



REGULAR MONTHLY BOARD MEETING

**September 26, 2006
7:00 P.M.**

**Edward Bain School of Language and Art
2600-50th Street
Kenosha, Wisconsin**



KENOSHA UNIFIED SCHOOL BOARD

REGULAR SCHOOL BOARD MEETING
 Edward Bain School of Language and Art
 September 26, 2006
 7:00 P.M.

AGENDA

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
- IV. Edward Bain School of Language and Art Presentation
- V. Administrative and Supervisory Appointments
- 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. Strategic Planning Update
- XII. Consent Agenda
 - A. Consent/Receive Strategic Planning Implementation Team #4 Update Pages 1-4
(Also see separate appendices)
 - B. Consent/Approve Proposal to Submit Phase Two of a Charter School Planning Grant Pages 5-6
 - C. Consent/Approve Core Values – Policy 6120 (Second Reading) Page 7-8
 - D. Consent/Approve City of Kenosha - Project Proposal Community Development Block Grant Program Pages 9-11

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XII. Consent Agenda - Continued

- E. Consent/Approve Waiver of Policy 1330 -
Use of School District
Facilities Pages 12-13
- F. Consent/Approve Principal Designee -
Lincoln/Durkee Pages 14-15
- G. Consent/Approve Head Start Miscellaneous
Salary Schedule Pages 16-17
- H. Consent/Approve Donations to the District Page 18
- I. Consent/Approve Recommendations
Concerning Appointments,
Leaves of Absence,
Retirements and Resignations Page 19
- J. Consent/Approve Minutes of 8/22/06 and 8/29/06
Special Meetings and Executive
Sessions, 8/29/06 and 9/5/06
Special Meetings, 9/11/06 Public
Hearing on Budget and Annual
Meeting of Electors and 8/22/06
Regular Meeting Pages 20-34
- K. Consent/Approve Summary of Receipts, Wire
Transfers and Check Registers Pages 35-36

XIII. Old Business

- A. Discussion/Action Expansion of Pre-K
Options For 4-Year Olds Pages 37-40
- B. Discussion/Action 2006-2007 Short Term
Borrowing Pages 41-42
- C. Discussion/Action Design and Cost Estimate
For Durkee and Lincoln
Replacement School Pages 43-49

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XIII. Old Business - Continued

- D. Discussion/Action Utility Budget, Energy Saving Program, and Fuel Cost Reserve Account Update and Recommendations Pages 50-56

XIV. New Business

- A. Discussion/Action Proposed Agreement: City of Kenosha With Kenosha Unified School District No. 1 Regarding School Resource Officers Pages 57-66

XV. Link to Additional Documents For This Agenda
(Documents Added After Agenda was Printed)

XVI. Other Business as Permitted by Law

XVII. Tentative Schedule of Reports, Events and Legal Deadlines For School Board (September-October) Page 67

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

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

September 26, 2006

STRATEGIC PLANNING IMPLEMENTATION TEAM IV UPDATE

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

Update on Progress and Timelines

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

Budget

The 2006-07 budget includes a budget amount for reading assessments. We are continuing the search for a commercial assessment that is not bound to a specific reading program, and that includes higher-level questions and balances narrative and informational text passages. There will also be budget impact from photocopying of common assessments. This may exceed our current copying budget, but is difficult to estimate at this time.

Staff Persons Leading this Strategy

The co-chairs for the implementation of Strategy IV are Edie Holcomb and Timothy Miller.

Next Steps

STRATEGY IV.1—STUDENT INFORMATION SYSTEM

The Action Steps IV.1.7 through IV.1.16 involve the actual specifications, planning, piloting, and implementation of the new student information system. There is a need, as a result of the purchase and specifications inherent in the new system, to look at a change in these action steps to reflect accurately the actual work being done to implement, which may look different from the original action steps proposed. The annual update to Strategy IV will include discussion about these steps and the dates connected to the continuum from pilot to implementation.

STRATEGY IV.2—USE OF DATA

The use of data and the Wisconsin Knowledge and Concepts Examination (WKCE) information in the school improvement planning process is ongoing. Action Steps IV.2.2 through IV.2.12 involve the process for analyzing data, using it to develop specific goals for school improvement relative to student achievement, and reviewing the success in meeting those goals annually. With the advent of the Strategic Planning Site Plan process, schools are now engaged in site plans that address goals for student learning. Currently, the blending of the previous school improvement planning process with the new site plans is being discussed as well as how to best communicate those plans to the community at large and, specifically, the families of our students.

STRATEGY IV.3, 4, AND 5

The newest work in Professional Development is the beginning of the New Administrator Induction program. Five new principals participated in the first New Administrator Induction sessions. They were very grateful for the topics covered in a small group and prior to the general administrator sessions at Quest. Mentors have been assigned and are supporting the new principals in these critical first weeks.

STRATEGY IV.6—MATHEMATICS

Teachers will be implementing new standards documents and common assessments K-12. On August 30, 2006, all teachers will be introduced to this body of work in school-based sessions, which were district-prepared and will be delivered by the principals.

STRATEGY IV.7—LANGUAGE ARTS

Teachers will be implementing new standards documents and common assessments K-12. On August 30, 2006, all teachers will be introduced to this body of work in school-based sessions, which were district-prepared and will be delivered by the principals.

STRATEGY IV.8—SCIENCE

In coordination with the scheduled adoption process, teacher teams will review and revise standards and benchmarks to align with the WKCE assessment framework. Potential materials will be identified for piloting in the spring and fall of 2007.

STRATEGY IV.9—SOCIAL STUDIES

Middle school teachers will provide input on the new curriculum maps and identify most essential benchmarks. High school teacher teams will align existing standards with the WKCE assessment framework and identify most essential benchmarks.

STRATEGY IV.10

During 2006-07 a standard format for unit and lesson plans will be identified. Examples will be collected from teachers who have found their format useful in their classrooms and schools. Other models and software will also be explored.

STRATEGY IV.11

Action Steps IV.11.1 through IV.11.14 involve the ongoing work of fine tuning the teacher evaluation tool and professionally developing principals in the performance assessment, goal setting, and growth planning on an annual basis. The rubric is in place, has been used for one year, and is being reviewed as we begin its second year of implementation. Continuous training will occur.

STRATEGY IV.12

Action Steps IV.12.1 through IV.12.14 respond to the need for an effective evaluation instrument for administrators. An instrument has been developed and is in the process of final editing before it is ready to pilot for this year. It is designed to align with the Wisconsin

Department of Public Instruction Administrative Standards as well as other noteworthy instruments developed through research-based organizations on effective administration to ensure student success in schools.

Recommendation

Administration presented this Strategic Planning Implementation Team IV Update to the Curriculum/Program Committee, which voted to move the update to the consent agenda of the regular board meeting on September 26, 2006.

Dr. R. Scott Pierce
Superintendent of Schools

Dr. Edie Holcomb
Executive Director of Instructional Services/Implementation Team Co-Chair

Mr. Timothy Miller
Executive Director of School Leadership 2/Implementation Team Co-Chair

Link to Appendix

Kenosha Unified School District No. 1
Kenosha, Wisconsin

September 26, 2006

PROPOSAL TO SUBMIT PHASE TWO OF A CHARTER SCHOOL PLANNING GRANT

Background:

As work continues to address overcrowding as well as to provide alternative educational opportunities for students in our district, we presented and received approval from the Board on May 23rd 2006 to write a first phase planning grant for a K-8 Charter School with an emphasis on the use of technology as a tool for delivering district curriculum. This grant received full funding from WI Department of Public Instruction on August 17, 2006.

When an outreach was provided to allow potential charter school advocates, or leaders who wished to explore an instrumentality charter school, one of the more thorough responses came from a trio of dedicated teachers who wish to pursue a grant to plan a K-8 school, called Kenosha School of Technology Enhanced Curriculum (K-TEC).

The teachers: Dr. Angela Andersson, Sarah McMillian and Lynette Powers developed both a concept and a comprehensive plan to provide K-8 students with a cutting-edge use of technology integration in order for students to explore their world of learning in a way that will allow them to fully thrive in the digital age. With a focus on Digital Age Literacy, Inventive Thinking, Effective Communication Skills and High Productivity, they will address and develop in their students those 21st Century Skills. This can be done in the context of delivering the district curriculum in a technologically enhanced manner.

Intent / Purpose:

Their primary intent, which is a result statement of Strategy III, is to pursue a planning grant for the purpose of developing the instrumentality charter school described above. A by-product of this potential charter would be a decrease in enrollment in our overcrowded elementary schools, as the ever-increasing class sizes put a strain on the instructional opportunities and learning potential for a number of our students. These students would have an opportunity to attend an elementary charter that is unique to any other in our district. It would also allow us to expand the opportunities for learning to include students who may be otherwise disengaged (which also addresses Strategy VII – the disengaged student).

We would like to receive approval for these teachers to write the second phase of a planning grant for this K-8 charter school. This grant opportunity has a deadline of October 1st and, if awarded, would provide \$40,000 and the opportunity to plan this school with a target date to open in the Fall of 2007.

Budget

All budget expenditures will be directed through Kenosha Unified School District #1. All district budget procedures will be followed while making expenditures. Standard accounting procedures will be used to keep track of expenditures and all receipts will be submitted for approval.

- Potential receipt of a grant for \$40,000 to begin planning for a K-8 charter school.
- Expenditures: extended year contracts for the purpose of teacher training and curriculum writing, purchase of training materials and supplies, and technology equipment.

Staff Persons Requesting Planning Grant

Dr. Angela Andersson, teacher

Sarah McMillian, teacher

Lynette Powers, teacher

Next Steps

- If approved, the teachers above would begin work on the Planning Grant for submission on Oct. 1, 2006 to the Department of Public Instruction. They would then develop the necessary steps in the process of planning this charter school for Kenosha Unified.

Recommendation:

At its September 12, 2006 meeting, the Curriculum/Program Standing Committee voted to forward this report to the full Board for consideration. Administration recommends that the School Board grant approval to write the second phase of a planning grant to the Department of Public Instruction for a charter K-8 school, now known as Kenosha School of Technology Enhanced Curriculum (K-TEC).

Dr. R. Scott Pierce
Superintendent of Schools

Mr. Tim Miller
Executive Director of School Leadership

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

September 26, 2006

CORE VALUES POLICY 6120

The Kenosha Unified School District mission empowers all students to reach their unique capabilities, contribute to our community, and compete in a global society.

Strategy 5 stresses the development and implementation of plans to model, reinforce, and recognize responsible, respectful, and ethical behavior by everyone. Team members met on three occasions to develop the proposed 9 Core Values. The Adoption of a set of Core Values represents completion of the first action step in Strategy 5 implementation.

Attached is Core Values Policy 6120 for the committee's review and recommendation.

Administrative Recommendation:

At its August 8, 2006 meeting, the Personnel/Policy Committee moved to forward Policy 6120 to the Board of Education for a first reading. The Board approved the policy on a first reading at its September 26, 2006 regular meeting. Administration recommends that the Board approve Policy 6120 – Core Values as a second reading this evening.

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

Kathryn Lauer
Director of Special Education

Joe Kucak (Strategy 5 Co-leader)
Coordinator of Student Support

Lisa KC (Strategy 5 Co-leader)
Principal, Grant Elementary School

**POLICY 6120
CORE VALUES**

The following core values, with corresponding definitions, are adopted to empower all students to reach their unique capabilities, contribute to the community, and compete in a global society. District staff and students are expected to model, reinforce, and recognize these core values in all aspects of district work.

- **Citizenship**: Patriotic, a sense of pride, actively participating in the community, a sharing of time, talents, and resources
- **Compassion**: Consideration and acceptance of others, patience, tolerance, and kindness
- **Courage**: Willingness to take a positive stand, even if one stands alone
- **Hope**: A sense that a positive outcome is possible even in dire situations, a realistic optimism, faith in each other, perseverance
- **Integrity**: The quality of being upright, honest, and just in character and actions
- **Respect**: Honoring appropriate authority, treating others as you would like to be treated
- **Responsibility**: Accountable, accepting of consequences for one's own actions and decisions
- **Self-discipline**: Confidence in self, knowing that one is of value and can have a positive impact; developing and taking care of oneself
- **Work Ethic**: Diligent, productive, valuing a sense of accomplishment, a means to achieve one's goals

LEGAL REF.: *Wisconsin Statutes*
Section 118.01(2) [Instructional program goals requirements,
including those related to lifelong learning and
citizenship]

CROSS REF.: *5430, Student Conduct and Discipline*
6100, District Vision
6110, Instructional Program Mission and Beliefs
6418, Character Education
District Learning and Content Standards

ADMINISTRATIVE REGULATIONS: *None*

AFFIRMED:

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

September 26, 2006

**CITY OF KENOSHA - PROJECT PROPOSAL COMMUNITY
DEVELOPMENT BLOCK GRANT PROGRAM**

We are requesting permission to submit, accept, and implement funding from the Carpenter's Home Improvement, Inc. City of Kenosha - Project Proposal Community Development Block Grant Program. This funding is received in the form of reimbursement payments for the Carpentry Career & Technical Education Program. The District has received block grant funding through the Carpenter's Home Improvement, Inc. for the past seven years.

Title of the Grant

The title of the grant is the City of Kenosha – 2007 Community Development Block Grant. The application for funding was received on August 22, 2006 with a due date of September 22, 2006.

Funding Source

The funding source is the City of Kenosha - 2007 Community Development Block Grant.

Time Period Covered by the Grant

The time period for the grant is January 1, 2007 through December 31, 2007.

Purpose of the Grant Application

The 2007 Community Development Block Grant will assist in funding the salary and fringe benefits of the journeyman carpenter in the Kenosha Unified School District No. 1, Carpentry Career & Technical Education Program.

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

The grant supports the KUSD strategic plan in multiple ways. Math skills needed to succeed later in life enhance our goal in strategy #4 of meeting math standards by 2010. This program engages the students to improve graduation rates, as stated in strategy #7. By assisting various civic groups such as the Girl Scouts and Boys and Girls Club with community initiatives, the students understand the value of service projects as identified in strategy #2. Finally, by working as part of a diverse student group in an actual home building experience they develop respectful and responsible behavior, as identified in strategy #5.

Budget

The salary and benefits of the journeyman carpenter are estimates based upon 2005-2006 wages.

Estimated 2006-2007 Salary and Benefits	\$ 86,257.60
Amount awarded from the grant in 2006	<u>- 62,981.00</u>
Estimated KUSD Responsibility	\$ 23,276.60

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

Although eighty thousand dollars (\$86,000) was requested last year, sixty-two thousand nine hundred eighty one dollars (\$62,981.00) was awarded through the 2006 Community Development Block Grant. These funds are applied toward the salary and benefits of the journeyman carpenter. The remaining cost of the program is incorporated into the Career & Technical Education Department budget. The District also anticipates approximately twenty-five thousand dollars (\$25,000) in revenues from the City of Kenosha for the work completed by students. These revenues are deposited into the District's general fund.

Evaluation Plan with Indication of its Impact on District Benchmarks

The students receive regular evaluation of their work and specific skills must be achieved. The Building Trades Skill Development Program has specific benchmarks that students work to achieve. These benchmarks have been developed by the Wisconsin Building Trades industry, contractors, journeymen, and educators. In addition to the program benchmarks, all City of Kenosha projects must be evaluated and inspected on a regular basis.

Whether it is a Continuation or a New Project

This is a continuation of the Carpentry Career & Technical Education Department Program, which began in April 1991.

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

This grant does not cover items that are already part of the District’s budget.

Staff Person(s) in Charge of the Program/Project

Mr. Greg Wright
Career & Technical Education Coordinator

Mr. William J. Greathouse
Carpentry Career & Technical Education Director

Staff Person(s) who were Involved in the Preparation of the Grant

Mr. Greg Wright
Career & Technical Education Coordinator

Mr. William J. Greathouse
Carpentry Career & Technical Education Director

Recommendations

At it’s September 12, 2006 meeting, the Curriculum/Program Committee moved to recommend that this funding contract be referred to the Board of Education for review, acceptance, and implementation. Administration recommends that the Board grant approval for acceptance and implementation of the Carpenter’s Home Improvement, Inc. City of Kenosha - Project Proposal Community Development Block Grant.

Dr. R. Scott Pierce
Superintendent of Schools

Dr. Edie Holcomb
Executive Director of Instructional Services

Mr. Greg Wright
Career & Technical Education Coordinator

Mr. William J. Greathouse
Carpentry Career & Technical Education Director

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

September 26, 2006

WAIVER OF POLICY 1330
USE OF SCHOOL DISTRICT FACILITIES

The Superintendent is in receipt of a letter from Rev. William Harris, Pastor of Root of Jesus Christian Ministries, requesting a waiver of user fees for use of District facilities. Specifically, he is requesting a waiver of rental and custodial fees in the estimated amount of \$194.00 for use of the Frank Elementary School playground, parking lot and washrooms from noon until 6:00 p.m. on Saturday, August 19, 2006 for a community outreach event. A similar waiver request was approved by the Board in August 2005.

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."

RECOMMENDATION

At its September 12, 2006 meeting, the Audit/Budget/Finance Committee recommended approval of this request for waiver of fees for use of the Frank Elementary School grounds on August 19, 2006, and that it be forwarded to the full Board for formal approval.

Dr. R. Scott Pierce
Superintendent of Schools



Pastor William M. Harris
2111 56th St.
Kenosha, Wisconsin 53140

Telephone 262-654-2040 or 262-945-6263
Fax 262-654-2631

Dear Superintendent Pierce :

My name is Rev. William Harris, and I am the Pastor of Root of Jesus Christian Ministries. Located at 2111-56th street, down the street from Frank Elementary School, and right in the heart of the inner city.

