented issues and concerns pertaining to the Board and the District. A discussion followed.

These minutes were composed from notes taken by Mrs. P. Stevens.

Meeting adjourned at 12:45 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 26, 2010

A special meeting of the Kenosha Unified School Board was held on Tuesday, January 26, 2010, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:03 P.M. with the following members present: Mrs. R. Stevens, Mr. Fountain, Mr. Bryan, Mrs. Snyder, Mr. Ostman, Mrs. Taube 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; Review of Findings/Orders of Independent Hearing Officers; Personnel: Employment Relationship, Problems, and Position Assignments; and Collective Bargaining Deliberations.

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

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

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

1. Review Findings/Orders of Independent Hearing Officers

Mr. Jones arrived at 6:05 P.M. and provided Board members with information relating to two expulsions and one early reinstatement request.

Mr. Jones and Dr. Mangi were excused at 6:15 P.M.

Mrs. Taube moved to remove the option of consideration for Kenosha eSchool and concur with the recommendation of the hearing officer as modified with respect to the first expulsion. Mr. Ostman seconded the motion. Unanimously approved.

Mr. Ostman moved to remove the option of consideration for Kenosha eSchool and concur with the recommendation of the hearing officer as modified with respect to the second expulsion. Mr. Bryan seconded the motion. Unanimously approved.

Mr. Ostman moved to concur with the early reinstatement request. Mr. Fountain seconded the motion. Motion carried. Mrs. R. Stevens dissenting.

Dr. Mangi returned to the meeting at 6:25 P.M.

2. Collective Bargaining Deliberations

Mrs. Glass and Mr. Johnston arrived at 6:26 P.M.

Mrs. Glass gave Board members an update on the status of Service Employee negotiations. A discussion followed.

The Board recessed at 6:56 P.M. and reconvened at 8:05 P.M.

Mr. Kiriaki arrived at 8:07 P.M. and discussed a collective bargaining issue with Board members.

Mr. Kiriaki was excused at 9:02 P.M.

3. Board Deliberations or Negotiation for Investing Public Funds

Mr. Johnston updated Board members on the OPEB investment matter. A brief discussion followed.

4. Personnel: Employment Relationship and Position Assignments

A brief discussion took place on the status of the Superintendent search.

Meeting adjourned at 9:12 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 26, 2010

A regular meeting of the Kenosha Unified School Board was held on Tuesday, January 26, 2010, 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 7:03 P.M. with the following Board members present: Mrs. R. Stevens, Mr. Fountain, Mr. Bryan, Mrs. Snyder, Mr. Ostman, Mrs. Taube 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 indicated that the Brompton Nomination – Blue Ribbon School Award would be presented at the February Board meeting.

Dr. Mangi presented an Administrative Appointment.

Mr. Bryan moved to approve Gary Vaillancourt as the Director of Marketing and Community Relations effective February 1, 2010. Mr. Fountain seconded the motion. Unanimously approved.

Mrs. P. Stevens introduced the Student Ambassador, Rebecca Stoebe, from Tremper High School and she made her comments.

Mr. Johnston gave the Legislative Report.

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

Dr. Mangi gave the Superintendent's report.

The Board then considered the following Consent-Approve items:

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

Consent-Approve item XI-B – Minutes of the 12/15/09, 1/5/10 and 1/19/10 Special Meetings and Executive Sessions and the 12/15/09 Regular Meeting.

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

“It is recommended that receipt numbers CR0416979 through CR042069 that total \$310,081.12 be approved.

Check numbers 442906 through 444462 totaling \$10,616,369.30 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 December 1, 16, 17, and 31, 2009 (2 Deposits December 31) totaling \$3,159,447.59; to US Bank of Milwaukee dated December 1, 11, 21, and 28, 2009 totaling \$593,675.66 and to the Wisconsin Retirement System dated December 31, 2009 totaling \$1,121,292.20 be approved.”

Consent-Approve item XI-D – Waiver of Policy 1330 – Use of School District Facilities submitted by Dr. Mangi, excerpts follow:

“The Kenosha Cyclones Fastpitch Club, a registered 501(c)3 organization, is requesting a waiver of user fees for use of the Bradford Field House on Sundays for indoor training sessions. Rental fees would be \$177 per hour and custodial charges would be \$50.64 per hour on Sundays.

The Racine Youth Sports, Inc., a qualified 501(c)3 organization, is requesting a waiver of rental fees for use of Ameche Field for their youth football program Super Bowls and Pigskin Classic games on Saturday, November 7 and 14, 2009. Rental fees totaled \$900, the cost of lighting was \$100 and cost for the stadium director’s salary was \$361.

The American Legion is requesting a waiver of rental fees for use of the Bradford Cafeteria for their annual oratorical contest on Sunday, January 17, 2010. Rental fees would be \$63 per hour and custodial charges would be \$50.64 per hour on Sundays.

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

At its January 12, 2010, meeting, the Audit/Budget/Finance Committee voted to forward all three waivers to the full Board for consideration with the recommendation that District events be given precedence over outside entities.

Administration recommends Board approval of the request from the Kenosha Cyclones Fastpitch Club for use of the Bradford Field House on Sundays with the stipulation that if a school district team or other district entity should need to use the Bradford Field House on a Sunday, our team or entity would take precedence over the Kenosha Cyclones Fastpitch Club. It is also recommended that rental fees in the

amount of \$177 per hour be waived, however, it is not recommended that the custodial fees, the \$20 permit filing fee or the possible \$100 clean-up fee be waived.

Administration recommends approval of the request from Racine Youth Sports, Inc. for waiver of rental fees in the amount of \$900 for use of Ameche Field on November 7 and 14, 2009. The cost of lighting, stadium director's salary and permit filing fee would be the responsibility of the organization.

Administration also recommends approval of the request from the American Legion for waiver of rental fees in the amount of \$63 per hour for use of the Bradford cafeteria on Sunday, January 17, 2010. It is not recommended that the cost of the custodial fees, the \$20 permit filing fee or the possible \$100 clean-up fee be waived."

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

Dr. Mangi presented School Board Policy 4322 – Criminal Background Checks submitted by Mrs. Sheronda Glass, Executive Director of Human Resources, and Dr. Mangi, excerpts follow:

"A review of School Board Policy 4332, Criminal Background Checks was conducted and the Administration recommends changes that are relevant to District practice.

At its January 12, 2010 meeting, the Personnel/Policy Committee voted to forward Policy 4332 to the full Board for a first and second reading. The Committee also requested that Administration look into the availability of grants that would assist in funding more frequent background checks.

The Administration recommends approval of proposed revisions to Policy and Rule 4332 –Criminal Background Checks as a first reading this evening. Policy 4332 will be brought back for a second reading at the Board's February 23, 2010, regular meeting."

Mr. Ostman moved to approve the proposed revisions to Policy and Rule 4332 – Criminal Background Checks as a first reading and to bring back Policy 4332 for a second reading at the Board's February 23, 2010, regular meeting. Mrs. R. Stevens seconded the motion. Unanimously approved.

Dr. Mangi presented Recommendation for World History Course Revision submitted by Mr. Mark Hinterberg, Teacher Consultant: 6-12 Social Studies; Mrs. Vickie Brown-Gurley, Executive Director of Curriculum and Instructional Services; and Dr. Mangi, excerpts follow:

"At the onset of the 2006-07 school year, committees were formed to develop the kindergarten through twelfth grade social studies curriculum that would be based on standards and benchmarks. The kindergarten through twelfth grade social studies curriculum was approved by the Board of Education in July 2008. Components of the curriculum are grade/course most essential benchmarks, curriculum maps, pacing

guides, and unit theme organizers that include most essential benchmarks, essential questions, student knowledge, skills, and essential vocabulary.

From this well-structured curriculum, progress of the full survey world history instruction (prehistory to the present) was monitored by discussing progress on the pacing guide during quarterly Middle School Curriculum Meetings (October 2008, December 2008, January 2009, and March 2009) and at quarterly High School Curriculum Meetings (September 2008, November 2008, February 2009, and April 2009). It became quite apparent as the school year progressed that many teachers were falling behind the pacing guide or rushing through the content to keep current. With the vast scope of covering prehistory to the present, the course focused more on content coverage and less on student skill development.

During the months of December 2008 and January 2009, as Mark Hinterberg visited schools, he had discussions with middle school and high school teachers regarding the scope of the world history content and the possibility of having more focused content coverage at their respective grade level. The first step was making sure the majority of teachers were on board with proposing any change. At the remaining Curriculum Meetings (high school—February 2009 and April 2009 and middle school—January 2009 and March 2009), the grade 7 teachers recommended focusing on ancient world history (prehistory to the Enlightenment); and the grade 10 teachers recommended focusing on the period from the Renaissance to the present.

In May 2009, Mark Hinterberg took the proposed revision to the middle school and high school principals' Connections meeting. The proposal was met with approval from the attendees in the room, and a recommendation was to email the other principals not present at this meeting and get their feedback. All principals were informed of the direction for world history, and no administrators objected to the proposed change.

Presently, the grade 7 and grade 10 world history mirror each other in regards to covering content from prehistory to the twentieth century. The proposed change would shift from content coverage to student skill development. Addressing less content provides the opportunity to have more in-depth study of a topic via projects, presentations, problem-solution scenarios that in turn engage students and address process standards that develop students' critical thinking skills. Additionally, focusing on less content at grade 7 gives us the opportunity to develop the core values contained in Strategy 5 that has the goal of implementing core values through citizenship education during fourth quarter social studies instruction at grade 7.

There are no additional costs to pursuing materials for the ancient world history at grade 7 and the modern world history at grade 10. The books and materials will be part of the overall sixth through twelfth grade social studies adoption.

At its January 12, 2010, meeting, the Curriculum/Program Committee voted to forward to the full Board the World History course revision as reflected in the course/program revision proposal that grade 7 content coverage is prehistory to the Enlightenment Era and grade 10 content coverage is the Renaissance Era to the present.

Administration recommends that the Board approve the recommendation as noted above.”

Mr. Ostman moved to approve the World History course revision as reflected in the course/program revision proposal that grade 7 content coverage is prehistory to the Enlightenment Era and grade 10 content coverage is the Renaissance Era to the present. Mrs. Taube seconded. Unanimously approved

Dr. Mangi presented the 2008-09 Annual Report Card submitted by Ms. Renee Blise, Research Analyst; Ms. Linda Langenstroer, Coordinator of Research; Mr. Anderson Lattimore, Executive Director of Educational Accountability; and Dr. Mangi, excerpts follow:

“The 2008-09 Kenosha Unified School District Annual Report Card is being submitted by the Office of Educational Accountability to comply with School Board Policy 2110, State Statute 115.38, and the No Child Left Behind (NCLB) Act of 2001. NCLB seeks to raise the bar for school districts by demonstrating adequate yearly progress in meeting the needs of all students. The Kenosha Unified School District (KUSD) is consistently 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 (ARC) disaggregates the following items by student subgroups: 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.

On January 12, 2010, both the Personnel/Policy and the Curriculum/Program committees accepted the 2008-09 Annual Report Card and recommended that it be forwarded to the full School Board for approval. Administration recommends that the School Board review and accept the 2008-09 Annual Report Card. Furthermore, Administration recommends that the Office of Educational Accountability continue to monitor student achievement related to academic indicators and submit the 2009-10 Annual Report Card to the Board in January of 2011.”

Mr. Ostman moved to accept the 2008-09 Annual Report Card, that the Office of Educational Accountability continue to monitor student achievement related to academic indicators, and that they submit the 2009-10 Annual Report Card to the Board in January of 2011. Mrs. R. Stevens seconded the motion. Unanimously approved.

Dr. Mangi presented the Preliminary Concept Plan for Possible Football/Soccer/Track Stadium at Bradford submitted by Mr. Steve Knecht, Assistant Principal/Athletic Director at Bradford High School; Mr. Patrick Finnemore, Director of Facilities; Mr. Scott Lindgren, Coordinator of Athletics; and Dr. Mangi, excerpts follow:

“During a period from the late 1960’s to the late 1970’s, the District attempted multiple referenda to build a replacement school for Bradford High School. There were a wide range of proposals from remodeling and adding on to the existing school (now Reuther Central High School), to construction of a new facility, to the eventual solution of adding on to the former UW-Extension building. At various times, the project scope included a football/soccer/track stadium. The design drawings for the Bradford project included a football/soccer field surrounded by a track and the reservation of space for future bleachers as part of an alternate to the base scope of work. That alternate was eventually not included in the final scope of work and a stadium was never constructed for the school. Since that time, there have been on and off discussions regarding the construction of a stadium but those discussions have never lead to anything formal.

Recently, there have been discussions again about constructing a stadium at Bradford because of the new stadium built at Indian Trail and the recent successes of the athletic teams at Bradford, most notably the football team. There are some private parties that have expressed an interest in helping with the fundraising and planning. It was recommended that before any sort of formal discussions take place that the Board be made aware of their intentions and provide authorization for this issue to be pursued even in a conceptual manner.

The land dedicated for athletic fields at Bradford has been fairly well developed especially over the last few years. Installation of a stadium on the campus would require the relocation of quite a few athletic fields and other improvements; therefore, we have had discussions about the possibility of constructing a stadium on the Bullen Middle School property. The District owns 33.9 acres at Bullen including approximately 13 acres of prairie-type space on the south end of the property. An aerial view of the Bullen property is provided as Attachment 1 to this report. A portion of the 13 acres is currently used as an outdoor classroom at the school.

The conceptual plan for constructing a stadium at Bullen would use a fairly sizable portion of the 13 acres along with reconfiguring the athletic fields at Bullen. A portion of the prairie and wooded area could remain as an outdoor classroom if a stadium were constructed on the site. In addition the make-up of the outdoor classroom would probably be enhanced with a retention pond that would most likely be required by the City and State for storm water management purposes. Attachment 2 is a very conceptual plan of what the stadium and other associated improvements may look like if constructed on the Bullen site.

As mentioned earlier, the Bradford athletics program is asking for permission to explore a possible project including funding sources for a stadium project that would cost an estimated \$5,000,000. In addition to permission to explore the idea, they are interested in knowing whether or not the Board would entertain using the Bullen site including much of the vacant land south of the school as a possible location for a stadium if it were constructed. It is important that everyone involved understand that this is an extremely preliminary concept and that all we are currently asking for is permission to explore that idea. An actual project is neither imminent nor may ever happen. However, Administration feels that it is important that we at least explore the idea since it has been brought up many times over the years and because it is something of great interest to a portion of the population that we serve.

The Planning, Facilities, and Equipment Committee unanimously approved forwarding this report to the full Board at their January 12, 2010 meeting.

Administration recommends Board approval to pursue a possible stadium project for Bradford High School and its associated fundraising effort. In addition, Board approval is recommended to use a portion of the Bullen Middle School property for this purpose if the funding becomes available.”

Mr. Fountain moved to approve the exploration of a possible stadium project for Bradford High School and its associated fundraising effort. In addition, Board approval is recommended to use a portion of the Bullen Middle School property for this purpose if the funding becomes available. Mr. Ostman seconded the motion. Unanimously approved.