Last year Root of Jesus, First Assembly, Immanuel Baptist, and other churches sponsored a neighborhood Outreach into the Community.

We are asking for your help once again, by waiving the rental and custodial fees for Frank School.

Last year we gave out over 300 backpacks with school supplies, 3 bikes, 1 electric scooter, food and drinks, along with other prizes which the children won from their participation in various games.

We were able to meet these need only though the collective effort from the churches, KUSD, And the business community: and we thank you for your help in making last year's event a huge success.

This year we hope to touch even more lives, the event will be held at Frank School on Saturday August 19th 2006 at 3:00p.m.: and will go until 6:00 pm.

We will give away five bikes, and other prizes, along with backpacks filled with school supplies.

There will be plenty of food for the children and their families, music and the main message will Be: a firm foundation and the importance of education.

Please help us reach these treasures in the darkness and give them the light of hope that is in us

Thank you

Pastor William Harris

AUG 16 2006

SUPERINTENDENT
OF SCHOOLS

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

September 26, 2006

Principal Designee – Durkee/Lincoln

During the transition of Durkee/Lincoln, there may be times when the principal is not available to handle routine activities such as parent complaints, discipline, student monitoring, etc. Therefore, during this time of transition, it is the recommendation of the administration that the principal be allowed to assign and instruct a teacher to handle routine activities in the absence of the building principal. Such assignment will be on a voluntary basis.

Additionally, given the level of responsibility of this assignment, it is recommended that a \$3,000.00 stipend be awarded to the volunteer.

Administration Recommendation:

It is the recommendation of the Administration that the Personnel/Policy Committee review the attached temporary job description and forward to the Board of Education for approval.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

POSITION DESCRIPTION

POSITION TITLE:

PRINCIPAL DESIGNEE – LINCOLN AND DURKEE

REPORTS TO:

School Principal of Durkee/Lincoln

PRIMARY FUNCTION:

To assume responsibilities assigned by the principal for the development and implementation of behavioral management and instructional services within the school.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

- Respond to parent complaints or concerns when principal is out of the building.
- Respond to staff regarding student issues when principal is out of the building.
- Process discipline referrals including contacting parents – provide follow-up information via email to inform staff of resolution when the principal is not in the building.
- Assist with monitoring students assigned who are experiencing difficulty when the principal is out of the building.
- Assist the principal in the coordination of fire, tornado, and safety drills.
- Complete other duties as assigned by the principal.

SALARY: \$3,000 Stipend

EVALUATION: Principal

CREATED: August 1, 2006

Revised 8-9-06

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

September 26, 2006

Head Start Miscellaneous Salary Schedule

Head Start currently has two categories of miscellaneous employees; Family Service Providers and Pre-School Associates. After reviewing the salary schedule, structure of the program, educational requirements and evaluation of the job responsibilities, it was discovered that the current salary schedule does not provide retention or educational incentives or rewards, nor does it provide salary increases based upon seniority or education like the other Head Start employees receive. To remain competitive and consistent with Head Start practices, a proposed Head Start Miscellaneous Salary structure is recommended.

Administrative Recommendation

At its September 12, 2006 meeting, the Personnel/Policy Standing Committee voted to forward the proposed Head Start Miscellaneous Salary Schedule to the full Board for consideration. Administration recommends that the Board approve the proposed Head Start Miscellaneous Salary Structure contained on the following page.

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

Sheronda Glass, Executive Director
Human Resources

Belinda Grantham
Director, Head Start

Head Start Miscellaneous Pay Scale

Family Service Providers

	Hourly Rate	Annual	Length
Base pay	12.60	\$ 17,766	Years 1, 2 & 3
3% increase	12.98	\$ 18,302	Years 4 & 5
2% increase	13.24	\$ 18,668	Years 6, 7, 8, 9
5% increase	13.91	\$ 19,613	Years 10 - ?

Family Service Credential = Head Start will pay for the coursework + \$200 lump sum

Associates Degree in Family Services/Social Work = additional 1% increase in hourly wage

Bachelor's Degree in Family Services/Social Work = additional 2% increase in hourly wage

Pre-School Associates

	Hourly Rate	Annual	Length
Base pay	14.75	20,798	Years 1,2 & 3
3% increase	15.20	21,432	Years 4 & 5
2% increase	15.51	21,869	Years 6, 7, 8, 9
5% increase	16.63	23,448	Years 10 - ?

Associates Degree in Early Childhood Education = additional 1% increase in hourly wage

Bachelor's Degree in Early Childhood Education = additional 3% increase in hourly wage

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

September 26, 2006

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. The Kenosha Lions Club donated \$750 to Stocker Elementary School for Braille books for visually impaired students.
2. Horizon Milling donated \$500 be used for school supplies at McKinley Elementary School.
3. Brookside Resident Council donated \$228 and two boxes of school supplies, value unknown, to the children of the District.
4. Pleasant Prairie RecPlex donated three boxes of school supplies, valued at \$100, to the District.

Administrative Recommendation

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

R. Scott Pierce
Superintendent of Schools

board\donations report 9-26-06.doc

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD AUGUST 22, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, August 22, 2006, 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 6:09 P.M. with the following members present: Mr. Stalker, Mrs. Stevens, Mr. Englund, Mr. Ostman, and Mr. Olson. Dr. Pierce was also present. Mr. Hujik arrived later. Mr. Fountain was excused.

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

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

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

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

1. Review Findings/Order by Independent Hearing Officer:

Ms. Lauer arrived at 6:11 P.M. and provided Board members with information regarding four expulsions. Ms. Lauer and Dr. Pierce were excused at 6:14 P.M.

Mr. Ostman moved to concur with the recommendation of the Independent Hearing Officer with respect to the first expulsion. Mr. Englund seconded the motion. Unanimously approved.

Mr. Stalker moved to concur with the recommendation of the Independent Hearing Officer with respect to the second expulsion. Mrs. Stevens seconded the motion. Unanimously approved.

Mrs. Stevens moved to concur with the recommendation of the Independent Hearing Officer with respect to the third expulsion. Mr. Stalker seconded the motion. Unanimously approved.

Mrs. Stevens moved to concur with the recommendation of the Independent Hearing Officer with respect to the fourth expulsion. Mr. Ostman seconded the motion. Unanimously approved.

Dr. Pierce returned at 6:16 P.M.

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

Ms. Glass arrived at 6:16 P.M.

Ms. Glass provided Board members with information regarding several personnel matters and discussion followed.

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

Ms. Glass was excused at 6:45 P.M.

3. Property: Sale and Purchase

Dr. Pierce gave an update on the sale and purchase of a parcel of land.

4. Collective Bargaining Deliberations Not Subject to S.S. 19.85(3).

Dr. Pierce gave an update on collective bargaining.

Meeting adjourned at 6:55 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD AUGUST 22, 2006

A regular meeting of the Kenosha Unified School Board was held on Tuesday, August 22, 2006, at 7:00 P. M. in the ESC Board Meeting Room. Mr. Olson, President, presided.

The meeting was called to order at 7:00 P.M. with the following Board members present: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman and Mr. Olson. Mr. Fountain was excused.

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

There were no Awards, Board Correspondence, Meetings or Appointments.

There were no Administrative or Supervisory Appointments.

There was no Legislative Report.

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

Dr. Pierce gave his Superintendent's report.

Kathleen Barca gave an update on Strategic Planning.

Agenda items XI –A Strategic Planning Implementation Teams #2 and #3 Updates; XI-D Learn and Serve America Youth Service Learning Grant; XI – F 2006 Emergency Response and Crisis Management Grant Proposal; and XI-G Children at Risk 2006-07 Plan were pulled from the consent agenda.

The Board then considered the following Consent-Approve items:

Consent-Approve item XI-B Bradford Athletic Site Issues and Proposed Baseball Stadium Project submitted by Mr. Patrick Finnemore, Director of Facilities, and Dr. Pierce, an excerpt follows:

“At its August 8, 2006 meeting, the Planning, Facilities and Equipment Committee unanimously recommended approval of the Bradford Athletic Site Issues and Proposed Baseball Stadium Project. Administration recommends Board approval of the Bradford Athletic Site Issues and Proposed Baseball Stadium Project as stated in this report.”

Consent-Approve item XI-C Budget Adjustment to Asphalt/Concrete Project Budget submitted by Mr. Finnemore and Dr. Pierce, an excerpt follows:

“At it’s August 8, 2006 meeting, the Planning/Facilities/Equipment Committee approved forwarding to the Board Administration’s recommendation to increase the Asphalt/Concrete Project Budget from \$15,000 to \$18,500. Administration recommends that the Board approve the \$3,500 increase to the Asphalt/Concrete Project Budget or the additional asphalt and concrete repairs at Whittier as noted in the report.”

Consent-Approve item XI-E Youth Apprenticeship Program Grant submitted by Dr. Edie Holcomb, Executive Director of Instructional Services; Mr. Greg Wright, Career and Technical Education Coordinator; and Dr. Pierce, an excerpt follows:

“At the August 8, 2006, Curriculum/Program Committee Meeting, Administration recommended and the committee voted to forward the 2006-07 Youth Apprenticeship Program Grant to the School Board for approval to submit and implement for the 2006-07 school year.”

Consent-Approve item XI-H Title IIB Mathematics and Science Partnership Program Grant submitted by Dr. Holcomb; Ms. Louise Mattioli, Director of Professional Development; Ms. Linda Langenstroer, Research Coordinator; and Ms. Christine Pratt, K-12 Teacher Consultant, an excerpt follows:

“At its August 8, 2006 meeting, the Curriculum/Program Committee approved forwarding the ASK Grant request to the full Board for approval to accept and implement if received. Administration recommends that the Board grant approval to accept and implement the ASK grant if received.”

Consent-Approve item XI-I Donations to the District as contained in the agenda.

Consent-Approve item XI-J Recommendations Concerning Appointments, Leave of Absence, Retirements and Resignations as updated and provided to Board members by the Office of Human Resources.

Consent-Approve item XI-K Minutes of 7/18/06, 7/24/06 and 7/25/06 Special Meetings and Executive Sessions, 7/24/06, 7/25/06 and 8/8/06 Special Meetings and 7/25/06 Regular Meeting.

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

“It is recommended that receipt numbers CR021542 through CR021772 that total \$174,964.26 be approved.

Check numbers 377573 thru 378604 totaling \$7,192,303.63 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 July 3, July 6, July 17, July 19, July 21 and July 31, 2006 (two [2] transfers on July 31) totaling \$2,278,297.52 to US Bank of Milwaukee dated July 17, (two [2] transfers on July 17), and July 31, 2006 (three [3] transfers on July 31) totaling \$657,641.73 and to the Wisconsin Retirement System dated July 31, 2006 totaling \$2,459,651.67 be approved.”

Mr. Hujik moved to approve the consent agenda as revised. Mrs. Stevens seconded the motion. Unanimously approved.

Dr. Pierce presented High School Block Scheduling, Overcrowding and Effectiveness submitted by Ed Kupka, Principal at Tremper High School; Dan Tenuta, Principal at Reuther Central High School; Steve Plank, Principal at Bradford High School; William R. Hittman, Principal at LakeView Technology Academy; Richard Aiello, Principal at Indian Trail Academy and Dr. Pierce, excerpts follow:

“It is the recommendation of the five high school principals to maintain the present block schedule arrangement at our five high schools with some modifications. First of all changing all five high schools to either a “4 x 4” block schedule or an A/B day block schedule will not significantly impact overcrowding at either Bradford or Tremper. The total impact of additional students being able to transfer to Indian Trail Academy, LakeView Technology Academy, or Reuther Central High School is approximately thirty students.

Alleviating overcrowding at Bradford and Tremper can be partially accomplished by providing more options for students. The implementation of a virtual high school should help. Greater marketing and emphasis on “zero block” and “fifth block” classes, along with a possible evening school option, and advanced placement classes being offered at various sights could help alleviate overcrowding at the same time increase attendance and graduation rates.

There are significant findings to merit a modification to the present block schedules at Bradford, Tremper, and LakeView. Mathematics could benefit from being taught throughout the school year and could be accomplished by scheduling a “skinny” block or scheduling an A/B day block arrangement matching Mathematics with English, Science, or Social Studies. A “skinny” block may not be effective or feasible at some of the high schools. Some other subjects such as World Languages and Music could also benefit from a modified block schedule. Continued staff development in the area of effective teaching in the block for both existing staff and new teachers is essential. The effectiveness of block scheduling is dependent upon the capacity of each school as well as the district to provide the resources and leadership to make it effective. The block schedule is definitely advantageous for some subjects and should be maintained or slightly modified.

Acknowledging that teacher turn-over has occurred since the original implementation of the block schedule, it is recommended that an annual focus of high school professional development include the study and implementation of effective strategies for teaching within the block to include continuation of the “Making Thinking Visible” initiative.

In addition, it is recommended that content teachers model and coach one another in effective unit and lesson design aided by principals, department chairs, and central office professional development staff in an effort to sustain this critical initiative.

Last but not least, it is highly recommended that high school principals ensure effective site implementation of all curriculum work emanating from Strategy IV.

At its August 8, 2006 meeting, the Curriculum/Program Committee voted to forward the High School Block Scheduling, Overcrowding and Effectiveness Report and recommendations to the full Board for consideration. Administration recommends that the Board approve the recommendations contained in this report.”

Mr. Hujik moved to concur with the recommendations of Administration. Mr. Ostman seconded the motion. Unanimously approved.

Dr. Pierce presented School Attendance Area Policy 5320 submitted by Ms. Kathleen Barca, Executive Director of School Leadership, and Dr. Pierce, an excerpt follows:

“Administration recommends that the Board approve Policy and Rule 5320 (second draft) for a first reading this evening and that it be brought back for a second reading at the September 26, 2006 regular meeting.”

Mr. Stalker moved that this item be referred back to the Personnel/Policy Committee for further consideration and brought back to the full Board at an indefinite date. Mrs. Stevens seconded the motion. Unanimously approved.

Dr. Pierce presented Core Values Policy 6120 submitted by Ms. Kathryn Lauer, Director of Special Education; Mr. Joe Kucak, Coordinator of Student Support; Lisa KC, Principal at Grant Elementary School, and Dr. Pierce, an excerpt follows:

“At its August 8, 2006 meeting, the Personnel/Policy Committee moved to forward Policy 6120 to the Board of Education for a first reading. Administration recommends that the Board approve Policy 6120 – Core Values as a first reading this evening and forward to the September 26, 2006 regular meeting for a second reading.”

Mr. Hujik moved to concur with the recommendation of Administration. Mr. Ostman seconded the motion. Unanimously approved.

Dr. Pierce presented the Request to Waive Property Tax of Margaret Ann’s Place and Sharon Fellowship Church submitted by Mr. William L. Johnston, Director of Finance, and Dr. Pierce, an excerpt follows:

“Administration supports the Committee’s recommendation to waive the 2005 property tax for these two (2) entitles on a one time, non-precedent basis.”

Mr. Johnston handed out a Memorandum dated August 22, 2006, from himself to Dr. Pierce with an attached letter dated August 22, 2006, to him from the County of Kenosha Treasure’s Office and a brief discussion followed.

Mr. Englund moved to concur with the recommendation of Administration. Mr. Ostman seconded the motion. Unanimously approved.

Dr. Pierce presented the Administrative Interview Process submitted by Ms. Sheronda Glass, Executive Director of Human Resources, and Dr. Pierce, a excerpts follow:

“The Administrative Interview Process has been discussed at the April 11, July 11 and August 8 Personnel/Policy Committee meetings as well as the April 24 and July 25 regular School Board meeting. Most recently at its August 8th meeting, the Personnel/Policy Committee voted to forward an amendment offered by Mr. Fountain (which is reflected in the Administrative Interview Process contained on the attached page) to the full Board for approval.

Administration recommends that the Board approve the Administrative Interview Process contained on the following page.”

Mr. Stalked moved to concur with the recommendation of Administration. Mr. Hujik moved to amend “one representative each from LULAC and NAACP” to “two representatives from culturally diverse organizations within the Kenosha Unified School District community” in the On-Site Interview portion of the Administrative Interview Process. Mr. Englund seconded the motion as amended. Unanimously approved.

Dr. Pierce presented the 2006-07 Suggested District/Board/Superintendent Goals as presented in the agenda.

Mrs. Stevens moved to approve the Suggested District/Board/Superintendent Goals as presented. Mr. Englund seconded the motion. Unanimously approved.

Dr. Pierce presented the Resolution Authorizing the Amendment and Restatement of a Trust Established for the Purpose of Providing for the Payment of Certain Post-Employment Benefits to Employees and Providing Other Details and Covenants with Respect Thereto submitted by Mr. Johnston and Dr. Pierce, excerpts follow:

“The Audit/Budget/Finance Committee reviewed the funding proposal and unanimously recommended sending the request to borrow the District’s portion of the financing plan to the Board. The Board approved the resolution to proceed with this funding at the July 24th Special Meeting and the actual borrowing will take place by September 29, 2006.

By a roll call vote, Administration requests that the Board of Education approve the attached amendment to the OPEB Trust and authorize the Trust Trustee and District Administration to execute any and all documents relating to this amendment.”

Mr. Hujik moved to concur with the recommendations of Administration. Mr. Stalker seconded the motion.

Roll call vote: Ayes: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, and Mr. Olson. Noes: None. Motion carried

Dr. Pierce presented the Strategic Planning Implementation Teams #2 and #3 Updates submitted by Ms. Barca; Mr. Wright; Ms. Beth Ormseth, Principal at Lance Middle School; Mr. Finnemore; Nancy Weirick, Assistant Principal at Washington Middle School; and Dr. Pierce as contained in the agenda. A discussion followed.