Dr. Mangi presented the Agreement with City of Kenosha for Use of Anderson Park Softball Field #2 submitted by Mr. Finnemore and Dr. Mangi, excerpts follow:

“Several individuals associated with the girl’s softball program at Tremper have talked on and off with the City of Kenosha for the past few years about the possibility of acquiring one of the softball fields in some way to make it the varsity softball field for the school. Administration became involved in these discussions this summer and worked with the Tremper softball people and the City to determine whether an agreement could be arranged. During the discussions it was determined, with a great deal of input from the City Parks Commission, that a lease or an amendment to the existing lease for Ameche Field was not going to be possible. Instead an Agreement was pursued which would allow the Tremper softball program to make improvements at the field known as Anderson Field #2 in exchange for preferential use of the field and other considerations.

An agreement, which is provided as an attachment to this report, was developed by the City Attorney’s Office with input from KUSD and our attorney. The key terms of the Agreement are: KUSD is guaranteed preferential use of Anderson Field #2, KUSD is permitted to sell concessions on the dates of our use of the field, there will be no fee charged for the use of the field except for a nominal fee if the lights are used, KUSD is allowed to make improvements to the field provided we obtain City approval, the City will perform all maintenance on the field except normal infield preparation, and KUSD will perform all maintenance on the improvements we make, the City will use one of the softball fields at Tremper for the annual Rotary tournament since Anderson Field #2 will no longer be available for the Rotary tournament and the agreement will be a ten year agreement with automatic one year renewals thereafter.

Funding for the improvements will be coordinated and fundraised by the Tremper softball program with oversight from the Tremper Athletic Director and the District Coordinator of Athletics. The Agreement was approved by the City Parks Commission on December 14, 2009 and improvements to the field have already begun. This agreement is not a lease nor are there any financial responsibilities to the District, but Administration feels that Board approval of the agreement is recommended to formalize the agreement on the District’s end.

The moving of the varsity softball field from the Tremper property to Anderson Park will allow for changes in the configuration to the practice football fields which will benefit both the football program and the baseball program. The practice football fields can be configured such that they will no longer overlap with the outfield of the baseball field which will allow for the eventual construction of an outfield fence for the baseball field.

The Planning, Facilities, and Equipment Committee unanimously approved forwarding this report to the full Board at their January 12, 2010 meeting.

Administration recommends Board approval of the agreement with the City of Kenosha for the use of Anderson Park Softball Diamond #2 as described in this report.”

Mr. Fountain moved to approve the agreement with the City of Kenosha for the use of Anderson Park Softball Diamond #2. Mr. Ostman seconded the motion. Unanimously approved.

Dr. Mangi presented the 2010-11 Capital Projects Plan submitted by Mr. John Setter, Project Architect; Mr. Finnemore; and Dr. Mangi, excerpts follow:

“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 2010-11.

The overall major maintenance plan is updated on a regular basis with annual evaluations of each project on the list by the Facilities Department. The 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 2010-11 school year as required by Board Policy 7210.

The 2010-11 capital project plan is provided as the attachment to this report. The plan is a continuation of the overall major maintenance plan initiated nine years ago, and the energy savings project program started seven years ago. The major maintenance plan includes a proposed contingency of \$45,000 or 2.57% 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 Planning, Facilities, and Equipment Committee unanimously approved forwarding this report to the full Board at their January 12, 2010 meeting.

Administration recommends Board approval of the 2010-11 Capital Projects Plan as described in this report.”

Mr. Ostman moved to approve the 2010-11 Capital Projects Plan. Mr. Bryan seconded the motion. Unanimously approved.

Mrs. P. Stevens pulled the Ratification of the KUSD/S.E.I.U Local No. 168 (Service Employees’) Collective Bargaining Agreement from the agenda.

Dr. Mangi presented the Naming of the Athletic Fields at Mahone/Indian Trail submitted by Dr. Mangi, excerpts follow:

“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 three athletic fields at Mahone/Indian Trail High School and Academy.

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 athletic fields at Mahone/Indian Trail High School and Academy and to develop and present to the School Board the committee’s recommendation for such name.”

Mr. Fountain moved 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 athletic fields at Mahone/Indian Trail High School and Academy and to develop and present to the School Board the committee’s recommendation for such name. Mr. Bryan seconded the motion. Unanimously approved.

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

Mr. Fountain moved to approve the Donations to the District as presented. Mr. Bryan seconded the motion. Unanimously approved.

Meeting adjourned at 7:52 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 8, 2010

A special meeting of the Kenosha Unified School Board was held on Monday, February 8, 2010, 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 4:45 P.M. with the following members present: Mr. Fountain, Mr. Bryan, Mrs. Snyder, Mr. Ostman, Mrs. Taube, and Mrs. P. Stevens. Dr. Mangi, Mrs. Glass and Mr. Triplett were also present. Mrs. R. Stevens 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 Personnel: Employment Relationship; Position Assignments; and Compensation and/or Contracts.

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

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

Mrs. Snyder moved to adjourn to executive session. Mr. Ostman seconded the motion. Unanimously approved.

1. Personnel: Employment Relationship, Position Assignments, and Compensation and/or Contracts

Mr. Triplett, representative from Ray and Associates, discussed the status of the Superintendent Search and a discussion followed.

Mrs. R. Stevens arrived at 5:05 P.M.

These minutes were composed from notes taken by Mrs. P. Stevens.

Meeting adjourned at 9:15 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 11, 2010

A special meeting of the Kenosha Unified School Board was held on Thursday, February 11, 2010, 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 5:05 P.M. with the following members present: Mrs. R. Stevens, Mr. Fountain, Mr. Bryan, Mrs. Snyder, Mr. Ostman, Mrs. Taube, 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 Personnel: Problems and Collective Bargaining Deliberations.

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

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

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

1. Personnel: Problems

Mr. Johnston and Mrs. Glass arrived at 5:08 P.M.

Mrs. Glass presented a personnel issue and a brief discussion followed.

2. Collective Bargaining Deliberations

Mrs. Glass updated Board members on collective bargaining matters and a brief discussion followed.

These minutes were composed from notes taken by Mrs. P. Stevens.

Meeting adjourned at 5:30 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 15, 2010

A special meeting of the Kenosha Unified School Board was held on Monday, February 15, 2010, 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 1:00 P.M. with the following members present: Mrs. R. Stevens, Mr. Fountain, Mr. Bryan, Mrs. Snyder, Mr. Ostman, Mrs. Taube, and Mrs. P. Stevens.

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 Personnel: Employment Relationship; Personnel: Position Assignments; and Personnel: Compensation and/or Contracts.

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

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

Mrs. Snyder moved to adjourn to executive session. Mr. Ostman seconded the motion. Unanimously approved.

1. Personnel: Employment Relationship; Position Assignments; Compensation and/or Contracts

A candidate arrived at 1:05 P.M. and responded to Board members' questions regarding the Superintendent position.

The candidate was excused at 2:40 P.M.

A candidate arrived at 3:02 P.M. and responded to Board members' questions regarding the Superintendent position.

The candidate was excused at 4:57 P.M.

A discussion regarding the pending Superintendent search followed.

These minutes were produced from notes taken by Mrs. P. Stevens.

Meeting adjourned at 5:30 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 16, 2010

A special meeting of the Kenosha Unified School Board was held on Tuesday, February 16, 2010, 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 5:10 P.M. with the following members present: Mrs. R. Stevens, Mr. Fountain, Mr. Bryan, Mrs. Snyder, Mr. Ostman, Mrs. Taube, and Mrs. P. Stevens.

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 Personnel: Employment Relationship; Personnel: Position Assignments; and Personnel: Compensation and/or Contracts.

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

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

Mrs. R. Stevens moved to adjourn to executive session. Mr. Fountain seconded the motion. Unanimously approved.

1. Personnel: Employment Relationship; Position Assignments; Compensation and/or Contracts

A candidate arrived at 5:15 P.M. and responded to Board members' questions regarding the Superintendent position.

The candidate was excused at 7:10 P.M.

A candidate arrived at 7:12 P.M. and responded to Board members' questions regarding the Superintendent position.