Mr. Englund moved to receive the item as contained in the agenda. Mrs. Stevens seconded the motion. Unanimously approved.

Dr. Pierce presented the Learn and Serve America Youth Service Learning Grant 2006/07 submitted by Dr. Holcomb; Mr. Wright; and Dr. Pierce, an excerpt follows:

“At the August 8, 2006, Curriculum/Program Committee Meeting, Administration recommended and the committee voted to forward the 2006-07 Learn and Serve America Grant to the School Board for approval to submit and implement for the 2006-07 school year.”

Mr. Hujik moved to table this item in order to get budget questions answered. Mrs. Stevens seconded the motion. Unanimously approved

Dr. Pierce presented the 2006 Emergency Response and Crisis Management Grant Proposal submitted by Ms. Kathy Lauer, Director of Special Education; Mr. Joe Kucak, Coordinator of Student Support; and Dr. Pierce, an excerpt follows:

“At its June 13, 2006 meeting, the Curriculum/Program Standing Committee approved forwarding this report to the full Board for approval. At its June 27, 2006, regular meeting, the Board voted to defer this grant to the August 8, 2006 Planning/Facilities/Equipment Committee meeting at which time the Committee moved to forward this grant proposal to the full Board for their consideration with the condition that the safety/security consulting services portion of the grant be bid out to providers per School Board Policy. Administration recommends that the Board grant approval to submit and implement the 2006 Emergency Response & Crisis Management Grant Proposal in the approximate amount of \$250,000 and direct Administration to seek bids for safety/security consulting services.”

Mr. Hujik moved to concur with the recommendations of Administration. Mr. Stalker seconded the motion. Motion carried. Mr. Englund dissenting.

Dr. Pierce presented the Children at Risk 2006-07 Grant submitted by Mrs. Sonya Stephens, Executive Director of Educational Accountability; Mr. Kucak; and Dr. Pierce, an excerpt follows:

“At its August 8, 2006 meeting, Administration recommended and the Curriculum/Program Committee moved to forward the Children at Risk 2006-07 Plan to the full Board for approval to submit to the Department of Public Instruction and approval to continue the District’s programs for at risk students. It is requested that the Board approve the recommendations noted above.”

Mr. Stalker moved to concur with the recommendations of Administration. Mrs. Stevens seconded the motion. Unanimously approved.

Meeting adjourned at 8:30 p.m.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD AUGUST 29, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, August 29, 2006, 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 6:00 P.M. with the following members present: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Ostman, Mr. Fountain, and Mr. Olson. Dr. Pierce was also present. Mr. Englund arrived later.

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

Mr. Olson announced that an executive session had been scheduled to follow this special meeting for the purpose of discussion regarding collective bargaining deliberations not subject to S.S. 19.85(3).

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

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

Mr. Englund arrived at 6:05 P.M.

1. Collective Bargaining Deliberations Not Subject to S.S. 19.85(3).

Mr. Johnston and Ms. Glass arrived at 6:06 P.M. Dr. Pierce gave an update on collective bargaining and a discussion followed.

Meeting adjourned at 7:13 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD AUGUST 29, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, August 29, 2006, in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was discussion/action on the Resolution Authorizing Actions Relating to the Trust for the Purpose of Providing for the Payment of Post-Employment Benefits, Including the Issuance and Sale of Notes and the Purchase of One or More Credit Linked Secured Notes by the Trust and the Execution of Certain Documents by the School District and discussion/action on the Resolution Authorizing the Issuance and Awarding the Sale of \$9,500,000 Taxable Note Anticipation Notes.

The meeting was called to order at 7:16 P.M. with the following members present: Mr. Stalker, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain, and Mrs. Stevens. Dr. Pierce was also present. Mr. Olson was excused.

Mr. Dave Noack, Senior Vice President with Stifel, Nicolaus & Company, Inc., distributed a handout titled "Program Overview – August 29th, 2006" and a discussion followed.

Mr. Ostman moved to approve the Resolution Authorizing Actions Relating to the Trust for the Purpose of Providing for the Payment of Post-Employment Benefits, Including the Issuance and Sale of Notes and the Purchase of One or More Credit Linked Secured Notes by the Trust and the Execution of Certain Documents by the School District. Mr. Stalker seconded the motion.

Roll call vote: Ayes: Mr. Stalker, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain, and Mrs. Stevens. Noes: None. Motion carried

Mr. Stalker moved to approve the Resolution Authorizing the Issuance and Awarding the Sale of \$9,500,000 Taxable Note Anticipation Notes. Mr. Ostman seconded the motion.

Roll call vote: Ayes: Mr. Stalker, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain, and Mrs. Stevens. Noes: None. Motion carried

Meeting adjourned at 7:27 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD SEPTEMBER 5, 2006

A special meeting of the Kenosha Unified School Board was held on Tuesday, September 5, 2006, in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for presentation/discussion regarding the preliminary School Boundary and Enrollment Advisory Committee recommendations and discussion/action on budget updates and possible additions/deletions.

The meeting was called to order at 7:03 P.M. with the following members present: Mr. Stalker, Mr. Englund, Mr. Ostman, Mr. Fountain, and Mr. Olson. Dr. Pierce was also present. Mrs. Stevens arrived later. Mr. Hujik was excused.

Dr. Pierce gave an introduction of the committee members and District support staff of the School Boundary and Enrollment Advisory Committee. Committee members presented the report contained in the agenda. It was noted that four presentations/listening sessions are scheduled at various District locations in September and October with anticipated Board approval of the recommended attendance area changes in December.

Mrs. Stevens arrived at 7:20 p.m.

A brief discussion took place regarding the possibility of initiating an incentive program for schools that save over a specified percentage in energy savings.

A brief discussion took place regarding the review of current courses offered in the Youth Options Program and the possibility of eliminating unreasonable courses.

Meeting adjourned at 9:15 P.M.

Stacy Schroeder Busby
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD SEPTEMBER 11, 2006

A special meeting of the Kenosha Unified School Board was held on Monday, September 11, 2006 at 7:00 P.M. in the Auditorium at Tremper High School. The purpose of this meeting was for the public hearing on the proposed 2006-07 District budget.

The meeting was called to order at 7:05 P.M. with the following members present: Mr. Stalker, Mr. Hujik, Mr. Ostman and Mrs. Stevens. Dr. Pierce was also present. Mr. Englund, Mr. Fountain and Mr. Olson were excused.

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

Mr. William Johnston, Director of Finance, presented the District's 2006-07 budget.

There were citizens' comments regarding the proposed 2006-07 budget.

Meeting adjourned at 7:20 P.M.

Stacy Schroeder Busby
School Board Secretary

ANNUAL MEETING OF ELECTORS
OF THE KENOSHA UNIFIED SCHOOL DISTRICT
HELD SEPTEMBER 11, 2006

The annual meeting of the Kenosha Unified School District was held on Monday, September 11, 2006 at 7:00 P.M. in the Auditorium at Tremper High School.

Mrs. Pam Stevens, School Board Vice President, called the meeting to order at 7:20 P.M. and opened nominations for chairperson of the meeting.

Mr. Marc Hujik nominated Mrs. Pam Stevens for chairperson.

There being no further nominations for chairperson, Mr. Hujik moved that nominations be closed. Mr. William Johnston seconded the motion. A show of hands voting on the nomination was held and Mrs. Stevens was elected chairperson.

Mrs. Stevens asked for a motion to approve the Rules or Order.

Mr. Mark Stalker moved to approve the Rules of Order. Mr. Johnston seconded the motion. There was a show of hands, motion carried.

Mrs. Stevens asked for a motion to approve the agenda.

Mr. Hujik moved to approve the agenda as presented. Mr. Bernard Englund seconded the motion. There was a show of hands, motion carried.

Mrs. Stevens asked for a motion to approve the minutes of the Annual Meeting of School District Electors held on September 19, 2005.

Mr. Gilbert Ostman moved to approve the minutes of the Annual Meeting of School District Electors held on September 19, 2005. Ms. Joyce Behlke seconded the motion. There was a show of hands, motion carried.

Mrs. Stevens asked for a motion regarding salaries for School Board members.

Mr. Chris Perillo moved that School Board members continued to be paid \$4,500.00 per year and that a limit of \$60 continue to be paid per day to Board members for loss of actual earnings when on school business as set forth in District Policy 8640, School Board Member Compensation and Expenses. The effective period is from Annual Meeting to Annual Meeting. Ms. Melinda Duford seconded the motion. There was a show of hands, motion carried.

Mrs. Stevens asked for a motion regarding reimbursement of School Board members' expenses.

Ms. Behlke moved that School Board members be reimbursed for actual and necessary expenses incurred in the performance of their duties as a member of the School Board. Mr. Perillo seconded the motion. There was a show of hands, motion carried.

Mrs. Stevens asked for a motion authorizing the School Board to establish the date for the 2007 annual meeting.

Mr. Hujik moved to authorize the School Board, pursuant to Section 120.08(1) of the Wisconsin Statutes, to establish a date and time between May 15 and October 31 for the District's Annual Meeting. Mr. Englund seconded the motion. There was a show of hands, motion carried.

Mrs. Stevens stated that the Board of Education recommends that the tax levy for 2006-2007 be approved at the maximum amount allowable by state law to support approximately \$60,878,912 for the General Fund, \$11,336,911 for the Debt Service Funds and \$1,653,564 for the Community Service Fund.

Mr. Marv Kellerman moved to approve the tax levy as recommended by the Board of Education. Mr. Thomas Amacher seconded the motion. There was a show of hands, motion carried.

Ms. Behlke moved to adjourn the meeting. Mr. Hujik seconded the motion. There was a show of hands, motion carried.

Meeting adjourned at 7:30 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District No. 1
 Kenosha, Wisconsin
 Summary of Receipts, Wire Transfers, and Check Registers
 September 26, 2006

	From	To	Date	Amount
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Receipts:

Total Receipts	CR021773	CR022036	08/04/06- 08/28/06	\$ 815,142.71
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Wire Transfers from Johnson Bank to:

First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			August 3, 2006	918,118.09
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			August 16, 2006	116,253.06
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			August 17, 2006	911,530.16
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			August 31, 2006	989,655.23
US Bank of Milwaukee <i>(for state payroll taxes)</i>			August 15, 2006	22,484.99
US Bank of Milwaukee <i>(for state payroll taxes)</i>			August 30, 2006	208,588.70
Wisconsin Retirement System			August 31, 2006	212,322.23
Total Outgoing Wire Transfers				\$ 3,378,952.46

Check Registers:

General	378605	378605	August 11, 2006	2,500.00
General	378606	378839	August 11, 2006	4,412,075.43
General	378840	378842	August 14, 2006	373.00
General	378843	378843	August 14, 2006	750.00
General	378844	378847	August 17, 2006	37,564.26
General	378848	379123	August 18, 2006	1,809,478.96
General	379124	379133	August 22, 2006	35,979.82
General	379134	379134	August 22, 2006	1,409.50
General	379135	379195	August 25, 2006	36,464.53
General	379196	379209	August 29, 2006	43,345.13
General	379210	379594	September 1, 2006	2,266,852.07
Total Check Registers				\$ 8,646,792.70

Administrative Recommendation

It is recommended that receipt numbers CR021773 thru CR022036 that total \$815,142.71 be approved.

Check numbers 378605 thru 379594 totaling \$8,646,792.70 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 August 3, 16, 17 and 31, 2006 totaling \$2,935,556.54 to US Bank of Milwaukee dated August 15 and 30, 2006 totaling \$231,073.69 and to the Wisconsin Retirement System dated August 31, 2006 totaling \$212,322.23 be approved.

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

William L. Johnston, CPA
Director of Finance

Eileen Coss
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

September 26, 2006

EXPANSION OF PRE-K OPTIONS FOR 4-YEAR OLDS

Introduction

In 2004 Kenosha County received a one-year grant to investigate the feasibility of establishing universal community wide quality early education experiences for 4 year olds throughout Kenosha County. A planning committee was formed to carry out the actions of the Early Education Matters (EEM) Grant proposal. The year culminated with an Early Childhood Summit in October 2005. Since that time, the EEM Planning Committee has continued to meet discussing the value of 4K within the city of Kenosha and learning about program structures of other communities that have established successful 4K programs. This committee is requesting that the Kenosha Unified School District Board of Education support the development of a broad-based community committee for the purpose of developing a proposal for the implementation of universal pre-K options for 4 year olds.

History

Kenosha County was one of ten communities selected in 2004 by the Wisconsin Council on Children and Families and its partner agencies to receive an Early Education Matters (EEM) Planning grant. The Joyce Foundation funded the EEM program for the purpose of increasing opportunities to expand the quality and quantity of early education experiences for 4 year olds. The grant required community wide collaboration between public school representatives, childcare providers, Head Start, private pre-schools and other early care stakeholders. The Kenosha County Early Childhood Council (ECC) was the lead agency for this initiative and the Kenosha Association for the Education of Young Children (KAEYC) was fiscal agent. The EEM Planning Committee facilitated Grant activities.

The EEM Planning Committee initially conducted a feasibility study, in March 2005, to examine community readiness for universal pre-K programming. This was done through a parent interest survey. The survey was distributed to residents of the KUSD and Kenosha County School Districts via childcare provider organizations that included a cross sample of rural and urban programs. Questions were designed to determine interest in pre-K, to indicate if parents with children in childcare could become viable consumers for expanded programs and to identify concerns or potential barriers. The comments and data collected from the Parent Interest Survey provided the EEM Planning Committee data of interest and need. The data showed:

- Overall support for expanding pre-K program options in Kenosha County;
 - A. By Location: 69% Urban 59% Rural
 - B. By Race: 88% Black/Hispanic/Bi-racial 58% White
 - C. 63% answered favorably 21% undecided 16% opposed
- That the majority of pre-school children in Kenosha County spent some portion of their weekday at home;
 - 66% Home 37% Childcare center
- That parents preferred the morning to the afternoon for a half-day program;

- That the majority of parents could provide transportation for their child, and about one-fourth would need assistance.

The EEM Planning Committee concluded that parent support for expansion of pre-K opportunities did exist within Kenosha County, especially within KUSD boundaries. The survey results were shared at the Early Childhood Summit, the concluding grant activity. Breakout sessions at the Summit provided the EEM Planning Committee with specific challenges that the community felt needed to be addressed in order for universal pre-K to be successful. With this knowledge, the EEM Planning Committee began investigation into pre-K service models and quality development of pre-K.

Current Pre-K Models Within Wisconsin

Multiple communities throughout the state of Wisconsin have met the needs of pre-school children and families by implementing programs for 4 year olds in their community. While each community has designed programs that fit their individual needs, there are basically five models. The models range from school district implementing a pre-K program throughout the district and retaining total control to a combination of models that increase community collaboration. (See Attachment #1) The EEM Planning Committee believes that providing a variety of options (Model #5 in Attachment #1) in a universal pre-K program would:

- Recognize current school district pre-K programs that exist (Early Childhood, P-5 4 year old Kindergarten, Head Start)
- Continue a standard of collaboration with community childcare centers by allowing those centers to maintain their quality pre-K programs.
- Alleviate space and cost issues for placement of the program within KUSD buildings.
- Ensure adequate access to quality pre-K programming for all children within KUSD boundaries thereby expanding learning opportunities for all children.

This multiple options model is the model that the EEM planning Committee would recommend.

The EEM Planning Committee investigated offering a universal pre-K program as a charter school program. This investigation concluded when it was learned that offering a variety of pre-K options does not fit the requirements for an instrumentality or non-instrumentality charter school. It is only through local school district initiation that universal pre-K can be offered in a manner that includes the community and provides multiple options to our families. It is for this reason that the EEM Planning Committee brings this request to the KUSD School Board.

The Value of Pre-K Programming

Reforms set forth in No Child Left Behind legislation position school readiness as a national concern. New research has expanded public understanding of the extraordinary capacities of young minds and the significance of the early years for later development and learning. A universal pre-K program within KUSD would offer school readiness for all families interested in this opportunity.

Research on the short-term benefits of universal pre-K shows an increase in:

- Letter and number awareness
- Name recognition
- Ability to work independently for short periods of time
- Improved social skills (working as a group, taking turns, standing in line, etc.)

The majority of improvement is seen in minority and low-income children. However, young middle-income children also lag behind their wealthy peers in social and cognitive skills. Overall there is an expectation that all children will have these skills upon entering kindergarten.

The long-term benefits of early education are a sound investment of the nation as well as Kenosha. Long-term research projects have shown better school performance, fewer arrests, higher earnings and lower educational and health-care costs for minority and low-income children who attended quality pre-school programs. These long-term benefits lead researchers to state that, for every \$1.00 invested in early education, \$13.00 is returned to the community.

Connection with the KUSD Strategic Plan

KUSD has the opportunity to combine this new research with Strategy #1 of the Strategic Plan by creating a collaborative working relationship with local childcare businesses. Offering multiple options of pre-K respects the establishment and quality of many childcare businesses that currently exist in our community.

Offering a pre-K program within local childcare centers/homes addresses the current overcrowding of many of our school sites (Strategy #3). Pre-K programs could be held in qualified classrooms that currently exist within the community or classrooms that childcare centers/home could develop. It would not be necessary for all of the pre-K children to be located at an elementary school building.

Multiple pre-K options also provide KUSD with the opportunity to impact the instructional strategies that four year olds are exposed to in their pre-K experience. The criteria and program that a community committee would design could provide staff development for teachers that participate thereby ensuring that KUSD is reaching the children as early as possible (Strategy #4). In the long term, this can also have an impact on standardized test achievement.

The EEM Planning Committee requests the Kenosha Unified School Board support the development of a community committee for the purpose of developing a proposal for the implementation of universal pre-K. The committee would be responsible for the development of a proposed pre-K implementation plan including a specific cost analysis.

Recommendation

At its September 12, 2006 meeting, the Curriculum/Program Committee voted to forward this request to the full Board for approval. Administration recommends that the Kenosha Unified School Board approve the development of a community committee for the purpose of developing a proposal for the implementation of universal pre-K.

R. Scott Pierce
Superintendent of Schools

Timothy Miller
Executive Director of School Leadership Cluster 2

Kurt Sinclair
Director of School Leadership

Belinda Grantham
Head Start Administrator

Attachment #1

The following models are used throughout the state of Wisconsin for the implementation of universal pre-K programs. A brief description of each model follows.

Model #1 – Public School Site with District Teacher

Children attend a two and one half hour program four to five days a week in a school district building. The program is taught by a licensed teacher employed by the school district. Some districts offer additional childcare, or Head Start services for children at the school site. In other districts, the child goes to a community site for childcare or goes home.

Model #2 – Community Site with District Teacher

Children receive education services in the childcare center, Head Start facility, or private pre-school building. A school district teacher comes to the facility to conduct a two and one half hour program four to five days a week. Families may choose to have the children participate in additional childcare at the site. School district funds support the program at its location.

Model #3 – Community Site with Licensed Pre-K Teacher

Four year old children attend program in the childcare, Head Start or private pre-school setting for two and one half hours four to five days a week. The program is taught by a licensed, four-year-old Kindergarten teacher employed by the community site. Families may choose to have children remain and attend the program for the rest of the day. The school district contracts with the community site based on enrollment.

Model #4 – At-Home Educational Support

Parents can choose to receive curriculum-related materials at home that support positive child development, instead of sending their child to a school district or community-site program. Materials can be provided by the collaborative planning group or by another agency that serves families. Parents may also be invited to community programs sponsored by the collaborative, including family learning nights, parenting workshops, and support groups.

Model #5 – Combination Support

A school district opts to offer Models 1-4 to the families and childcare in their community. The parent and childcare agency could select the model that would work best for them within boundaries established by the School Board.

Kenosha Unified School District No. 1
Kenosha, Wisconsin

September 26, 2006

2006-2007 Short Term Borrowing

Due to the nature of the receipt of the majority of school districts' funding (State Aid and Tax Levy), there are times throughout the year when expenditures are greater than cash on hand. In these cases, short term borrowing is required to meet the current obligations.

From 1998 through 2002, the District's short-term borrowing program consisted of a double borrowing approach of two (2) Tax and Revenue Anticipation Promissory Notes (TRANS) issued each fall. Because of lower short-term investment rates, the District changed investment philosophies in the 2002-2003 school year.

Last fall, the Board of Education approved authorization for issuance and sale of 2005-2006 revenue anticipation promissory notes in the amount of \$36 million.

Attachment A is a 2006-2007 cash flow projection illustrating the short term borrowing needs for 2006-2007 to be \$42 million. The Tax and Revenue Anticipation Promissory Notes (TRANS) will be sold on September 26, 2006, the day of the Board Meeting. Working with our Financial Advisor, several short term borrowing investment options are being developed and the most advantageous option will also be selected on September 26th. The resolution authorizing the borrowing, the results of the sale of the notes and then the placement of the investment will be distributed at the Board Meeting for consideration.

Administration shared with the Audit, Budget, and Finance Committee the greater investment earnings using the laddered approach (invest the note proceeds for differing investment lengths, based on the cash flow needs of the District) over the last year, compared to the Guaranteed Investment Contract (GIC) used in the past. It was discussed and recommended to make every effort to continue to use the laddered approach for the investment of the 2006-2007 borrowing.

It is always the desire of Administration to present the Board of Education an appropriate short term borrowing program, taking into consideration the beliefs, parameters and objectives of the Strategic Plan.

Recommendation

The Audit, Budget and Finance Committee and Administration recommend that the Board of Education approve the 2006-2007 short-term borrowing plan and approve the resolution to borrow \$42 million to meet our short term needs during the year.

Dr. R. Scott Pierce
Superintendent of Schools

William L. Johnston, CPA
Director of Business Services

Eileen Coss
Accounting Manager

Kenosha Unified School District No. 1
Statement of Projected Cash Flow - July 2006 through June 2007
General, Special Education, Special Revenue and Food Service Funds

	2005 July Actual	2005 August Est	2005 September Est	2005 October Est	2005 November Est	2005 December Est	2006 January Est	2006 February Est	2006 March Est	2006 April Est	2006 May Est	2006 June 1-15 Est	2006 June 16-30 Est	Total CashFlow
BEGINNING CASH BALANCE	52,378,205	37,184,746	33,301,896	(3,067,060)	(24,423,171)	(40,837,302)	(22,552,132)	(28,042,542)	(20,750,372)	(3,775,987)	(19,749,363)	(24,081,445)	(27,402,398)	52,378,205
Local Revenues														
Taxes														
1211 Property Taxes	-	12,907,243	-	-	-	-	14,469,401	21,003,394	-	572,733	9,324,960	-	-	58,277,731
1213 Mobile Home Taxes	-	-	-	-	40,566	-	-	-	-	85,454	-	-	-	126,020
Interest														
1281 Interest on ST Borrowing	26,097	60,659	38,799	43,621	41,427	39,877	69,452	23,068	27,970	43,406	174,543	-	95,877	684,795
1280 Interest on Investments	27,732	28,415	14,979	28,610	19,221	34,129	33,256	24,332	26,968	25,922	39,474	-	34,225	337,263
Local Revenues														
Student/Building Fees &														
12XX Other Local Sources	244,925	38,334	79,148	66,826	128,468	68,966	39,467	68,862	95,855	163,771	191,945	-	140,813	1,327,380
1549-1590 <u>Interdistrict/Intermediate Sources</u>		759												759
State Aid														
1621 Equalization Aid	2,151,691	-	18,622,751	-	-	35,089,904	-	-	33,570,410	-	-	-	46,664,759	136,099,515
1650 SAGE Aid	-	23,341	-	-	746,453	-	-	756,340	-	-	-	804,126	-	2,330,261
Other State Aid	586,363	214,430	6,190	-	-	-	274,892	141,490	161,475	816,652	1,339,832	195,723	611,242	4,348,288
Federal Aid														
1751/52 IASA	-	-	6,661,643	-	-	-	446,664	1,418,287	162,383	-	70,306	-	2,334,592	11,093,877
JORTC	1,271	4,284	9,056	4,449	3,470	5,208	5,100	5,315	5,309	5,309	5,309	-	5,309	59,390
Other Federal Aid	1,425	363,914	393,658	147,926	9,069	8,855	33,206	9,069	7,223	1,284,000	19,227	-	19,227	2,268,505
Medicaid school based aid	-	56,310	153,158	-	70,038	50,888	55,266	43,366	56,314	72,992	54,222	-	70,835	683,389
Head Start Aid (Fund 25)	-	123,662	-	-	-	-	-	945,037	-	488,866	-	-	-	1,557,565
Special Ed Aid (Fund 27)	-	-	-	-	1,292,887	1,292,887	1,310,424	1,355,100	1,315,109	-	-	2,452,338	-	9,018,746
Food Service Revenue (Fund 50)	-	3,455	47,264	612,526	738,358	668,166	745,667	646,662	737,855	240,750	294,250	21,400	-	4,756,352
1719 Food Service Aid (Fund 50)	456,904	70,767	-	445,421	330,970	81,337	599,079	374,799	-	336,229	644,592	-	-	3,340,097
Total Budgetary Receipts	3,496,408	13,895,573	26,026,647	1,349,378	3,420,929	37,340,217	18,048,665	26,839,259	36,166,871	2,852,084	13,423,433	3,473,588	49,976,879	236,309,932
<i>TRAN Proceeds</i>	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Total Receipts	3,496,408	13,895,573	26,026,647	1,349,379	3,420,929	37,340,217	18,048,665	26,839,259	36,166,871	2,852,084	13,423,433	3,473,588	49,976,879	236,309,933
Disbursements														
Salaries & Benefits	15,354,651	13,640,799	19,648,637	15,214,259	15,072,684	15,056,383	19,930,544	15,543,376	15,353,756	15,146,909	15,288,992	4,841,748	10,229,335	190,322,075
Short Term Loan Interest	-	-	1,239,586	-	-	-	-	-	-	-	-	-	-	1,239,586
Other Expenditures	3,335,216	4,137,625	5,507,380	5,691,230	4,762,377	3,998,664	3,608,530	4,003,713	3,838,729	3,678,551	2,466,523	1,952,793	1,591,672	48,573,003
Total Budgetary Expenditures	18,689,867	17,778,424	26,395,603	20,905,489	19,835,061	19,055,047	23,539,074	19,547,089	19,192,485	18,825,460	17,755,515	6,794,541	11,821,007	240,134,664
<i>Start term loan payment</i>	0	0	36,000,000	1,800,000	0	0	0	0	0	0	0	0	0	37,800,000
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Disbursements	18,689,867	17,778,424	62,395,603	22,705,489	19,835,061	19,055,047	23,539,074	19,547,089	19,192,485	18,825,460	17,755,515	6,794,541	11,821,007	277,934,664
PROJECTED ENDING BALANCE	37,184,746	33,301,896	(3,067,060)	(24,423,171)	(40,837,302)	(22,552,132)	(28,042,542)	(20,750,372)	(3,775,987)	(19,749,363)	(24,081,445)	(27,402,398)	10,753,475	

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

September 26, 2006

**DESIGN AND COST ESTIMATE FOR DURKEE & LINCOLN REPLACEMENT
SCHOOL**

Background:

The Facilities Design Committee for the replacement school for Durkee and Lincoln Elementary Schools concluded its input into the design process on September 11, 2006. Together with Partners in Design Architects, Riley Construction, and KUSD Administration the Committee has developed the building and site plans being reviewed at this evening's meeting. The plans are included as Attachment 2 to this report. The Design Committee began meeting on August 7, 2006 and had a total of five two-hour meetings. A roster of members of the Facilities Design Committee is provided as Attachment 1 to this report. We also worked with key staff and community members along the way to develop the detailed design for the school.

At the beginning of the design process, KUSD developed a very aggressive design and review schedule to support bidding out the project this year in attempt to minimize construction costs. Cost inflation in the construction market has been dramatic in the past couple of years in part due to rising crude oil costs and because of other international and national influences on the market. For that reason, it was decided to schedule Committee and Board reviews in September instead of October even though the design committee activities were not concluding until the evening before the Planning, Facilities and Equipment Committee meeting. The Design Committee is very pleased with the overall design and the architectural support and creativity provided by Partners and Design. Members of the Design Committee will present the design and highlight some of the key aspects at tonight's meeting.

Riley Construction was active in the design process and has developed a cost estimate, which is included as Attachment 3 to this report. The following is a breakdown of the cost estimate:

- Construction Cost: \$10,669,266
- Architectural Fees: \$484,656
- Environmental Costs: \$217,500
- 15th Avenue Construction: \$225,780
- Contingency: \$200,000
- Furniture, Fixtures & Equip. \$200,000
- Total Cost \$11,997,202

It should be noted that a portion of the 15th Avenue road construction costs will be recoverable as other properties along that new road are developed. In addition to the construction-related environmental costs listed above, it is recommended that the Board acquire an environmental liability insurance policy similar to the policy the District has for the Edward Bain School of Language and Arts site. The District is still in the process of acquiring firm pricing proposals for this policy but it is estimated to cost \$175,000.

The cost estimate for this project is greater than the similarly sized Charles Nash Elementary School, which is currently under construction. There are three factors that driving this: (1) the environmental costs, (2) the cost to construct the road, and (3) an estimated increase in construction costs due to inflation related factors in the construction market. A guaranteed maximum price will be developed as part of the final design and bid process later this fall.

Additional Classroom Space:

One of the recommendations from the Board this summer when the project was approved was to allow for the possibility of a 6-classroom addition in the design of the school, either for immediate or future construction. The plans provided in Attachment 2 show an outline of where that addition would be located. One of the key factors in the design of the 6-classroom wing was that the design of the remainder of the school not be dramatically affected if this addition is constructed or not. The end result is a very clean addition that could be done as part of the original construction, added later, or not done at all. The estimated cost for the addition is \$1,213,907 if it is done at the same time as the rest of the project.

Planning, Facilities, and Equipment Committee Review:

This report was reviewed at the September 12, 2006 Planning, Facilities, and Equipment Committee meeting, and the Committee unanimously approved forwarding onto the School Board for their consideration.

Administration Recommendation:

Administration recommends Board approval of the design and cost estimate for the Durkee and Lincoln Replacement School project as summarized in this report.

Dr. R. Scott Pierce
Superintendent of Schools

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

Mr. John Setter, AIA
Project Architect

**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
BUILDING DESIGN COMMITTEE**

DURKEE & LINCOLN REPLACEMENT SCHOOL

ROSTER

1. Director of Facilities – Committee Chair	Pat Finnemore
2. Project Architect	John Setter
3. Architect	Partners in Design
4. General Contractor	Riley Construction
5. Superintendent	Scott Pierce
6. School Board Member	Gilbert Ostman
7. Instructional Leader	Kurt Sinclair
8. Durkee/Lincoln Principal	Dan Weyrauch
9. IMC Representative	Deidre Wilson
10. Durkee Teacher (Upper Grade)	Randy Hoover
11. Durkee Teacher (Lower Grade)	Kristin Scozzaro
12. Lincoln Teacher (Lower grade)	Mary Gerlach
13. Lincoln Teacher (Sp. Ed.)	Judy Scovell
14. Fine Arts Teacher (Art)	Mary Beth Melcher
15. Fine Arts Teacher (Music)	Lisa Dittlof
16. Physical Education Teacher	Beth Berger
17. Durkee Parent	Chris Hribal
18. Lincoln Parent	Amy Glade
19. Business /Neighborhood Representative	Katherine Marks
20. Business/Neighborhood Representative	Ardis Mahone Mosley
21. Local Labor Union Rep.	Roger Zacharias
22. Food Services Director	Cindy Gossett
23. IS Representative	Jim Hanrahan
24. Head Custodian	Don Urquhart
25. School Secretary	Debbie Malsack
26. Educational Assistant	Venus Childs

**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
REGULAR SCHOOL BOARD MEETING
SEPTEMBER 26, 2006**

**ATTACHMENT #2
XIII –C DESIGN AND COST ESTIMATE FOR
DURKEE AND LINCOLN
REPLACEMENT SCHOOL**

Replacement School Drawing 1

Replacement School Drawing 2

Replacement School Drawing 3

Replacement School Drawing 4

Replacement School Drawing 5

Replacement School Drawing 6

Replacement School Drawing 7

Replacement School Drawing 8



DATE: September 7, 2006

Brass Elementary School
Budget
Bid Date November 2006

Square footage w/Sage 72,666

<u>Description of Work</u>	<u>Budget Amount</u>	<u>cost per sf</u>
Earthwork/Utilities	\$ 500,000	\$ 6.88
Capping of Site	\$ 72,500	\$ 1.00
Geomembrane and venting system	\$ 85,000	
15th Ave Construction	\$ 188,150	
Asphalt Paving	\$ 160,000	
Landscaping	\$ 100,000	
Fencing	\$ 30,000	
Precast Concrete	\$ 430,000	
Concrete	\$ 680,000	
Masonry	\$ 1,764,000	
Steel	\$ 255,000	
Millwork & Lockers	\$ 80,000	
Casework	\$ 75,000	
Carpentry	\$ 215,000	
E.I.F.S	\$ 6,000	
Roofing	\$ 190,000	
Doors & Hardware	\$ 140,000	
Coiling doors	\$ 4,000	
Overhead Doors	\$ 3,500	
Glass	\$ 525,000	

Drywall & Insulation	\$	700,000		
Acoustical Ceilings	\$	215,000		
VCT, Carpet, ceramic	\$	245,000		
Epoxy Flooring	\$	6,000		
Painting	\$	150,000		
Visual Display Boards	\$	30,000		
Toilet Partiitons/access	\$	30,000		
Food Service Equip	\$	45,000		
Library Furniture	\$	70,000		
Gym Equipment	\$	28,000		
Elevator	\$	65,000		
Plumbing	\$	525,000	\$	7.22
HVAC	\$	1,170,000	\$	16.10
Fire Protection	\$	100,000	\$	1.38
Electrical	\$	1,200,000	\$	16.51
Voice over IP	\$	30,000		
Security & Controls	\$	170,000		
Miscellaneous				
Foamed in Insulation	\$	6,000		
Flagpole	\$	2,000		
Caulking	\$	30,000		
Masonry Damproofing	\$	63,000		
Building Signage	\$	12,000		
Medallions/Signage	\$	15,000		
Site Monument Sign	\$	2,000		
Steel Shelving	\$	2,000		
Knox Box	\$	300		
HC computer table	\$	1,500		
Kiln	\$	4,500		
Appliances	by Owner FF&E	\$	-	
Volleyball Inserts	by Owner FF&E	\$	-	
Gym Platform Stage	by Owner FF&E	\$	-	
Gym Sound system	by Owner FF&E	\$	-	
General Conditions/Fee	\$	500,466		
Building Permit	\$	26,000		

Miscellaneous		\$	10,000	
Performance Bond		\$	58,000	
	Sub-Total	\$	11,014,916	
Contingency		\$	200,000	cost per sf
Total Construction	GMP	\$	11,214,916	\$ 154.34

Owner Costs

A/E Fee (Construction)	4.4% of Sub-Total	\$	484,656
A/E Fee (15th Ave)		\$	37,630
ChemReport, Inc.		\$	60,000
FF&E		\$	200,000
Owner Total		\$	782,286

Grand Total	\$ 11,997,202
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Other Costs

Owner Liability Insurance (by Owner)		\$	175,000
7300 SF six classroom addition (Construction)		\$	1,138,800
A/E Fee 4.4% of Construction		\$	50,107
FF&E		\$	25,000
Total Addition		\$	1,213,907

Breakdown of GC's	TEMP HEAT	\$	100,000
	TEMP ENCLOSE	\$	10,000
	SURVEYOR	\$	15,000
	SUPER	\$	127,500
	POSTAGE	\$	900
	TOILETS	\$	1,800
	PHONES	\$	3,000
	CONC/SOIL TESTING	\$	15,000
	FINAL CLEAN	\$	9,000
	SAFETY FENCE	\$	9,450
	SIGN	\$	600
	DUMPSTERS	\$	9,000
	FIELD OFFICE	\$	3,450
	FEE-OVERALL	\$	146,809
	FEE-SELF PERFORM	\$	48,957
	TOTAL	\$	500,466

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

September 26, 2006

**UTILITY BUDGET, ENERGY SAVINGS PROGRAM, AND FUEL COST RESERVE
ACCOUNT UPDATE & RECOMMENDATIONS**

Background:

The purpose of this report is to provide an update on the 2005-06 utility budget and the operational energy savings program through the end of the fiscal year. Attached are three graphs showing budgets and actuals for the past three years from July through June for natural gas, electricity, and the combination of the two. The key items are:

- We spent \$240,117.63 more on natural gas this year than last, a 16.0% increase.
- We spent only \$98,900.15 (4.88%) more on electricity this year than last despite a double-digit rate increase that took effect in December.
- We spent 102.85% of the base utility budget this year versus 104.3% last year (this does not include the funds set aside by the Board in the fuel contingency account on September 13, 2005).