The candidate was excused at 9:13 P.M.

Mr. Triplett, representative from Ray and Associates, arrived and a discussion regarding the pending Superintendent search followed.

These minutes were produced from notes taken by Mrs. P. Stevens.

Meeting adjourned at 11:15 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District No. 1
Kenosha, Wisconsin
Summary of Receipt
February 23, 2010

	From	To	Date	Amount
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Receipts:

Total Receipts	CR042070	CR042532	12/16/09 - 12/31/09	\$ 453,264.05
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Wire Transfers from Johnson Bank to:

First Natl Bank of Chicago/NationsBank	<i>(for federal payroll taxes)</i>		January 14, 2010	1,247,722.99
First Natl Bank of Chicago/NationsBank	<i>(for federal payroll taxes)</i>		January 19, 2010	132,106.55
First Natl Bank of Chicago/NationsBank	<i>(for federal payroll taxes)</i>		January 28, 2010	1,665,987.85
US Bank of Milwaukee	<i>(for state payroll taxes)</i>		January 5, 2010	288,066.92
US Bank of Milwaukee	<i>(for state payroll taxes)</i>		January 7, 2010	757.78
US Bank of Milwaukee	<i>(for state payroll taxes)</i>		January 8, 2010	15,041.80
US Bank of Milwaukee	<i>(for state payroll taxes)</i>		January 19, 2010	602,535.72
US Bank of Milwaukee	<i>(for state payroll taxes)</i>		January 22, 2010	416.78
Wisconsin Retirement System			January 29, 2010	1,702,466.46
Total Outgoing Wire Transfers				\$ 5,655,102.85

Check Registers:

General	444463	444802	January 8, 2010	557,598.68
General	444803	445158	January 15, 2010	1,227,523.52
General	445159	445175	January 15, 2010	5,798.85
General	445176	445475	January 22, 2010	4,843,862.20
General	445476	445480	January 26, 2010	1,869.66
General	445481	445481	January 27, 2010	1,100.00
General	445482	445751	January 28, 2010	574,106.85
General	445752	445769	January 28, 2010	6,565.45
Total Check Registers				\$ 7,218,425.21

Administrative Recommendation

It is recommended that receipt numbers CR042070 through CR042532 that total \$453,264.05 be approved.

Check numbers 444463 through 445769 totaling \$7,218,425.21 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated January 14, 19 and 28, 2010 totaling \$3,045,817.39; to US Bank of Milwaukee dated January 5, 7, 8, 19, and 22, 2010 totaling \$906,819.00 and to the Wisconsin Retirement System dated January 29, 2010 totaling \$1,702,466.46 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

February 23, 2009

School Board Policy 4332 - Criminal Background Checks

A review of School Board Policy 4332, Criminal Background Checks was conducted and the Administration recommends changes that are relevant to District practice.

At its January 12, 2010 meeting, the Personnel/Policy Committee voted to forward Policy 4332 to the full Board for a first and second reading. The Committee also requested that Administration look into the availability of grants that would assist in funding more frequent background checks.

Administrative Recommendation:

The Administration recommends approval of proposed revisions to Policy and Rule 4332 – Criminal Background Checks as a second reading this evening. These revisions were approved on a first reading at the January 26, 2010, regular meeting.

Dr. Joseph T. Mangi
Superintendent of Schools

Sheronda Glass
Executive Director Human Resources

POLICY 4332
CRIMINAL BACKGROUND CHECKS

A criminal background check shall be conducted for all persons recommended for employment as administrators, teachers, other certified employees, substitute teachers, and all other non-certified employees, including but not limited to substitutes, service employees, educational assistants, secretarial/clerical staff, educational interpreters, carpenters/painters, part-time/temporary, miscellaneous, advisors and coaching assignments.

~~School District volunteers~~ **Likewise, a criminal background check shall be conducted on any persons** who have District approved access to children in **supervised** or unsupervised settings (~~off school district property and/or overnight trips~~) ~~must also consent to a criminal background check~~ before they will be allowed to come in contact with students. **This includes, but is not limited to, volunteers, tutors, mentors and independent contractors.**

Information from criminal background checks will not be used or considered in making employment or volunteerism decisions, unless there are past convictions or pending charges that are substantially related to the circumstances of the particular job.

Under the principle of federal supremacy and in accordance with the provisions of federal law requirements, all applicants recommended for employment with federally funded Head Start positions shall be required to disclose information regarding all prior arrests, in addition to convictions and pending charges.

LEGAL REF.: 42 U.S.C. 2928
 Wisconsin Statutes
 Sections 111.335 (Arrest or conviction record discrimination; exceptions and special cases)
 118.19 (Teacher licenses; limits on DPI issuance of license based on conviction record)

CROSS REF.: 2210 Recruitment and Appointment of Superintendent
 2211 Recruitment and Appointment of Administrative, Supervisory, and Technical Staff
 4110 Equal Employment Opportunity and Affirmative Action
 4260 Personnel Records
 4330 Staff Selection and Hiring Process
 4340 Substitute Personnel Employment
 6530 Community Resources

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: May 10, 1994

REVISED: June 27, 2000
 May 14, 2002
 July 23, 2002

RULE 4332
CRIMINAL BACKGROUND CHECKS

1. The employment application will include a permission form for obtaining crime record information.
2. Applicants for federally funded Head Start positions shall complete a separate form detailing all arrests, in addition to convictions and pending charges. If an applicant for a Head Start position discloses that they have been arrested or convicted of a crime, the Office of Personnel will determine whether the nature of the offense or alleged offense precludes the applicant from serving in the position applied for. The Office of Personnel will keep all arrest and conviction record information confidential to the extent authorized by law, and will not disclose same to the interview teams.
3. If the person recommended for employment refuses to cooperate in fully completing the form or is found to have provided false, inaccurate or incomplete information on the employment application, the person will be disqualified from consideration for employment or may be considered for dismissal.
4. A crime records check shall be made through the Department of Justice for each applicant recommended for employment. The District will reimburse the Department of Justice for this service.
5. Persons recommended for employment will be provided a copy of the information from the crime records check upon request. Persons requesting copies of the information will reimburse the District for the cost of providing the copies. Persons recommended for employment may attach any statement or explanation to the report.

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 23, 2010

**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 the Brass Community School.
- Five-year competitive grants for the following schools which have had previous CLC grant funding and continue to provide CLC programs through user fees as well as a portion of current district grant funds as approved by DPI: Jefferson Elementary and McKinley Elementary.
- Five-year competitive grants to open additional CLC programs at Grant, & Vernon Elementary, and Bullen Middle.

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” 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-Extension and UW-Parkside. 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. UW-Extension provides grant-funded staff development. Additionally, UW-Parkside will provide staff development on an as-needed basis and if the budget permits. 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, 2010-June 30, 2011 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 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. 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 may attend math, reading or social studies enrichment centers. At each site teachers from the school staff 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. 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.

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.

The second hour 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 Vernon, 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.

Most elementary programs are planned to operate Monday, Tuesday, Thursday and Friday for three hours following dismissal.

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 grants will provide each of these schools funding to increase the availability of before and after school tutoring and homework help for students in danger of failure. Also, at-risk students will have increased opportunities to participate in enrichment programs designed to strengthen resiliency to at-risk behaviors through various community agency and/or university partnerships.

Middle Schools will be open four days a week following dismissal for approximately two and one-quarter hours and for one hour each morning.

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 Plan, specifically Strategy VII, to improve academic performance and school attendance for disengaged students (including a proportionately high percentage of at-risk students).

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

An estimated 500 children and youth will be served annually in the centers with an average daily attendance of 450. 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. There is a continuation period for each grant for up to an additional 5 years. In total, a CLC site can be funded for up to a total of 10 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

The 21st Century Community Learning Center grant applications were due to the State of Wisconsin Department of Public Instruction by January 31, 2010, and were submitted timely. Due to DPI timelines, it was not possible to request Board approval prior to submission. At its February 11, 2010, meeting the Curriculum/Program Committee voted to forward the CLC competitive grants to the full Board for approval.