In regards to the operational energy savings program, the 2005-06 school year has been successful. A summary of the savings realized from September through June is also provided as an attachment to this report. The following is a brief summary of the amount of energy saved:

- Electricity Saved 3,869,932 KWh
- Gas Saved 152,279 Therms
- Dollars Saved \$411,517

The \$411,517 of savings year to date compares to \$188,985 last year. The bar chart included in the attachment compares each month this year versus last year, and against the District-target of a 12.5% savings. We saved 10.1% on our energy consumption this year as compared to our base year of 2003-04. Without this enormous effort, the utility budget summarized earlier in this report would be a very serious problem.

Projected Year-End Utility Expenditures:

The School Board at a special meeting on September 13, 2005 approved the creation of a reserve account to cover the costs related to higher natural gas and diesel fuel prices. \$350,000 was reserved for natural gas in light of natural gas prices last fall. The good

news is three-fold, the first being that natural gas prices did decrease slightly from the forecasts since the first of the year, the second that the weather this winter/spring was milder than normal, and the third being that the measures the District took to save energy were very successful. Because of this, we spent only \$112,680.50 of the \$350,000. Administration recommends using a portion of the remainder of the reserve account to provide incentives to those schools that met the energy-saving goals we spelled out at the beginning of the school year. The following is an excerpt from the September 27, 2005 Board report that summarizes these goals:

Proposed Changes in Program for 2005-06 School Year:

The single biggest change in the program for the 2005-06 school year will be the implementation of the changes in the energy management policy. The implementation of the policy will take the pressure off of the principals in implementing the program at their schools. In many cases the staff at the schools did a great job and took to the idea of saving energy at their building. In other cases this didn't happen for whatever reason. Taking the program from being truly a voluntary program to something that is governed by Board Policy should help those schools that did not have any success last year get on board. The second change will be to formalize the incentive based on percentage saved. We would propose that there be three categories of incentive next year. The first would be for schools that save more than 12.5% off their base year, the second would be for schools that save more than 5.5%, and the third would be for schools that save less than 5.5%. The actual percentage of rebate would be determined at the end of the year based on program savings but the hope would be that the first group would receive an incentive of 20-25% of their savings and that the second group would receive an incentive of 10% of their savings. The third group would not receive any incentive rebate. The 5.5% figure was chosen because it was the District average this past year.

The table below provides a summary of what the incentives might be based on various percentages.

Incentive Estimates for Various Percentage Breakdowns	
Incentive Breakdown	Estimated Incentive
25% for Group 1 and 10% for Group 2	\$75,370.80
25% for Group 1 and 5% for Group 2	\$67,942.65
20% for Group 1 and 10% for Group 2	\$63,267.90
20% for Group 1 and 5% for Group 2	\$55,839.75
15% for Group 1 and 10% for Group 2	\$51,165.00
15% for Group 1 and 5% for Group 2	\$43,736.85

Based on the success of the program and having funds available in the reserve fund, Administration believes that a 20% incentive for those schools that met the 12.5% savings goal and a 5% incentive for those schools that beat the 5.5% District average from the previous year is appropriate. As can be seen in the table on the previous page the total incentive for the District would be \$55,839.75.

Diesel Fuel Reserve Fund:

In addition to setting aside a reserve fund for natural gas, we also set aside a reserve fund for diesel fuel. That account included approximately \$135,000 for transportation fuel and \$30,000 for District vehicle fuel. As was discussed in the September 27, 2005 Board report, transportation fuel costs are charged at the end of the school year and therefore we pay for those costs as part of the following year's budget. The fuel charge in 2004-05 was \$174,000, which was approximately \$135,000 more than we normally pay, hence the amount of the reserve fund.

Facilities used approximately 32,400 gallons of gasoline and diesel fuel for maintenance vehicles, warehouse trucks, lawn care equipment and snow blowers in 2004-05, and with the price of the fuel \$1 per gallon more than the previous year, it was estimated that approximately \$30,000 more would be spent on fuel this past year. The actual amount was \$27,073.63.

Planning, Facilities, and Equipment Committee Review:

This report was reviewed at the September 12, 2006 Planning, Facilities, and Equipment Committee meeting, and the Committee unanimously approved forwarding onto the School Board for their consideration.

Administration Recommendation:

Administration recommends Board approval to use \$55,839.75 of the available funds in the reserve utility account to fund incentives for the schools that met the guidelines established at the beginning of the school year as part of the operational energy savings program.

Dr. R. Scott Pierce
Superintendent of Schools

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

Mr. John Allen
Distribution and Utilities Manager

Monthly Energy Tracking Summary

UTILITY INFORMATION

Savings: September 2005 Through June 2006

Last Month: 6														
Year: 2006														
BUILDING	ACTUAL				BASEYEAR				SAVINGS				12.5% Savings Goal	Actual % Savings
	kWh	kW	therms	\$	kWh	kW	therms	\$	kWh	kW	therms	\$		
Bradford H	2,378,761	7,494	150,260	\$372,672	2,852,011	7,855	160,765	\$409,919	473,250	361	10,505	\$37,247	\$51,240	9.1%
Hillcrest H	71,160	-	12,885	\$21,205	91,393	333	13,493	\$23,763	20,233	333	608	\$2,558	\$2,970	10.8%
Indian Trail H	1,419,600	6,198	36,766	\$189,138	1,692,105	6,337	43,874	\$212,494	272,505	139	7,108	\$23,356	\$26,562	11.0%
Lakeview H	448,320	1,618	8,639	\$53,102	673,154	1,752	9,025	\$65,170	224,834	134	386	\$12,068	\$8,146	18.5%
Reuther H	810,360	3,583	121,777	\$215,777	930,552	3,832	143,612	\$248,242	120,192	249	21,835	\$32,465	\$31,030	13.1%
Tremper H	1,981,806	5,579	162,570	\$331,628	2,281,643	5,667	162,387	\$344,638	299,837	88	(183)	\$13,010	\$43,080	3.8%
HS Subtotal:	7,110,007	24,472	492,897	\$1,183,522	8,520,858	25,776	533,156	\$1,304,227	1,410,851	1,304	40,259	\$120,705	\$163,028	9.3%
Bullen M	851,209	2,253	72,759	\$146,848	931,068	2,399	78,709	\$158,657	79,859	146	5,950	\$11,809	\$19,832	7.4%
Lance M	515,301	2,086	55,251	\$111,124	592,994	2,205	58,959	\$120,256	77,693	119	3,708	\$9,132	\$15,032	7.6%
Lincoln M	790,197	3,448	71,142	\$159,923	993,216	3,594	82,165	\$182,849	203,019	146	11,023	\$22,926	\$22,856	12.5%
Mahone M	1,104,600	4,962	64,680	\$187,025	1,429,309	5,391	81,238	\$225,035	324,709	429	16,558	\$38,010	\$28,129	16.9%
McKinley M	488,493	2,032	56,690	\$111,296	602,639	2,231	67,239	\$135,900	114,146	199	10,549	\$24,604	\$16,988	18.1%
Washington M	394,111	2,013	46,982	\$96,065	519,515	2,222	48,166	\$106,560	125,404	209	1,184	\$10,495	\$13,320	9.8%
MS Subtotal:	4,143,911	16,794	367,594	\$812,281	5,068,741	18,041	416,476	\$929,257	924,830	1,247	48,972	\$116,976	\$116,157	12.6%
Bain E	705,900	3,198	37,429	\$117,593	946,389	3,266	44,659	\$136,861	240,489	68	7,230	\$19,268	\$17,108	14.1%
Bose E	254,968	1,018	30,000	\$58,120	326,956	1,033	33,945	\$66,596	71,988	15	3,945	\$8,476	\$8,325	12.7%
Columbus E	173,675	592	12,749	\$30,637	226,444	608	22,745	\$45,546	52,769	16	9,996	\$14,909	\$5,693	32.7%
Dimensions E	72,653	-	14,674	\$23,619	78,201	-	17,665	\$27,313	5,548	0	2,991	\$3,694	\$3,414	13.5%
Durkee E	105,049	496	22,162	\$35,338	138,690	523	21,435	\$37,304	33,641	27	(727)	\$1,966	\$4,663	5.3%
Forest Park E	178,464	724	44,476	\$65,761	205,143	709	39,345	\$62,185	26,679	(15)	(5,131)	(\$3,576)	\$7,773	-5.8%
Frank E	592,480	2,500	24,684	\$89,760	699,963	2,370	29,966	\$99,128	107,483	(130)	5,282	\$9,368	\$12,391	9.5%
Grant E	133,360	562	29,862	\$46,003	146,219	638	32,350	\$49,969	12,859	76	2,488	\$3,966	\$6,246	7.9%
Grewenow E	182,320	660	38,602	\$59,070	283,579	866	42,357	\$69,937	101,259	206	3,755	\$10,867	\$8,742	15.5%
Harvey E	178,742	754	33,925	\$54,805	212,842	794	39,142	\$62,944	34,100	40	5,217	\$8,139	\$7,868	12.9%
Jefferson E	206,715	556	35,530	\$59,345	223,672	663	38,404	\$64,362	16,957	107	2,874	\$5,017	\$8,045	7.8%
Jeffery E	275,423	1,075	18,368	\$47,697	311,642	1,088	20,337	\$51,772	36,219	13	1,969	\$4,075	\$6,471	7.9%
Lincoln E	175,920	765	18,964	\$38,734	176,467	813	21,056	\$41,259	547	48	2,092	\$2,525	\$5,157	6.1%
McKinley E	133,600	590	25,172	\$41,251	158,425	619	26,092	\$44,177	24,825	29	920	\$2,926	\$5,522	6.6%
Pleasant Prairie E	566,240	1,936	17,658	\$72,545	613,623	1,863	20,869	\$77,280	47,383	(73)	3,211	\$4,735	\$9,660	6.1%
Prairie Lane E	168,369	655	15,593	\$34,056	212,236	654	21,703	\$43,806	43,867	(1)	6,110	\$9,750	\$5,476	22.3%
Roosevelt E	166,680	648	36,212	\$55,819	213,940	782	30,252	\$53,689	47,260	134	(5,960)	(\$2,130)	\$6,711	-4.0%
Somers E	390,400	1,535	26,386	\$67,922	467,170	1,578	33,138	\$79,984	76,770	43	6,752	\$12,062	\$9,998	15.1%
Southport E	241,920	1,077	23,285	\$49,817	276,196	1,097	25,626	\$55,033	34,276	20	2,341	\$5,216	\$6,879	9.5%
Stocker E	432,480	1,711	16,845	\$62,635	550,903	1,943	18,897	\$73,335	118,423	232	2,052	\$10,700	\$9,167	14.6%
Strange E	247,051	953	19,353	\$45,787	357,380	1,111	25,919	\$59,907	110,329	158	6,566	\$14,120	\$7,488	23.6%
Vernon E	388,914	1,494	80,605	\$123,673	490,400	1,687	78,452	\$128,387	101,486	193	(2,153)	\$4,714	\$16,048	3.7%
Whittier E	505,680	1,859	21,230	\$73,003	596,241	2,339	20,344	\$81,942	90,561	480	(886)	\$8,939	\$10,243	10.9%
Wilson E	162,600	653	32,400	\$51,406	190,655	743	35,316	\$56,765	28,055	90	2,916	\$5,359	\$7,096	9.4%
ELEM Subtotal:	6,639,603	26,011	676,164	\$1,404,396	8,103,376	27,786	740,014	\$1,569,481	1,463,773	1,775	63,850	\$165,085	\$196,185	10.5%
Cesar Chavez	193,680	633	8,384	\$28,873	218,298	-	8,226	\$30,712	24,618	(633)	(158)	\$1,839	\$3,839	6.0%
ESC	1,087,173	3,435	53,439	\$229,056	1,135,091	2,794	53,354	\$236,777	47,918	(641)	(85)	\$7,721	\$29,597	3.3%
Recreation	85,446	-	7,017	\$16,252	83,388	-	6,458	\$15,443	(2,058)	0	(559)	(\$809)	\$1,930	-5.2%
Other Subtotal:	1,366,299	4,068	68,840	\$274,181	1,436,777	2,794	68,038	\$282,933	70,478	(1,274)	(802)	\$8,752	\$35,367	3.1%
Totals:	19,259,820	71,345	1,605,405	\$3,674,380	23,129,752	74,398	1,757,684	\$4,085,897	3,869,932	3,053	152,279	\$411,517	\$510,737	10.1%

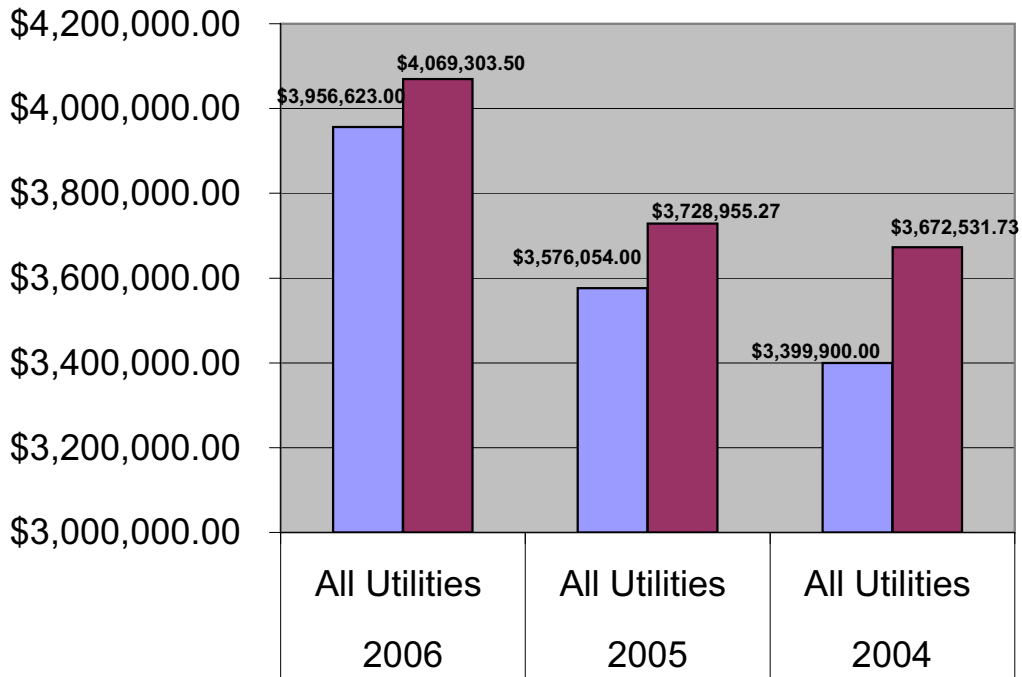
Pilot Program Building Summary:

McKinley M	488,493	2,032	56,690	\$111,296	602,639	2,231	67,239	\$135,900	114,146	199	10,549	\$24,604	\$16,988	18.1%
Grant E	133,360	562	29,862	\$46,003	146,219	638	32,350	\$49,969	12,859	76	2,488	\$3,966	\$6,246	7.9%
Stocker E	432,480	1,711	16,845	\$62,635	550,903	1,943	18,897	\$73,335	118,423	232	2,052	\$10,700	\$9,167	14.6%
Totals:	1,054,333	4,305	103,397	\$219,934	1,299,761	4,811	118,486	\$259,204	245,428	506	15,089	\$39,270	\$32,401	15.2%

Note: Refinement of the base year may take place over time. Should this happen, some of the above figures may change. As a general rule changes will be minimal.