Administration recommends that the Board grant permission for implementation of the three and five year CLC grants if received.

Dr. Joseph T. Mangi
Superintendent of Schools

Vickie Brown-Gurley
Executive Director of Curriculum and Instruction Services

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

Lautauscha Shell, MSW
21st CCLC Project Director

Fiscal, Facilities and Personnel Impact Statement

Title: **A brief descriptive title for the Request**

Budget Year: 2010-2011

Department: 21st Century Community Learning Center

Budget Manager: Lautauscha Shell

REQUEST

The 21st Century Community Learning Center (Afterschool) Project is looking to expand opportunities for high quality afterschool programs to students at five schools: Jefferson, McKinley, Vernon, Grant, and Bullen Middle School. Jefferson and McKinley Elementary have current afterschool programs that are being funded through various sources including the district's funds, a student fees account, and a portion of CLC funding from other schools that receive 21st CCLC grants. We are seeking to obtain a full grant of \$100,000 per school for both sites. Vernon, Grant, and Bullen Middle Schools are not operating current CLC programs at all. Our goal is to receive 21st CCLC grants in the amount of \$100,000 per school for an amount of \$300,000 to begin afterschool programs at these schools. Schools were selected based on the criteria set forth by DPI and a request from the Administrators at each school. The total amount of request is \$500,000 in initial start up grants. We are also seeking \$75,000 for Brass Community School which has exhausted their initial 5 year grant and is eligible for the continuation grant in the amount of \$75,000 for three to five subsequent years. The total request is for \$575,000.00

RATIONALE/ INSTRUCTIONAL FOCUS

The purpose of the 21st CCLC programs is to increase student achievement in the areas of math and reading as recorded by WKCE scores and other assessments. Other goals and objectives include: children will increase healthy and safe behavior, youth resiliency, and the school district will increase collaborations with local community based organizations and partner with agencies with similar goals. To date, significant changes in students behavior, attendance, and academic improvements can be linked to student participation in CLC. Qualified KUSD teachers conduct Power Hour in afterschool, while the Boys and Girls Club of Kenosha and others provide the Enrichment portion of our programming. Combined student's academic, social, and development needs are addressed which contributes to overall achievement.

IMPACT

Previous data gathered shows that CLC has a positive impact on student achievement indicators. At schools with a CLC, students who participated in CLC attended school at a higher rate than students who did not attend CLC. Per our Teacher Survey, teachers reported that students who attended CLC showed an improvement on coming to school ready to learn. Per our Parent Survey, parents reported that their child completed homework more often as a

result of their child's participation in our program. Nearly 2,100 students attended an afterschool program during the 2008-2009 SY. Students and families have benefited greatly from many activities they wouldn't otherwise have access to. Because we serve primarily low income minority students, we see CLC as another way of helping to close the achievement gap by providing additional opportunities and resources to our vulnerable populations.

BUDGET IMPACT		
Object Level	Descriptive	Amount
100's	Salaries	\$165,000.00
200's	Fringes	\$24,750.00
300's	Purchased Services	\$354,000.00
400's	Non-Capital Objects	\$20,000.00
500's	Capital Objects	\$11,250.00
		\$0.00
	TOTAL	\$575,000.00

This is a one-time or a recurring expenditure

FUNDING SOURCES	
Select Funding Sources:	New Funds Requested

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 23, 2010

**INSTRUCTIONAL MATERIALS ADOPTION
GRADES 6 THROUGH 12 SOCIAL STUDIES
RECOMMENDATION FOR PURCHASE**

Timeline

On October 27, 2009, the Board of Education approved the social studies adoption timeline change from a 2-year cycle to completion to a 1.5-year timeline to completion, resulting in the purchase of new social studies materials during the 2009-10 school year.

Review and Pilot Process

PILOT TEACHER TEAMS

During spring 2009 the study and preparation phase of the grades 6 through 12 social studies adoption process was initiated with the grade level teams organized at the middle school level and subject area teams organized at the high school level. The following teachers were involved in the review and pilot of new materials:

Middle School

TEAM LEADER: Mark Hinterberg, Teacher Consultant: 6-12 Social Studies

GRADE 6	GRADE 7	GRADE 8
Janette Houte (McKinley)	Anna Bosco (Washington)	Anthony Casper (Lincoln)
Joel Sinden (Washington)	Chris Fidler (McKinley)	Joe Banaszynski (Lance)
Julie Molinaro (Mahone)	Dan Roethe (Mahone)	Karin McCarville (McKinley)
Melissa Kearby (Lance)	Melissa Shuler (Lincoln)	Lynn Parks (Bullen)
Suzanne Preston (Mahone)		Mara DeGrave (Washington)
		Megan Winget (McKinley)
		Tim Walter (Lance)

High School

TEAM LEADER: Mark Hinterberg, Teacher Consultant: 6-12 Social Studies

Adam Sulko (Tremper)	Dan Prozanski (Tremper)	Marla Day (Bradford)
Alison Wild (Bradford)	David Dembowski (Tremper)	Michael St Peter (Tremper)
Barb David (Indian Trail)	Greg Delahanty (Tremper)	Nicole Mayes (Bradford)
Beth Ward (Bradford)	Jamie Cole (Indian Trail)	Pablo Ortiz (Lakeview)
Brian Kielar (Lakeview)	Jan Gorman (Tremper)	Sean McKim (Tremper)
Caroline Haebig (Bradford)	Kyle Yackley (Bradford)	Tom Roders (Bradford)
Che Kearby (Indian Trail)	Laura Zajicek Bagenski (Tremper)	

INSTRUCTIONAL MATERIALS REVIEW PROCESS

From June 2009 through August 2009, under the leadership of Mark Hinterberg, teacher consultant: 6-12 social studies, teacher teams reviewed materials to be piloted in the classroom. The companies involved in the review were: Glencoe/McGraw Hill, Holt/McDougal, Pearson/Prentice Hall, Bedford/Freeman/Worth, Peoples Education, and the Teacher Curriculum Institute (TCI).

To determine materials to be piloted, the grade level/subject area team teachers reviewed the textbooks and ancillary materials and scored each series on the evaluation criteria prompt. (See Appendix A.) The evaluation prompt is divided into three bold headings. Under criteria are three items (Web-based student text, Spanish version text, and a read feature) that the series had to offer for further consideration. The next section is textbook features, where the text was reviewed for essential benchmark coverage, student skill development, student-friendly layout, engaging stories, making connections to today, etc. The last section had teachers evaluate the teacher support materials to assist them in delivering engaging lessons, developing assessments, and provided differentiation ideas and options. Appendix B is a sample of an individual text with comments and scores.

INSTRUCTIONAL MATERIALS PILOT PROCESS

During fall 2009 textbook series were brought into the classrooms. Discussion and updates regarding the piloting phase took place at Middle School Curriculum Meetings on October 21, 2009, and November 18, 2009, and at High School Curriculum Meetings on September 23, 2009, and November 11, 2009. All teachers were given opportunities to ask questions and provide feedback to guide the piloting process.

As part of the materials being delivered to the classrooms, teachers also received a student survey to gather feedback from the students' perspective as it pertains to clarity of information, appealing presentation, text visuals to support comprehension, vocabulary development, and engaging text. (See Appendix C.) In December 2009 pilot teams met with Mark Hinterberg for a post-criteria meeting to discuss their classroom experiences with the new materials. Comments were gathered on the criteria scoring prompt to evaluate the materials and gather consensus to determine the textbooks series to pursue. Appendix D is a sample of grade 8 post-criteria comments highlighted in bold, italicized print.