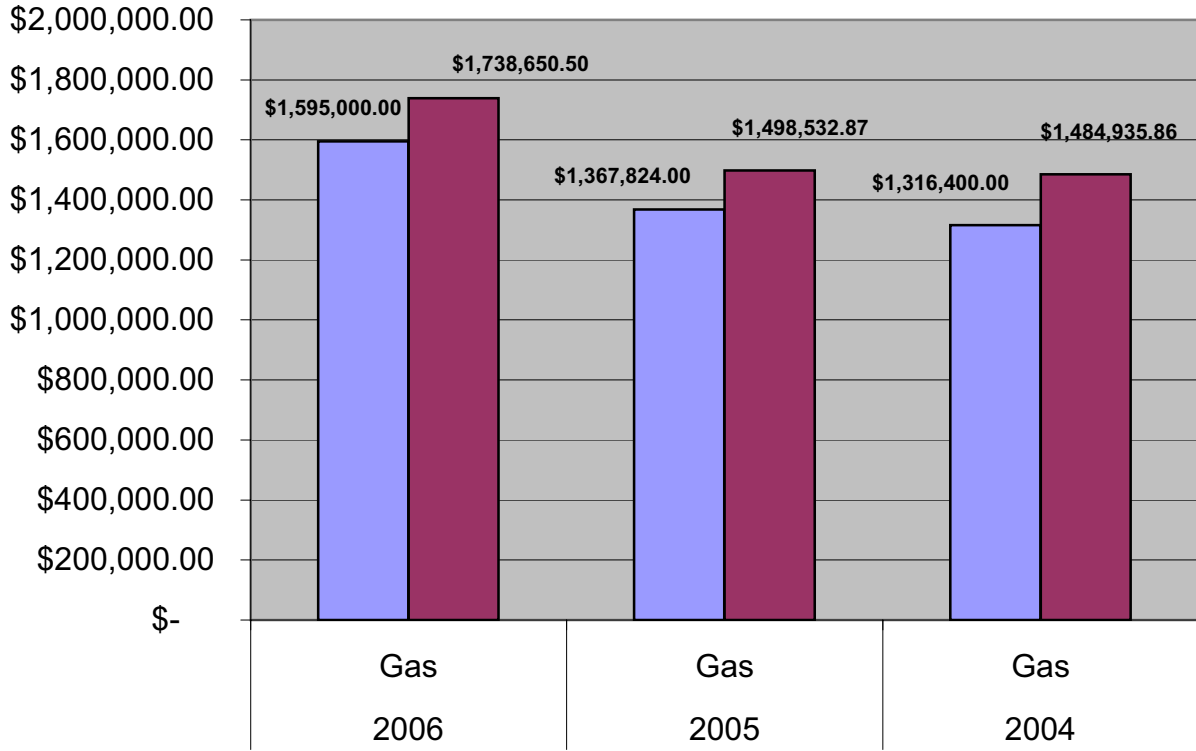
June All Utilities YTD

Legend: Budget (Blue), YTD Expended (Maroon)



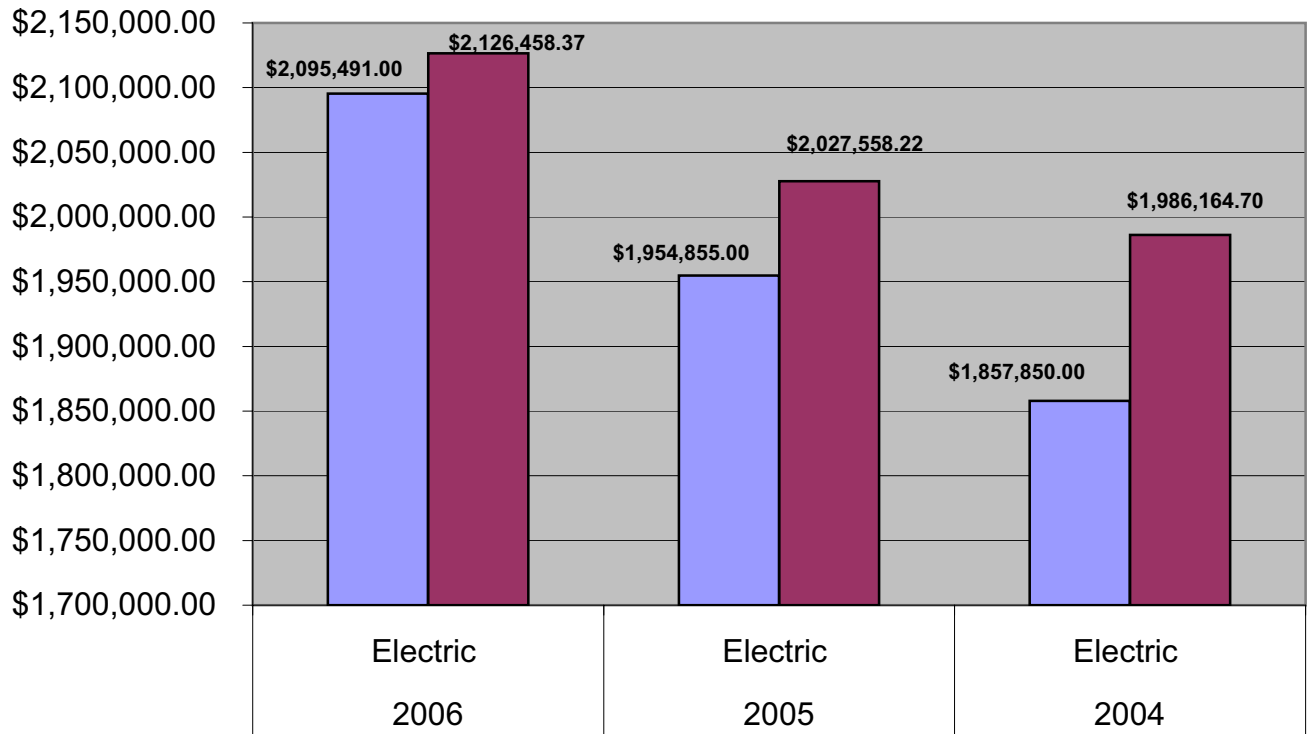
June Gas YTD

■ Budget ■ YTD Expended



June Electric YTD

■ Budget ■ YTD Expended



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Kenosha Unified School District No. 1
Kenosha, Wisconsin

September 26, 2006

PROPOSED AGREEMENT: CITY OF KENOSHA WITH KENOSHA UNIFIED SCHOOL
DISTRICT NO. 1 REGARDING SCHOOL RESOURCE OFFICERS

Background:

An agreement was entered into between the City of Kenosha and the Kenosha Unified School District No. 1, most recently for the years of 2003-2004, 2004-2005, and 2005-2006. This agreement has reached its conclusion, as of July 1, 2006 and it is now necessary to enter into a new agreement with the City of Kenosha regarding the District's employ of the City's police officers to work in our schools. In the interim, there is a letter of understanding, prior to the implementation of this agreement, indicating a continuation of the previous agreement until such time that a new agreement is approved. Both the City and the School District have approved this interim agreement.

This relationship between the City and the School District has been exceptionally positive, and the work that they do for us, in aiding to provide a positive and safe learning environment for our students and staff, as well as the proactive educational resource they offer, has served both Unified and the City extremely well. We are interested in continuing in this relationship.

Intent / Purpose:

The School Board recently received a program update regarding the role of police officers and off-duty officers as security in our schools. This report was followed by a communication with the City regarding a new agreement, and that agreement has been generated and awaits approval of both the School Board and the City of Kenosha.

We would like to continue with this agreement for three school years from July 1, 2006 through June 30, 2009. Once the School Board has approved the agreement, an agreement with the City can be simultaneously pursued. The three-year agreement has been customary for the past six years.

Budget

The 2006-2007 budget for the four (4) school resource officers is \$296,725 and includes an increase of \$8,486 that was included in the budget assumptions approved by the Board in July. Per the contract, the District is responsible for any increases to the Officer's pay or benefits. The City operates on a calendar year basis, and we have not been informed of the increase in the City's benefit costs for the 2007 calendar year. If this information is provided prior to the final budget adoption, then this budget may be reduced or increased depending on the receipt of this information.

Recommendation:

Administration recommends that the School Board approve the attached agreement with the City of Kenosha regarding the employ of City police officers as School Resource Officers in our high schools.

Dr. R. Scott Pierce
Superintendent of Schools

Mr. Tim Miller
Executive Director of School Leadership

**AGREEMENT
RESPECTING THE EMPLOYMENT
OF SCHOOL RESOURCE OFFICERS**

By And Between

**THE CITY OF KENOSHA, WISCONSIN,
A Wisconsin Municipal Corporation**

And

**KENOSHA UNIFIED SCHOOL DISTRICT, NO. 1.,
A Wisconsin Common School District**

THIS AGREEMENT Made and entered by and between the **CITY OF KENOSHA, WISCONSIN**, a Wisconsin municipal corporation, hereinafter referred to as "**CITY**", and the **KENOSHA UNIFIED SCHOOL DISTRICT NO. 1**, a Wisconsin common school district, hereinafter referred to as "**SCHOOL DISTRICT**".

WITNESSETH:

In consideration of the mutual promises, agreements and undertakings hereinafter set forth, **CITY** and **SCHOOL DISTRICT** agree as follows:

I. TERM OF AGREEMENT. This Agreement shall be valid for the 2006-2007, 2007-2008 and 2008-2009 school years (July 1 to June 30).

II. CITY TO PROVIDE RESOURCE OFFICERS.

A. Resource Officers And Equipment Provided. The **CITY** shall provide to **SCHOOL DISTRICT** the services of four (4) on-duty police officers, hereinafter referred to as "**RESOURCE OFFICERS**" for placement at sites designated by the **SCHOOL DISTRICT**. The **RESOURCE OFFICERS** shall be assigned by the Chief of Police consistent with the provisions of applicable collective bargaining agreements. The **SCHOOL DISTRICT** may object to any such assignment. Such objection may result in a position not being filled for a period of time, whereupon

there will be no reimbursement required of the **SCHOOL DISTRICT**. The **RESOURCE OFFICERS** shall carry such Police Department issued equipment as deemed necessary by the Chief of Police.

B. City Employees. The **RESOURCE OFFICERS** shall be employees of the **CITY** and under the control and direction of the Chief of Police.

C. Reporting Relationship. The **RESOURCE OFFICERS** shall perform their duties in collaboration with the **SCHOOL DISTRICT** officers and employees.

D. Evaluation of Resource Officers. The **CITY** shall evaluate the **RESOURCE OFFICERS** and shall solicit input from the **SCHOOL DISTRICT**, which shall not be unreasonably omitted from the evaluation.

E. Service Provided By RESOURCE OFFICERS. The **RESOURCE OFFICERS** shall provide the following services to the **SCHOOL DISTRICT**:

1. Act in the capacity of a sworn, on-duty police officers.
2. Provide a law enforcement presence in the school to which assigned.
3. Investigate or assist in the investigation of crimes or Ordinance violations to which students in the assigned school may be a party or have information.
4. Patrol school buildings, grounds and parking lots to which assigned for the purpose of enforcing State and **CITY** laws under their jurisdiction.
5. Perform school safety drills with the School Administrator.
6. Train students and staff in areas appropriate to their expertise.

F. Time of Service. **RESOURCE OFFICERS** shall be assigned to designated school buildings of **SCHOOL DISTRICT** during each day that school is in session for students from the first day of the School Year in September, until the last school day of the School Year for the term of this Agreement. The **RESOURCE OFFICERS'** workday shall be consistent with each school's teacher workday. In the event that school hours as described above extend to greater than their scheduled shift in any given day, the Chief of Police or the **SCHOOL DISTRICT** Superintendent or his/her designee may modify the hours of service within the limits of the applicable collective bargaining agreement. Time that the **RESOURCE OFFICERS** spend testifying

in a Court of Law or Administrative Hearing as to any event occurring while on assignment under this Agreement as provided herein, shall be considered time of service provided to the **SCHOOL DISTRICT**.

G. Emergency. The **RESOURCE OFFICERS** are subject to being assigned to other emergency calls at the discretion of the Chief of Police. Since it is anticipated that such events would be rare, if they occur at all, the failure to provide four (4) **RESOURCE OFFICERS** on any given day will not result in a reduction of consideration due the **CITY** under the provisions of this Agreement.

H. Vacation/Illness. **SCHOOL DISTRICT** acknowledges that the **CITY** is assigning four (4) of its police officers as **RESOURCE OFFICERS** without backup support in the event of absence. The **SCHOOL DISTRICT** further acknowledges that **RESOURCE OFFICERS** are subject to a collective bargaining agreement that requires **CITY** to compensate officers during absences from work for illness, vacations and other authorized absences. The failure of **CITY** to provide all four (4) **RESOURCE OFFICERS** to the **SCHOOL DISTRICT** on a given school day due to an excused absence will not result in any reduction in the consideration due to **CITY** provided herein. The **CITY** shall encourage **RESOURCE OFFICERS** to take vacations during periods when school is not in session. The **RESOURCE OFFICERS** shall notify the School Administrator at their assigned school of their absence in a timely manner.

I. Appointment of Agent. **SCHOOL DISTRICT** Policy allows for the searching of lockers, backpacks and containers of students by **SCHOOL DISTRICT** officials. The **SCHOOL DISTRICT** hereby delegates such authority as the **SCHOOL DISTRICT** has to the **RESOURCE OFFICERS**, and hereby appoints the **RESOURCE OFFICERS** as its agents, without relinquishment of its own authority in this respect.

III. GRANT WRITING. In order to provide for the increase in personnel necessary to provide **RESOURCE OFFICERS**, the **CITY** and the **SCHOOL DISTRICT** may continue to apply for grants from the U.S. Department of Justice and the Office of Community Oriented Policing Services, as well as other sources.

IV. RESPONSIBILITY OF SCHOOL DISTRICT.

A. Compensation. The **SCHOOL DISTRICT** shall pay to **CITY**, through the Department of Finance, for services provided by four (4) **RESOURCE OFFICERS** at their individual daily rate of pay and benefits for the actual days the police officers work in the schools as **RESOURCE OFFICERS**. An itemized listing of all **RESOURCE OFFICERS**, their salary, all applicable benefits and the number of contract days must be provided to the **SCHOOL DISTRICT** at the beginning (projected) and at the end (actual) of the School Year. The **CITY** shall be paid by the **SCHOOL DISTRICT** no later than the fifteenth (15) day of each month following the month that services were provided. The annual charge for the term of this Agreement shall be adjusted to include increases in pay and fringe benefits established in the CITY-KPPKA Collective Bargaining Agreement. All monthly payments shall be equal, based on each **RESOURCE OFFICER** having performed services for one hundred eighty (180) days of the two hundred fifty-two (252) day work year. If the cumulative total of absences related to in-service, illness or vacation for any officer exceed fifteen (15) days at School Year end, the amount due for the final month shall be prorated to eliminate the days in excess of fifteen (15) and reflected as a reduction in the final invoice. Failure to bill the **SCHOOL DISTRICT** within forty-five (45) days of the end of the **SCHOOL DISTRICT'S** School Year (June 8th for 2006-2007) shall result in the waiving of the invoice.

V. INDEMNITY AND HOLD HARMLESS.

A. SCHOOL DISTRICT To Indemnify and Hold Harmless CITY. **SCHOOL DISTRICT** shall indemnify and hold harmless the **CITY** and its officers and employees from and

against any liability, claim, award, costs, expenses, loss, damage, judgment, or attorney fees that they may incur or be required to pay arising out of a complaint that a **RESOURCE OFFICER**, while on premises owned or controlled by **SCHOOL DISTRICT**, failed to provide security for the building or its occupants, as such service is not provided for in this Agreement.

B. CITY To Indemnify and Hold Harmless SCHOOL DISTRICT. CITY shall indemnify and hold harmless the **SCHOOL DISTRICT** and its officers and employees from and against any liability, claim, award, costs, expense, loss, damage, judgment, or attorney fees that they may incur, sustain, or be required to pay should any person or party suffer or sustain death, personal injury, property loss, or damage arising out of a **RESOURCE OFFICER** performing law enforcement work as a police officer pursuant to this Agreement, other than for a claim of negligent provision of security.

VI. TERMINATION

A. Termination By Either Party Prior to Agreement Expiration. Either party may terminate this Agreement for any reason, prior to its expiration by giving advance, written notice to the other party no later than September 30 of any year that this Agreement is to be terminated, effective January 1 of the ensuing year.

B. Material Breach of Agreement Terms and Conditions. This Agreement may be terminated upon ten (10) days advance, written notice for material breach of the terms and conditions hereof. Any failure to perform an obligation under this Agreement constitutes a breach and is actionable in a Court of Law without notice of the right to cure breach.

VII. NOTICES. All notices shall be directed to the parties as follows:

- **To The CITY:**
Office of the City Clerk/Treasurer,
Room 105, 625 -52 Street,
Kenosha, Wisconsin 53140.

- **To The SCHOOL DISTRICT:**
Office of the Assistant Superintendent of Business,
Kenosha Unified School District, No. 1,
3600 -52 Street,
Kenosha, Wisconsin 53144.

Any notice required shall be in writing and may be personally delivered or mailed by Registered Mail, return receipt requested, postage prepaid, through the United States Postal Service, or equivalent private delivery service. The time of service is at the time of delivery if service is made by personal delivery, or the time of receipt of service if made by mail or private delivery service.

VIII. ENTIRE AGREEMENT. The full agreement of the parties is expressed herein and no verbal or written understandings or agreements shall alter, change or modify the terms of this Agreement unless in writing and signed by both parties as an amendment to this Agreement.

IX. SEVERABILITY. If any of the terms of this Agreement, except for consideration, are determined by a Court of competent jurisdiction to be invalid or inoperative, all remaining terms shall remain in full force and effect.

X. NO THIRD PARTY BENEFICIARIES. This Agreement is entered into solely for the benefit of the parties, and no benefits or rights are intended or created by this Agreement for the benefit of any third party.