NEW MATERIAL BENEFITS

Social studies materials from the 2001 adoption are outdated and in poor condition. The recommended new materials will:

- Provide current materials and those materials with an on-line presence will keep current with updates.
- Provide students on-line text access. On-line texts have a read feature and an adjustable font feature.
- Provide access to a wide range of materials to develop thinking and reasoning skills; help students view and interpret situations and conflict from diverse ethnic and cultural perspectives; and present people in a variety of roles and situations, rather than in stereotypical contexts.
- Support the Dual Language Program with strong components of Spanish resource materials.
- Support reading development (e.g., Reading Like a Historian, access to document-based activities, adaptive reading, etc.).
- Provide differentiating instruction ideas, prompts, and modifiable student activities.
- Interface with district technology initiatives (e.g., Promethean Boards, document cameras, etc.).

Next Steps

IMPLEMENTATION

Along with the purchase of new student and teacher materials, professional development will be provided to all teachers. The purchase of instructional materials in spring 2010 will

allow for summer 2010 professional development opportunities to occur prior to implementation of the materials in fall 2010. Publishers will provide teachers with the skills and strategies to implement the new social studies materials. The following opportunities are planned:

- Inservice for high school teachers on May 12, 2010
- Meetings with middle school grade level teacher teams during April 2010 and May 2010
- June 2010 curriculum work
- Chiwaukee Academy workshops in August 2010
- Ongoing staff development in fall 2010 and beyond

Instructional Materials

Appendix E provides a list of instructional materials recommended for adoption (purchase in spring 2010).

Technology

As part of the overall purchase arrangements, publishers have been asked to include gratis technology in the form of computers or projectors to support teachers in accessing all the tools and resources that will assist them in designing and delivering instruction.

Request

At its February 11, 2010, meeting the Curriculum/Program Committee voted to forward the request to adopt, purchase, and implement the new social studies instructional materials for grades 6 through 12 as outlined in Appendix E to the full Board of Education for consideration. Administration recommends that the Board approve the recommendation as presented.

Dr. Joseph T. Mangi
Superintendent of Schools

Mrs. Vickie Brown-Gurley
Executive Director of Curriculum and Instructional Services

Mr. Mark Hinterberg
Teacher Consultant: 6-12 Social Studies

Sample Criteria Scoring Prompt Comparative Grade 8

Criteria	Weight	Holt - 1877		McDougal		Prentice		Glencoe Early Years	
Web based student text	N/Y	Y		Y		Y		Y	
Spanish version text	N/Y	Y		Y		Y		Y	
Read feature on a CD	N/Y	Y		Y		Y		Y	
	Weight								
Text book features	Score								
Address most essential benchmarks and student skill development	10	10	100	7	70	7	70	10	100
Clearly stated objectives and purpose in student friendly terms	9	10	90	5	45	7	63	8	72
Student friendly layout e.g. columns blocking text, illustrations, engaging stories	9	9	81	7	63	6	54	10	90
Provide differentiated questioning, activities, and opposing viewpoints	9	9	81	7	63	5	45	8	72
Text has ample supply of maps (including web based maps), charts, cartoon, tables, graphs, etc	8	10	80	7	56	8	64	10	80
Text follows a logic sequence	8	10	80	8	64	10	80	10	80
Text is connected to primary sources that are adaptable and allow students to make connections	8	10	80	7	56	7	56	10	80
Text makes connections to today's issues providing relevance to the student's lives	10	9	90	6	60	8	80	10	100
Teacher support materials									
Teacher edition has enrichment activities and resources below grade level, at grade level and exceeds grade level	10	10	100	5	50	7	70	10	100
Test generator modifiable and easy to use and builds critical thinking skills	8	8	64	5	40	5	40	8	64
Other teacher recourses of good quality (e.g. power points study guides, web based activities, open ended questions/essential questions, modifiable and easy access)	8	8	64	5	40	6	48	10	80
			910		607		670		918

Sample Text Criteria Scoring Prompt with Comments Grade 8

Criteria	Weight	Holt-1877		
Web based student text	N/Y	y		
Spanish version text	N/Y	y		Must order complete survey version
Read feature on a CD	N/Y	y		
Text book features				Notes
Address most essential benchmarks and student skill development	10	10	100	Built in skill development prompts within the chapter coverage
Clearly stated objectives and purpose in student friendly terms	9	10	90	Has good section on how to read this book, read and analyze with photos and reference section
Student friendly layout e.g. columns blocking text, illustrations, engaging stories	9	9	81	Has good "if you where there" prompts (to build in historical perspective), good illustrations, other resources provided engaging stories, visual summaries at end of chapter very good, newspaper type format
Provide differentiated questioning, activities, and opposing viewpoints	9	9	81	Great with questions, could be more opposing viewpoints, had many of the opposing viewpoints which are currently covered. Did not have Christopher Columbus opposing viewpoint
Text has ample supply of maps (including web based maps), charts, cartoon, tables, graphs, etc	8	10	80	Very kid friendly, accessible to teachers
Text follows a logic sequence	8	10	80	Yes.
Text is connected to primary sources that are adaptable and allow students to make connections	8	10	80	Contained in the one stop planner (teacher resource)
Text makes connections to today's issues providing relevance to the student's lives	10	9	90	Includes current election results and Obama portrait (most recent copy right edition). Connections found in the linking to section and bell ringer in the teachers edition
Teacher support materials	10	10	100	In two years the one stop will be down loadable and can drop in web. The worksheets will be modifiable when upgraded. Interactive reader has summaries for students who are below grade level reading.
Teacher edition has enrichment activities and resources below grade level, at grade level and exceeds grade level	8	8	64	Heavy on declarative knowledge. Is modifiable to include high order thinking questions.
Test generator modifiable and easy to use and builds critical thinking skills	8	8	64	Power Points on a CD. Wide range of activities, game shows, engaging. One-stop tools are down loadable.
Other teacher recourses of good quality (e.g. power points study guides, web based activities, open ended questions/essential questions, modifiable and easy access)			910	

STUDENT RATING FORM

Text #1 = Textbook name and Publisher:

Text #2 = Textbook name and Publisher:

Text #3 = Textbook name and Publisher:

STUDENT DIRECTIONS: Answer the questions regarding the texts you are reviewing and give a score to each text for each category.

3 = good book;

2 = average book;

1 = poor book

1. Which text explains the material in the clearest way? How does it do this?

Score:

Text #1 _____

Text #2 _____

Text #3 _____

2. Which text presents the ideas of the chapter in the most logical way? (Which one is easier to follow?) How does it do this?

Score:

Text #1 _____

Text #2 _____

Text #3 _____

3. Which text is most eye appealing and engaging (student friendly layout)?

Score:

Text #1 _____

Text #2 _____

Text #3 _____

4. Which text has the best charts, graphs, or tables? Which text's visuals help to explain the concepts the best and help you understand the material? Explain.