XI. AUTHORIZATION.

A. **CITY** enters into this Agreement by authority of action taken by its
Common Council on the _____ day of _____, 2006.

B. SCHOOL DISTRICT enters into this Agreement by authority of action taken by its
Board of Education on the _____ day of _____, 2006.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

September 26, 2006

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board
September-October**

September

- September 1, 2006 – Teacher Inservice Day
- September 4, 2006 – Labor Day – Schools/Office Closed
- September 5, 2006 – First Day of School for Students
- September 11, 2006 – Public Hearing of 2006/07 Budget and Special Meeting of Electors – 7:00 P.M. in Tremper Auditorium
- September 12, 2006 – Standing Committee Meetings – 6:00 and 7:00 P.M.
- September 20, 2006 – Professional Inservice – Half Day for Students
- September 26, 2006 – PR/Goals/Legislative Standing Committee – 5:00 P.M. in Library of Edward Bain School of Language and Art; Regular Board of Education Meeting – 7:00 P.M. in EBSOLA Gym

October

- October 10, 2006 – Standing Committee Meetings – 6:00 and 7:00; Tentative Special Board Meeting – 8:00 P.M.
- October 11, 2006 - Professional Inservice – Half Day for Students
- October 24, 2006 – Regular Board of Education Meeting - 7:00 P.M. at Jane Vernon Elementary School
- October 26-27 – Teachers' Convention – No School

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

**STANDING COMMITTEE MEETING
EDUCATIONAL SUPPORT CENTER**

SEPTEMBER 26, 2006

**APPENDIX FOR
XII-A – STRATEGIC PLANNING
IMPLEMENTATION TEAM #4 UPDATE**

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

Action PlanIV.1; **Specific Result:** Select a user friendly Student Information System (SIS) easily accessible to teachers, administrators and parents for the purpose of student data collection, analysis, curriculum development, grading and reporting.

Administrator Responsible: Dan Honore

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.1.1	Assign a Project Manager.	Dan Honore	5/24/2004		5/24/2004	100%
IV.1.2	Establish a District SIS committee composed of key KUSD stakeholders.	Dan Honore	5/28/2004		5/28/2004	100%
	Status/Comment:	Committees established via appointment of key individuals as well as requesting volunteers.				
IV.1.3	Survey teachers, administrators, parents, and other staff to determine nature of data collection, ease of use, analysis, curriculum development, grading, and reporting to be included in the SIS.	Dan Honore	5/28/2004		5/5/2005	100%
IV.1.4	Analyze various SIS in comparison to needs identified by survey.	Dan Honore	6/10/2005		8/22/2005	100%
	Status/Comment:	Several surveys have been utilized to determine: the needs of District and community users, configuration parameters and identification of stakeholders and subject matter experts.				
IV.1.5	Determine capabilities of current IT system to 'export'.	Dan Honore	5/3/2004		5/25/2004	100%
	Status/Comment:	The current SIS, Pentamation's Open Series, utilizes the IBM database, Informix, to house all SIS data. This database is open database compliant so all data is exportable.				
IV.1.6	Select and purchase a web-based SIS capable of meeting administrative and curriculum needs.	Dan Honore	5/28/2004		3/14/2006	100%
	Status/Comment:	Board of Education approved the purchase and implementation of C Innovation's Zangle Student Information System.				

KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.1.7	Organize 'pilot' user group consisting of a minimum of one person from each subgroup of users.	Dan Honore				0%
IV.1.8	Develop username/password system for authorized user access.	Dan Honore	11/3/2006	12/15/2006		0%
IV.1.9	Pilot the system with fictitious data and provide feedback on user friendly-ness, etc.	Dan Honore	9/18/2006	1/19/2007		0%
IV.1.10	Make adjustments based on feedback.	Dan Honore				0%
IV.1.11	Retest system and provide feedback.	Dan Honore				0%
IV.1.12	Continue adjustment cycle.	Dan Honore				0%
IV.1.13	Train staff District-wide on use of system.	Dan Honore				0%
IV.1.14	Create on-line tutorials for all KUSD users.	Dan Honore				0%
IV.1.15	Link web-based system to current system or populate with appropriate 'real' data.	Dan Honore				0%
IV.1.16	Implement system. (Go Live)	Dan Honore	9/3/2007	9/3/2007		0%

Action Plan IV.2; **Specific Result:** Implement the consistent use of the Wisconsin Knowledge and Concepts Examination data in order to measure student academic performance and develop school improvement plans.

Administrator Responsible: Sonya Stephens

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.2.1	Assign a Project Manager.	Tim Miller/Sonya Stephens	9/14/2005		9/14/2005	100%

9/13/2006

School Year 2006-07

Page 2 of 27

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.2.2	Establish a team of supervisors and teachers to review the existing School Improvement Plan process.	Tim Miller/Sonya Stephens	7/26/2006	9/14/2006		50%
	Status/Comment:	Small group discussions were conducted with administrators regarding the School Improvement Plan Process as a result broader discussions will occur with all levels of building administrators in order to foster an understanding of the process and expectations.				
IV.2.3	Establish a District timeline for the School Improvement planning process (Develop, Implement, Assess).	Tim Miller/Sonya Stephens	9/14/2006	1/31/2007		0%
	Status/Comment:	This is an ongoing process as Administration works to establish a timeline with the following groups of schools: 1) buildings with Site Plans completed 2) buildings identified to go through the Site Planning process during the 06/07 school year and 3) buildings that will participate in the Site Planning process during the 07/08 school year. Once established, the timeline will be reviewed by the end of January 2007.				
IV.2.4	Develop a District electronic template for the School Improvement Process.	Tim Miller/Sonya Stephens/Linda Langenstroer	9/14/2006	1/31/2007		0%
	Status/Comment:	Currently, the blending of the previous school improvement planning process with the new site plans is being discussed as well as how to best communicate those plans to the community at large and, specifically, the families of our students.				
IV.2.5	Train principals on an annual basis in the School Improvement Planning process.	T. Miller / K. Maxey / L. Mattioli / M. Thompson	10/25/2004		12/24/2004	100%
IV.2.6	Create a portfolio of disaggregated valid data including: Standardized test scores, Grade level assessments, Attendance rates, Graduation rates, Demographics.	Sonya Stephens / Linda Langenstroer	9/11/2006	12/4/2006		40%
	Status/Comment:	Data reports were completed for the Site Team Planning process in addition to the District and School Report Cards, Benchmark report, the Annual 3rd Friday enrollment report and the annual School Performance Report.				

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.2.7	Conduct an annual data retreat with school staff to make decisions regarding: Goals Professional Development Needs Resources Budget Implications	Principals / Staff / Educational Assistants	9/1/2006	6/1/2007		10%
	Status/Comment:	This is ongoing and annual. Schools are targeted for data retreats based on the results of their WKCE-CRT results. School may also request assistance with in-services as needed.				
IV.2.8	Align building goals with District strategic objectives.	Leadership / Principals	5/2/2005		8/30/2005	100%
	Status/Comment:	This is ongoing and annual.				
IV.2.9	Develop the School Improvement Plan annually.	Leadership / Principals	5/2/2005		10/31/2005	100%
	Status/Comment:	This is ongoing and annual.				
IV.2.10	Implement the School Improvement Plan annually.	Principals / Prof. Dev. / Leadership / Staff	10/3/2005		10/3/2005	100%
IV.2.11	Assess the School Improvement Plan annually.	Principals / Prof. Dev. / Leadership / Staff	1/6/2006	5/1/2006		0%
IV.2.12	Share school improvement plans and results with the community.	Public Info. / Webmaster				0%

Action Plan IV.3; **Specific Result:** Train teachers to use effective instructional strategies that promote higher order thinking and hands-on learning experiences for all students.
Administrator Responsible: Louise Mattioli

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.3.1	Assign a Project Manager.	Louise Mattioli	9/1/2005		9/1/2005	100%

	Action Steps	Assigned To	Dates		Percent Complete
			Start	Due	
	Formalize a systematic and uniform instructional framework.		8/30/2005	5/31/2006	100%
	<p>Status/Comment: KUSD definition of effective instructional strategies/framework = Proficient Learner Skills (Making Thinking Visible) + Marzano's nine powerful strategies + excellent descriptors on teacher evaluation + evidence of curriculum implementation. Over the past year, Making Thinking Visible Cadres in all K-12 schools focused on learning how to integrate Proficient Learner Skills into content area instruction. The February 8, 2006 Inservice was dedicated to modeling these skills to all K-12 staff. Each site developed an implementation plan to map out future site staff development in this area. A crosswalk of proficient learner skills was created and aligned with the KUSD Teacher Performance Assessment Instrument. This document was discussed with principals, distributed to teachers for their input and posters of the Proficient Learner Skills to hang in all classrooms are currently being created for distribution to all teachers next fall. Title One Supplemental Grant dollars are being dedicated to expanding Making Thinking Visible cadres at the high school level. In addition, all elementary and middle school cadres are being sustained through ongoing support seminars and through nine summer course offerings in support of the Making Thinking Visible initiative. Next fall, ongoing support sessions will take place for cadre members of all levels so that this initiative is sustained.</p>				
IV.3.3	Determine the types and quantities of available resources as well as additional resources needed to ensure the use of effective differentiated instructional strategies. Permit each school to determine highest priority needs.		11/1/2005	5/31/2006	40%
	<p>Status/Comment: Currently, a team consisting of Professional Development Consultants, Instructional Services Consultants and Special Education Consultants, two Psychologists, along with the Talent Development Consultant is meeting to do long range planning in support the the Differentiation Initiative. Existing resources will be determined.</p>				

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.3.4	<p>Train teachers to understand, implement and assess differentiated instructional strategies that have proven positive effects on student learning linked to the District instructional framework. For example:</p> <ul style="list-style-type: none"> - Identifying similarities and differences - Summarizing and note taking - Reinforcing effort and providing recognition - Homework and practice - Nonlinguistic representation - Cooperative learning - Setting objectives and providing feedback - Generating and testing hypotheses, questions, and advanced organizers 		9/1/2005	5/31/2007		45%
	<p>Status/Comment: A cross section of Professional Development Consultants, Instructional Services and Special Education Consultants along with the Talent Development Consultant and two Psychologists met in March to develop a common understanding of the language of differentiation, to define, clarify and establish best practices for differentiation and to clarify the parameters, roles and responsibilities of key personnel as they relate to accommodation, intervention, modification, differentiation, and enrichment. A small task force of original participants are now meeting to create a three year long-range plan for the differentiation initiative. The larger group will meet again in May to give feedback to the initial planning of the task force. In addition, on April 7th, Program Support Teachers presented a session titled "Differentiating Instruction" to all Teacher Consultants and to all Psychologists. Psychologists will meet with Consultants and Program Support Teachers in May to share the RIT Process (Response to Intervention).</p>					
IV.3.5	<p>Develop annual training plan to ensure newly hired staff understand, implement, and assess effective differentiated instructional strategies.</p>		1/3/2005	5/31/2007		25%
	<p>Status/Comment: The cross section of consultants mentioned above have begun work on the development of a three year long-range implementation plan for all KUSD teachers.</p>					

Action Plan IV.4; **Specific Result:** Establish a quality induction program for new District instructional administrators that includes orientation to District curriculum, training on effective instructional strategies, and training on use of data to improve student achievement.

Administrator Responsible: Louise Mattioli

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.4.1	Assign Project Manager	Louise Mattioli	8/31/2005		8/31/2005	100%
IV.4.2	Establish an Administrative Induction Steering Committee.		5/31/2005		10/13/2005	100%
	Status/Comment:	Steering committee established and eight meetings held during fall semester, 2005-06.				
IV.4.3	Determine KUSD key personnel roles and responsibilities to new administrators.		10/13/2005	4/1/2006	3/22/2006	100%
	Status/Comment:	This was determined by the Steering Committee during the months of February and March.				
IV.4.4	Determine new administrator roles and responsibilities in compliance with PI-34.		10/13/2005	4/1/2006	3/22/2006	100%
	Status/Comment:	This was determined by the Steering Committee during the months of February and March				
IV.4.5	Determine content for administrative orientation and on-going support seminars including: - Orientation to District - Orientation to building - Effective Instructional Strategies - District Instructional Framework - School Improvement Planning Process - Professional Performance Assessment/Employee Evaluation Process - District Curriculum		10/13/2005	4/1/2006	3/22/2006	100%
	Status/Comment:	The content for Orientation and Ongoing Support Seminars for years one through three was completed in March,				

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.4.6	Determine content for mentor selection process in compliance with PI-34.		10/13/2005	4/1/2006	3/22/2006	100%
	Status/Comment:	This was determined by the Steering Committee during the months of February and March.				
IV.4.7	Determine mentor roles and responsibilities.		10/13/2005	4/1/2006	3/22/2006	100%
	Status/Comment:	This was determined by the Steering Committee during the months of February and March.				
IV.4.8	Provide training to mentors.		6/1/2006	7/1/2006		90%
	Status/Comment:	Steering Committee determined the content of mentor training and training will begin next summer and will be ongoing every summer thereafter.				
IV.4.9	Provide a District qualified mentor to initial administrators.		7/29/2005	8/1/2006		50%
	Status/Comment:	Currently, the District has assigned mentors to new administrators. However, no formal training has been mandated for mentor qualification. During 2005-2006, District-level mentor support (materials, resources) has been given to the current classification of district administrative mentors. Formal administrative mentor training for interested KUSD administrators will occur this summer and will be ongoing every summer thereafter.				
IV.4.10	Conduct an annual evaluation of the administrative induction program.		5/1/2006	3/1/2007		10%
	Status/Comment:	Evaluation tool in the process of development and will be administered to all principals new to the position.				
Action Plan IV.5;	Specific Result:	Revise the induction program for new teachers to the district to include orientation to district curriculum, training on effective instructional strategies, and training on use of data to improve student achievement. (*Action Steps written in compliance of PI-34*)				
Administrator Responsible:		Louise Mattioli				

Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
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KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.5.1	Assign a Project Manager.	Louise Mattioli	1/1/2004		1/1/2004	100%
	Status/Comment: Terri Huck is leading this work.					

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.5.2	<p>Establish a New Educator Orientation sub-committee to</p> <ul style="list-style-type: none"> · Design the 1.5 district days of Educator Orientation to include classroom management and organizational strategies, new educator responsibilities, and an overview of district content area curriculum expectations at the elementary, middle and high school levels. · Design and inform building leadership of the essential activities to organize and implement during the 3-building/site days of Educator Orientation to include: <p>Day 1: Provide building tour, review Student Code of Classroom Conduct and Discipline Policies Handbook, conduct session on Mandated Reporting Responsibilities, introduce school routines and procedures, distribute class schedules and assignments, school calendar of time-oriented events, and set up electronic grade book.</p> <p>Day 2: Provide an orientation to school improvement goals based on district and site student achievement data. Distribute essential classroom materials (curriculum notebooks, texts, workbooks, etc.), content area pacing guides, district unit and lesson design planning templates and discuss multiple forms of student assessments.</p> <p>Day 3: Assist new educators with classroom set-up and assist them with preparation and planning for the first days of school. Introduce mentors and Initial Educators to any other Initial Educators in the building.</p>		1/1/2004		6/22/2004	100%
Status/Comment:	<p>Recommendation for New Educator Orientation content and context made to and approved by the Board of Education, June 22, 2004.</p>					

KUSD #1

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	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.5.3	Provide a Building Buddy in each school to support initial educators with non-instructional management, organizational, and time-sensitive duties and activities.					0%

Status/Comment: This action step was removed by the School Board at the June, 2005 meeting due to budget constraints.

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.5.4	<p>Establish an Ongoing Support Seminars sub-committee to:</p> <ul style="list-style-type: none"> · Develop Five - two hour mandatory Ongoing Support Seminar sessions (1 session - September, 2 sessions - October, 1 session-November and 1 session - December) <p>September Focus: Review professional responsibilities of first year teachers and licensure requirements: (Reflection log for Professional Development Plan, work with a Mentor, attendance at Ongoing Support Seminars). Reinforce classroom routines and procedures and share differentiation strategies for student success.</p> <p>October Focus: Overview of and practice with Classroom Instruction that Works (e.g. Nine Powerful Strategies, Marzano).</p> <p>November and December Focus: Overview of and practice with content-Specific instructional strategies (e.g. Strategies That Work, Harvey)</p> <p>December Focus: Update/review first year teacher professional responsibilities and discuss PDP development during Year 2.</p> <ul style="list-style-type: none"> · Develop optional Ongoing Support Seminars focusing on technology, proficient learner skills, classroom management and PDP writing, etc. <p>February Focus: Integrating Technology into the Curriculum. April Focus: Integrating Technology into the Curriculum.</p>		1/25/2004		6/22/2004	100%
Status/Comment:	<p>Recommendation for Ongoing Support Seminar content and context made to and approved by the Board of Education June 22, 2004.</p>					

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.5.5	Define the mentor's role in support of initial educator's first year of reflection in the development of the Professional Development Plan.		1/5/2004		6/22/2004	100%
	Status/Comment:	Recommendation for mentor's role in support of initial educator's first year made to and approved by the Board of Education , June 22, 2004.				
IV.5.6	Define the mentor's role in support of initial educator's development of teaching and learning knowledge, skills and dispositions.		1/5/2004		6/22/2004	100%
	Status/Comment:	Recommendation for mentor's role in support of Initial Educator's development of teaching and learning knowledge, skills and dispositions made to and approved by the Board of Education.				
IV.5.7	Provide a district-qualified mentor to each Initial Educator (see District definition).		1/5/2005		12/1/2005	100%
	Status/Comment:	All Initial Educators hired as of December, 2005, have been provided with a qualified mentor.				
IV.5.8	Conduct an annual evaluation of new educator induction program.		2/1/2006	5/3/2006		80%
	Status/Comment:	Professional Development personnel is in the process of collecting Educator Induction Program evaluation data to forward to PI-34 Steering Committee in June.				
Action Plan IV.6;	Specific Result:	Establish K-12 common grade level/course assessments for mathematics to insure that staff is implementing the District curriculum.				
Administrator Responsible:		Edie Holcomb				

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.6.1	Assign a Project Manager	Edie Holcomb	9/6/2005		9/13/2005	100%
	Status/Comment:	Fran Romano and Geri Santarelli are leading this work.				