Score:

Text #1 _____

Text #2 _____

Text #3 _____

5. Which text presents the new vocabulary most clearly? Explain.

Score:

Text #1 _____

Text #2 _____

Text #3 _____

6. Which text presents engaging material (stories, opposing viewpoints, making connections to today)? Explain

Score:

Text #1 _____

Text #2 _____

Text #3 _____

OVERALL Score for each text:

Text #1 _____

Text #2 _____

Text #3 _____

Sample Text Criteria Scoring Prompt with Comments Grade 8

Criteria	Weight	Holt-1877		
Web based student text	N/Y	y		
Spanish version text	N/Y	y		Must order complete survey version
Read feature on a CD	N/Y	y		
Text book features				Notes
Address most essential benchmarks and student skill development	10	10	100	Built in skill development prompts within the chapter coverage
Clearly stated objectives and purpose in student friendly terms	9	10	90	Has good section on how to read this book, read and analyze with photos and reference section Daily Bell Ringer good. Prepares students for a readiness to learn.
Student friendly layout e.g. columns blocking text, illustrations, engaging stories	9	9	81	Has good "if you where there" prompts (to build in historical perspective), good illustrations, other resources provided engaging stories, visual summaries at end of chapter very good, newspaper type format Student's preferred this text
Provide differentiated questioning, activities, and opposing viewpoints	9	9	81	Great with questions, could be more opposing viewpoints, had many of the opposing viewpoints which are currently covered. Did not have Christopher Columbus opposing viewpoint
Text has ample supply of maps (including web based maps), charts, cartoon, tables, graphs, etc	8	10	80	Very kid friendly, accessible to teachers
Text follows a logic sequence	8	10	80	Yes.
Text is connected to primary sources that are adaptable and allow students to make connections	8	10	80	Contained in the one stop planner (teacher resource) Easy accessibility to primary sources with the one-stop planner.
Text makes connections to today's issues providing relevance to the student's lives	10	9	90	Includes current election results and Obama portrait (most recent copy right edition). Connections found in the linking to section and bell ringer in the teachers edition
Teacher support materials	10	10	100	In two years the one stop will be down loadable and can drop in web. The worksheets will be modifiable when upgraded. Interactive reader has summaries for students who are below grade level reading.
Teacher edition has enrichment activities and resources below grade level, at grade level and exceeds grade level	8	8	64	Heavy on declarative knowledge. Is modifiable to include high order thinking questions. Found that this series provides more high level thinking skills.
Test generator modifiable and easy to use and builds critical thinking skills	8	8	64	Power Points on a CD. Wide range of activities, game shows, engaging. One-stop tools are down loadable. Modifying/editing is a great option. Standardized test preparation is good.
Other teacher recourses of good quality (e.g. power points study guides, web based activities, open ended questions/essential questions, modifiable and easy access)			910	

Criteria	Weight	Holt-1877	
Other			<i>Textbook rep very responsive to our questions and needs</i>

Textbook Adoption at Grade Level/Subject Area

Grade Level/Course	Book Titles	Publisher
Grade 6 Geography & Regional Studies	<i>My World</i>	Pearson
Grade 7 Ancient World History	<i>World History</i>	Holt
Grade 8 Early U.S. History	<i>United States History: Beginnings to 1877</i>	Holt
Grade 9 U.S. History -	<i>United States History: Reconstruction to Present</i>	Pearson
Grade 10 Modern World History	<i>World History: Modern Times</i>	Glencoe
Government & Politics	<i>United States Government: Principles & Practices</i>	Holt
Psychology	<i>Understanding Psychology</i>	Glencoe
Sociology	<i>Sociology: The Study of Human Relationships</i>	Holt
African American/Hispanic History	<i>Racial and Ethnic Groups</i>	Pearson
Economics	Economics : Principles & Practices	Glencoe
World Geography	<i>World Geography and Cultures</i>	Glencoe
A.P. World History	<i>The World's History</i>	Pearson
A.P. Gov. & Politics -	<i>Government in American</i>	Pearson
A.P. Psychology	<i>Psychology</i>	Bedford/Worth
A.P. Economics - Macro & Micro	<i>Foundations of Economics</i>	Pearson

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 23, 2010

YEAR ROUND SCHOOL STUDY COMMITTEE

Background:

In May 2009, the Curriculum/Program Committee authorized the formation of the District Year Round School Study Committee to look into the feasibility of beginning a year round program in the Kenosha Unified School District. Research has shown the negative impact the typical two month summer vacation has on student achievement. For example: on average, students lose approximately 2.6 months of grade level equivalency in mathematical computation skills; low-income children experience greater summer learning losses than their higher income peers; summer learning loss contributes to the achievement gap in reading performance between lower and higher income children; large numbers of students who qualify for federally subsidized meals do not have the same level of access to nutritious meals during the summer as they do during the school year.

Committee Process:

The committee formed to study the feasibility of year-round schools was composed of three parents, five building principals (four elementary, one middle school), six teachers, two district administrators, two School Board members, KEA President, LULAC President and one NAACP representative. The committee met in August, September and January. During October and November, several committee members visited two elementary schools currently operating under a year round schedule: Janes Elementary School in Racine and Hawthorne Elementary School in Milwaukee.

Findings:

The year-round models typically do not increase the number of school days students are in attendance but spread out the 11 weeks of summer vacation throughout the school year. The adopted calendars did strive to maintain winter breaks and spring breaks to coincide with their associated public school system. Intersession (the 'vacations' throughout the year) activities were provided through collaborative efforts among community and district resources (CLC and other child-care providers). While air-conditioning is advantageous, neither school visited had air conditioning.

General shortcomings noted from the visits include some difficulty in communications with the district office during the summer months when the majority of the district schools are closed though this was not an insurmountable problem. At Hawthorne it was noted that student absence rates increase during the months of August and September. Janes Elementary noted that the 'new' school year typically starts in July, which can present difficulty if new students (coming from a traditional calendar school) are starting in August.

Research on the effects of student achievement as a result of moving to a year round school calendar is inconclusive. The schools visited offered a somewhat different view based on their experiences. In terms of student achievement, both schools indicated that they realized increased student achievement upon adopting and implementing a year round calendar. However, the majority of published research finds no conclusive direct correlation. Both the research and the school visits showed other positive aspects once a year round calendar was adopted, those aspects included: increased teacher moral; increased student/teacher relationships; increased student attendance with vacation periods more evenly distributed throughout the year; students in need of interventions can receive help in a more timely fashion; intersessions provide enrichment opportunities; and less student boredom.

Using the current 2009-2010 calendar, a year round school calendar was developed to provide a concrete example of what a year round school calendar might look like and how it might work in conjunction with the traditional calendar. This calendar is Appendix A. This calendar was then provided to KUSD Facilities along with four potential scenarios, requesting a cost estimate to implement a year round school calendar at that site. The elementary level was deemed the logical level to begin a pilot program. The four scenarios will be distributed at the committee meeting. To avoid any conjecture in terms of a pre-conceived school site, specific school names have been omitted. Both the calendar (Appendix A) and the scenarios are provided strictly as hypothetical possibilities to provide the board committee some cost estimates which might impact the feasibility of implementation. Cost estimates provided assume all current programs associated with each scenario would operate under the year round calendar. This assumption was made to allow the highest transportation cost estimates. All but one scenario site is currently air conditioned. Installing air conditioning at the one scenario site may not be in the District's best long term interest, however, that is a decision that is outside the scope of this committee. It should be noted that the attached year round calendar maintains the same number of student-teacher contact days as is currently provided for in the Teacher's Salary and Welfare Agreement, therefore, no increase in staffing costs. Any staffing costs related to the intersessions have not been estimated.

Next steps would include but not limited to: the selection of pilot site(s); community talks/forums and surveys of the site(s) population; survey of current site teachers and staff; recruitment of interested teachers and staff; attendance boundary/magnet/choice school decision(s); calendar decisions; and planning of inter-sessions.

Recommendations:

The committee believes that the offering of a year round site in the Kenosha Unified School District is feasible and viable. The committee thinks a year round site would enhance student learning, providing a population of the district with a greater continuity of teaching and learning opportunities. The Year Round School Study Committee recommends that a pilot year round school program to be developed and implemented at the elementary level.

At its February 11, 2010 meeting, the Curriculum/Program Committee voted to forward this report to the full Board for consideration. Administration recommends that the Board approve the recommendation for development and implementation of a pilot year round school program at the elementary level.

Dr. Joseph T. Mangi
Superintendent of Schools

Committee Members:

Yolanda Jackson, Principal, Wilson Elementary, Co-chair
Dr. Robert B Wells, Coordinator of Fine Arts, Co-Chair
Jeff Cassity, President, LULAC Council 320
Mark Chiu, Parent, Forest Park Elementary
Stephanie Christenson, Parent, Somers Elementary
Tamarra Coleman, Parent, Nash Elementary; NAACP
Val Dowe, Esc Secretary, Recorder
Brian Edwards, Principal, Mahone Middle School
Terry Ehiorobo, Principal, Hillcrest
Diane Epping, 6th Grade Teacher, Lincoln Middle School
J. David Fountain, School Board Member
Alicia Hribal, Principal, Vernon Elementary School
Diane Kastelic, Library Media Teacher Consultant
Scott Kennow, Principal, EBSOLA
Kelly Llanas, Resource Teacher, Washington Middle School
Kris Miller, Library Media Specialist, Reuther
Mary Modder, President, Kenosha Education Assoc.
Rochelle Moore, NAACP
Sarah Pederson, 5th Grade Teacher, Southport Elementary
Debra Schaefer, Principal, Somers Elementary School
Pam Stevens School Board President
Sue Valeri, Coordinator of Special Education
Sandra Washington, Special Education Teacher, Lincoln Middle School
Simone Wilhoit, Parent, Brompton

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 9, 2010

YEAR ROUND SCHOOL STUDY COMMITTEE
Appendix A

EXTENDED YEAR CALENDAR PROPOSAL

2009-2010

July-09							August-09							September-09							October-09							
Sun	M	T	W	Th	F	Sat	Sun	M	T	W	Th	F	Sat	Sun	M	T	W	Th	F	Sat	Sun	M	T	W	Th	F	Sat	
			1	2	3	4							1			1	2	3	4	5						1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	
							30	31																				

November-09							December-09							January-10							February-10						
Sun	M	T	W	Th	F	Sat	Sun	M	T	W	Th	F	Sat	Sun	M	T	W	Th	F	Sat	Sun	M	T	W	Th	F	Sat
1	2	3	4	5	6	7			1	2	3	4	5						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30						27	28	29	30	31			24	25	26	27	28	29	30	28						
														31													

March-10							April-10							May-10							June-10						
Sun	M	T	W	Th	F	Sat	Sun	M	T	W	Th	F	Sat	Sun	M	T	W	Th	F	Sat	Sun	M	T	W	Th	F	Sat
	1	2	3	4	5	6					1	2	3							1			1	2	3	4	5
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30			
														30	31												

Breakdown

Quarter 1	Aug. 12 - Oct. 15	46 days
Quarter 2	Nov. 4 - Jan. 27	45 days
Quarter 3	Jan. 31 - Apr. 26	45 days
Quarter 4	Apr. 27 - June 29	44 days
Intersession 1	Oct. 19 - Nov. 3	12 days
Intersession 2	Dec. 21 - Jan. 8	17 days
Intersession 3	Mar. 29 - Apr. 16	15 days
Intersession 4	June 9 - Aug. 11	33 days

KEY	
	Teacher Workdays
	Holidays/Recess/Convention Days
	Inservice/Half days
	Quarter begins
	Quarter ends



RACINE UNIFIED SCHOOL DISTRICT

Janes Year-Round Elementary School 2009-2010 Calendar

- New Teacher Preparation Days: July 1 & 2
- Returning Teacher Days: July 6 & 7
- School Starts: July 8
- Open House: July 23

Last Day prior to 1st Intersession: July 31

- 1st Intersession: August 3 - August 28
- 1st Intersession Courses: August 3-12
- School resumes: August 31
- Labor Day (no school): September 7
- 1st Trimester Ends: October 28
- WEAC Convention (no school): October 29 & 30
- 2nd Trimester Begins: November 2

Fall Parent/Teacher Conferences:

- 4-Year-Old Kindergarten (no school): November 20, 23, 24, 25
- Kindergarten (no school): November 23, 24, 25
- Grades 1-5 (no school): November 23, 24, 25
- Thanksgiving Recess: November 26 - 27

Last Day Prior to 2nd Intersession: December 4

- 2nd Intersession: December 7 - January 1
- 2nd Intersession Courses: December 7 - 16
- School resumes: January 4, 2010
- Martin Luther King Jr. Day (no school): January 18
- Institute Day (no students): February 12
- 2nd Trimester Ends: February 25
- Winter Break Day -*Contingent*- (no students): February 26
- 3rd Trimester Begins: March 1

Spring Parent/Teacher Conferences:

- Half day for students: March 4
- No school: March 5

Last Day prior to 3rd Intersession: April 1

- 3rd Intersession Courses: April 12 - April 21
- School resumes: April 28
- Memorial Day (no school): May 31
- 3rd Trimester Ends/Last Day of School: June 17 (Unless snow days must be made up)
- Records Day (no students): June 18 (Unless snow days must be made up)

*****(Snow days will be made up the week of April 26)*****

Trimesters:

- 1st Trimester: July 8 - October 28 (60 days)
- 2nd Trimester: November 2 - February 25 (60 days)
- 3rd Trimester: March 1 - June 17 (60 days)

Professional Development Days (2-hour Early Release):

- 2009: September 25, October 16, November 13
- 2010: January 15, March 19, May 14

45

Professional Development Days (3-hour Early Release):

- 2009: December 4
- 2010: June 11

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 23, 2010

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Palmen Motors brought Ron Bachman to our schools to motivate and inspire our students.
2. Iris USA, Inc. donated approximately 22,500 pencil/eraser/art material boxes valued at \$22,058.00 to the students of Kenosha Unified.
3. Anonymous donation of \$2,500.00 to Washington Middle School to purchase items for the game room and computer bags.
4. The United Way of Kenosha donated American Girl Dolls valued at \$2,000.00 to Brass Community School.
5. Coldwater Creek Store donated school supplies valued at \$1,000.00 to Brass Community School.
6. InVest of Pleasant Prairie donated fifty Wal-Mart gift cards valued at \$50.00 each to KUSD families in need.
7. Mr. and Mrs. P. Artell Smith donated \$500.00 which is a matching gift from Abbott to the Kenosha Military Academy at Indian Trail Academy.
8. Bridgeman Foods, Inc. donated food supplies valued at \$250.00 to Brass Community School.
9. Rose Schmitz donated school supplies, coats, hats and socks valued at \$200.00 to Brass Community School.
10. The Kenosha Chapter No. 92 Order of Eastern Star donated school supplies and warm clothes valued at \$200.00 to Brass Community School.
11. First Presbyterian Church donated school supplies, hats and mittens valued at \$150.00 to Brass Community School.
12. Local 72 Executive Board donated gift cards valued at \$130.00 to Brass Community School.
13. The Women of the Moose Chapter donated five \$100.00 gift certificates to families in need at Tremper High School.
14. The Women's Club of Kenosha donated school supplies valued at \$100.00 to Brass Community School.

15. St. Therese Church donated school supplies valued at \$100.00 to Brass Community School.
16. Fellowship Baptist Church donated hats and scarves valued at \$100.00 to Brass Community School.
17. Leslie Pottorff donated school supplies valued at \$50.00 to Brass Community 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

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 23, 2010

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

February

- February 9, 2010 – Standing Committee Meetings – 5:30, 6:20, 7:10 P.M. and 8:00 P.M. in ESC Board Meeting Room
- February 10, 2010 – Half Day for Students – Professional Inservice Half Day
- February 23, 2010, 2009 - Regular Board of Education Meeting in ESC Board Meeting Room – 7:00 P.M.

March

- March 1, 2010 – Midwinter Break – Schools Closed
- March 9, 2010 – Standing Committee Meetings – 5:30, 6:20, 7:10 P.M. and 8:00 P.M. in ESC Board Meeting Room
- March 23, 2010 – 5:00 P.M. PR/Goals/Legislative Standing Committee in Room 190B and 7:00 P.M. Regular Board of Education Meeting in ESC Board Meeting Room

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