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.6.2	Establish district vertical teams that include representation at each grade level and content area.		9/6/2005		10/13/2005	100%
	Status/Comment:	Three working groups have been established: Elementary Math, MS Math, HS Math. These tasks are being integrated with the ongoing cycle of K-12 Math curriculum review, development and materials adoption.				
IV.6.3	Establish essential concepts, procedures, and vocabulary (standards/benchmarks) for each grade level/course aligned with state assessments/frameworks.		10/3/2005	1/10/2006	4/6/2006	100%
	Status/Comment:	K-2 met 10/21/05, 11/11/05, 1/09/06 and established most essential benchmarks and key vocabulary. Grade 3-5 group met 10/24/05, 12/2/05 and established most essential benchmark (next step vocabulary). 6-8 group met 10/9/06, 12/7/05, and 1/18/06 and established most essential benchmarks and key vocabulary. 9-12 group met 11/04/05, 11/14/05, 12/09/05, 1/04/06, and 1/18/06 and established most essential benchmarks.				
IV.6.4	Select a uniform curriculum mapping and reporting process.		10/3/2005		11/8/2005	100%
	Status/Comment:	The Instructional Services Department has selected a uniform curriculum mapping process.				
IV.6.5	Map curriculum to insure that essential concepts, procedures and vocabulary are taught in sequence with suggested pacing.		3/2/2006	5/30/2006	8/30/2006	100%
	Status/Comment:	Pacing guides with essential concepts and vocabulary have been completed for grade 6, 7, 8, Algebra 1, Algebra 2, Discrete Math, Trig, Probability & Statistics, Math Analysis, and Calculus. K-5 pacing guides and vocabulary for 98-99 edition of Everyday Math.				
IV.6.6	Revise grade level/course scope and sequence based on adopted master curriculum maps.		3/2/2006	9/20/2006	8/30/2006	100%
	Status/Comment:	Scope and sequence has been developed for middle school math courses and high school math courses.				

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.6.7	Provide staff with access to updated curriculum scope and sequence.		5/2/2006	9/20/2006		80%
	Status/Comment:	High School and middle school math teachers were provided updated curriculum scope and sequence at the August 30th district inservice. K-5 is currently reviewing present curriculum scope and sequence to revise for new 07 edition.				
IV.6.8	Develop common assessments at all grade levels.		10/10/2005	9/20/2006		75%
	Status/Comment:	First quarter common assessments have been completed for middle school grade level courses and high school Algebra 1, Geometry, and Algebra 2. K-5 cumulative quarterly common assessments completed.				
IV.6.9	Pilot the common assessments and make necessary adjustments.		11/10/2006	6/1/2007		0%
	Status/Comment:	Middle and high school math teachers will review and make adjustments to quarter common assessment at 9/20 district inservice. Tests will be given for the first time at the end of quarter 1, 2006.				
IV.6.10	Implement common assessments.		11/11/2006	6/13/2007		0%
IV.6.11	Evaluate results of common assessments to make decisions regarding curriculum and instructional practices. - Classroom instructional staff evaluate at least quarterly. - Non-Classroom instructional staff evaluate periodically.		12/13/2006	6/29/2007		0%
IV.6.12	Address student achievement gaps with instructional materials or strategies.					0%
IV.6.13	Incorporate material and content revisions into textbook adoption cycle.		10/13/2005	2/27/2007		75%
	Status/Comment:	6-12 materials are presently being implemented, however, K-5 materials will not be implemented until Fall 2007 and aligned to most essential benchmarks.				

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.6.14	Inservice stakeholders on revised content and materials.		3/15/2006	9/28/2006		50%
	Status/Comment:	Middle school and high school math teachers will be inserviced on content and materials June 13, 14; August 30, and September 20. K-5 will be inserviced February 14, 2007 and May 16, 2007.				

Action Plan IV.7; **Specific Result:** Establish K-12 common grade level/course assessments for reading, writing, and language arts to insure that staff is implementing the District curriculum.

Administrator Responsible: Edie Holcomb

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.7.1	Assign a Project Manager.	Edie Holcomb	9/6/2005		9/13/2005	100%
	Status/Comment:	Teacher Consultants Dr. Maggie Sneed and Ms. Kristal Brandt will lead this work.				
IV.7.2	Establish district vertical teams that include representation at each grade level and content area.		9/6/2005		10/13/2005	100%
	Status/Comment:	Six working groups have been established: Elementary Reading, MS Reading, HS Reading, Elementary Writing, MS Writing, HS Writing				
IV.7.3	Establish essential concepts, procedures, and vocabulary (standards/benchmarks) for each grade level/course aligned with state assessments/frameworks.		10/3/2005	1/30/2007		98%
	Status/Comment:	All elementary teachers and principals and all 6-12 English staff have had an opportunity to review and respond to the ELA standards, benchmarks, and Most Essential Benchmarks. Standards, benchmarks, and most essential benchmarks approved by board June 2006 Began development of standard- and benchmark-specific glossary and instructional vocabulary				

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.7.4	Select a uniform curriculum mapping and reporting process.		5/24/2006	6/29/2007		20%
	Status/Comment:	Adapted curriculum mapping format to working with English/language arts standards and benchmarks				
IV.7.5	6Map curriculum to insure that essential concepts, procedures and vocabulary are taught in sequence with suggested pacing.		6/19/2006	12/22/2006		30%
	Status/Comment:	Groups of classroom teachers from across the district worked on this in June 2006.				
IV.7.6	Revise grade level/course scope and sequence based on adopted master curriculum maps.		6/19/2006	8/31/2007		30%
	Status/Comment:	Teachers representing kindergarten through fifth grade at Houghton Mifflin schools completed initial draft of this.				
IV.7.7	Provide staff with access to updated curriculum scope and sequence.		1/2/2007	6/1/2007		0%
IV.7.8	Develop common assessments at all grade levels.		10/10/2005	6/1/2007		50%
	Status/Comment:	K-5 writing assessment to be administered fall 2006--continuum analysis and administration protocol have been updated. Middle school and high school teachers will finalizing writing continuum and begin field trials.				
IV.7.9	Pilot the common assessments and make necessary adjustments.		1/10/2006	6/1/2007		50%
	Status/Comment:	K-5 writing assessments were piloted in fall '05 and spring '06. Middle and high school are currently in the process of piloting a common writing assessment in September 2006 (grades 6-9). Some K-5 reading assessments have been developed and will be introduced to the staff in September 2006. Reading common assessment will be field tested in 2006-07.				
IV.7.10	Implement common assessments.		9/11/2006	6/13/2007		10%
	Status/Comment:	K-5 writing assessments will be implemented in fall 2006.				

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.7.11	Evaluate results of common assessments to make decisions regarding curriculum and instructional practices. - Classroom instructional staff evaluate at least quarterly. - Non-Classroom instructional staff evaluate periodically.		11/1/2006	6/29/2007		10%
	Status/Comment: Pilot K-5 writing assessment evaluated by classroom teachers. Instructional practices are being adjusted.					
IV.7.12	Address student achievement gaps with instructional materials or strategies.		1/2/2007	6/2/2008		10%
IV.7.13	Incorporate material and content revisions into textbook adoption cycle.		9/2/2008	6/2/2009		0%
IV.7.14	Inservice stakeholders on revised content and materials.		9/2/2009	6/2/2010		0%

Action Plan IV.8; **Specific Result:** Establish K-12 common grade level/course assessments for science to insure that staff is implementing the District curriculum.
Administrator Responsible: Edie Holcomb

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.8.1	Assign a Project Manager.	Edie Holcomb	9/6/2005		9/6/2005	100%
	Status/Comment: Science Teacher Consultant Christine Pratt will lead this work.					
IV.8.2	Establish district vertical teams that include representation at each grade level and content area.	Edie Holcomb	9/21/2005		9/8/2006	100%
	Status/Comment: Three science curriculum teams (EL, MS, HS) made up of teachers from various schools have been established. Care was taken to ensure representation from as many schools as possible.					

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.8.3	Establish essential concepts, procedures, and vocabulary (standards/benchmarks) for each grade level/course aligned with state assessments/frameworks.	Edie Holcomb	11/16/2005	1/4/2007		50%
	Status/Comment:	This work is ongoing and will be completed in time for the piloting phase of the current curriculum adoption process.				
IV.8.4	Select a uniform curriculum mapping and reporting process.	Edie Holcomb	12/3/2007	12/3/2007		0%
	Status/Comment:	Science Curriculum mapping will occur in conjunction with the curriculum adoption process.				
IV.8.5	Map curriculum to insure that essential concepts, procedures and vocabulary are taught in sequence with suggested pacing.	Edie Holcomb	12/3/2007	1/4/2008		0%
	Status/Comment:	Science Curriculum mapping will occur in conjunction with the curriculum adoption process.				
IV.8.6	Revise grade level/course scope and sequence based on adopted master curriculum maps.	Edie Holcomb	11/2/2005	1/4/2008		0%
	Status/Comment:	This will occur in conjunction with the curriculum adoption process.				
IV.8.7	Provide staff with access to updated curriculum scope and sequence.	Edie Holcomb	1/4/2008	9/4/2008		0%
	Status/Comment:	This will occur after board approval of newly adopted materials.				
IV.8.8	Develop common assessments at all grade levels.	Edie Holcomb	9/15/2006	1/4/2008		0%
	Status/Comment:	Common assessments will be developed in conjunction with the curriculum adoption process				
IV.8.9	Pilot the common assessments and make necessary adjustments.	Edie Holcomb	1/4/2008	9/4/2008		0%
IV.8.10	Implement common assessments.	Edie Holcomb	9/4/2008	9/4/2008		0%

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	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.8.11	Evaluate results of common assessments to make decisions regarding curriculum and instructional practices. - Classroom instructional staff evaluate at least quarterly. - Non-Classroom instructional staff evaluate periodically. Status/Comment: This will be ongoing.	Edie Holcomb	9/4/2008	6/1/2010		0%
IV.8.12	Address student achievement gaps with instructional materials or strategies. Status/Comment: This will be ongoing.	Edie Holcomb	9/4/2008	6/1/2010		0%
IV.8.13	Incorporate material and content revisions into textbook adoption cycle. Status/Comment: This is currently being done and will occur again during the next adoption.	Edie Holcomb	9/5/2006	1/4/2008		0%
IV.8.14	Inservice stakeholders on revised content and materials. Status/Comment: This will be ongoing.	Edie Holcomb	9/13/2006	6/1/2010		0%

Action Plan IV.9; **Specific Result:** Establish K-12 common grade level/course assessments for social studies to insure that staff is implementing the District curriculum.
Administrator Responsible: Edie Holcomb

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.9.1	Assign a Project Manager. Status/Comment: Social studies teacher consultant Mark Hinterberg has been assigned to complete IV.9.	Edie Holcomb	11/15/2005		11/15/2005	100%

9/13/2006

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	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.9.2	Establish district vertical teams that include representation at each grade level and content area.		9/18/2006	1/31/2008		0%
	Status/Comment:	Teacher teams for middle school and high school will be established and work during 2006-2007. Elementary team will work during the 2007-2008 school year.				
IV.9.3	Establish essential concepts, procedures, and vocabulary (standards/benchmarks) for each grade level/course aligned with state assessments/frameworks.		9/18/2006	5/30/2008		10%
	Status/Comment:	Initial work on alignment with state assessments/frameworks has begun at high school and middle school and will be the focus for 2006-2007.				
IV.9.4	Select a uniform curriculum mapping and reporting process.		10/25/2005		11/8/2005	100%
	Status/Comment:	The Instructional Services Department has selected a uniform curriculum mapping process.				
IV.9.5	Map curriculum to insure that essential concepts, procedures and vocabulary are taught in sequence with suggested pacing.		11/16/2005	12/22/2008		10%
	Status/Comment:	Middle School social studies teachers completed first stages of mapping process June, 2006. Elementary and high school establish essential benchmarks, concepts, skills and essential questions during 2006-2007.				
IV.9.6	Revise grade level/course scope and sequence based on adopted master curriculum maps.		9/3/2007	3/31/2008		0%
IV.9.7	Provide staff with access to updated curriculum scope and sequence.		9/18/2006	6/30/2010		10%
	Status/Comment:	This is an ongoing process as drafts by each grade level and course are completed, reviewed, finalized and disseminated.				
IV.9.8	Develop common assessments at all grade levels.		10/1/2007	12/22/2008		0%

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.9.9	Pilot the common assessments and make necessary adjustments.		10/1/2007	12/22/2008		0%
IV.9.10	Implement common assessments.		9/1/2008	6/12/2009		0%
IV.9.11	Evaluate results of common assessments to make decisions regarding curriculum and instructional practices. - Classroom instructional staff evaluate at least quarterly. - Non-Classroom instructional staff evaluate periodically.		9/1/2009	6/1/2011		0%
	Status/Comment: This occurs on an ongoing basis to reflect the changing needs of our students.					
IV.9.12	Address student achievement gaps with instructional materials or strategies.		9/20/2006	6/10/2010		0%
	Status/Comment: This task will be done in collaboration with site-level planning of interventions for struggling students. (Strategy VII)					
IV.9.13	Incorporate material and content revisions into textbook adoption cycle.		9/1/2010	6/1/2011		0%
	Status/Comment: Per cycle in Board policy, this would be the regular time for Social Studies textbook adoption - pending funding.					
IV.9.14	Inservice stakeholders on revised content and materials.		9/1/2007	6/1/2011		0%
	Status/Comment: In-service is provided on an ongoing basis as content is revised and textbook adoption process is carried out.					
Action Plan IV.10;	Specific Result: Implement a District-wide common standard format for unit and lesson design in order to ensure the use of effective instructional strategies.					
Administrator Responsible:	Eddie Holcomb					

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
9/13/2006		School Year 2006-07				Page 22 of 27

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.10.1	Assign a project manager.	Edie Holcomb	4/20/2006	4/20/2006	4/20/2006	100%
	Status/Comment: Standard format for curriculum mapping was developed in 2005-2006 as the initial framework for instructional planning.					
IV.10.2	Establish a team of teachers and supervisors to review existing District unit and lesson design templates.	Edie Holcomb	9/1/2006	11/30/2006		50%
	Status/Comment: Existing templates will be solicited through elementary Resource Teachers, Middle School principals and Middle School monthly content meetings, and High School department leaders.					
IV.10.3	Develop an easy-to-use unit and lesson design format for use by all teachers.	Edie Holcomb	9/1/2006	5/31/2007		0%
IV.10.4	Provide a web based storage and retrieval system for access to unit and lesson templates.	Edie Holcomb	6/1/2007	9/30/2007		0%
IV.10.5	Train teachers and administrators on the implementation of the District format for unit and lesson design.	Edie Holcomb & Teacher Consultants	6/1/2007	10/31/2007		0%
IV.10.6	Implement the use of District standard format for unit and lesson design.	Edie Holcomb	9/1/2007	6/29/2008		0%
IV.10.7	Evaluate whether lesson design is being used effectively.	Edie Holcomb	6/1/2008	9/27/2009		0%

Action Plan IV.11; **Specific Result:** Establish a teacher evaluation process aligned with the Wisconsin Teacher Standards that is systematically and uniformly implemented.
Administrator Responsible: Sheronda Glass

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.11.1	Assign a Project Manager.	Sheronda Glass	8/27/2005	9/29/2006	9/29/2006	100%

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.11.2	Establish a District Professional Performance Assessments/Employee Evaluation Committee composed of key KUSD stakeholders.	Sheronda Glass	7/15/2005	8/15/2006	8/15/2006	100%
IV.11.3	Reassess current alternative professional performance assessments.	Sheronda Glass				0%
	Status/Comment: We will be looking at the Portfolio process and other alternatives during the 2006-07 school year.					
IV.11.4	Review and align the current Professional Performance Assessments with the Wisconsin's Teacher Development/Pupil Services Standards.	Roberta Aklain/Louise Mattioli	6/14/2004	8/29/2005	8/29/2005	100%
IV.11.5	Develop standardized rubrics for professional performance assessments.	Aklain/Mattioli/Glass	6/14/2004	8/29/2005	8/29/2005	100%
IV.11.6	Pilot standardized rubrics for professional performance assessments.	Glass	8/29/2005	6/12/2006		75%
IV.11.7	Establish an annual calendar of critical dates for conducting all Professional Performance Assessments.	Glass	8/25/2005	9/7/2006	9/7/2006	100%
IV.11.8	Train District administrators on the purpose of teacher supervision/evaluation in relation to improved teacher performance and enhanced student achievement.	Glass	8/29/2005	9/22/2005	1/12/2006	100%
IV.11.9	Train District administrators on the components of the evaluation process used for both probationary and non-probationary staff.	Glass	8/29/2005	9/22/2005	1/12/2006	100%

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Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.11.10	Train District administrators on effective methods to assist teachers/pupil services personnel in: - Use of data to set clear expectations and measurable goals for themselves and for their students; - Improving instruction to positively impact student learning; - Promoting life-long professional growth and development; - District Service; and - Effective Schools Model.					0%
IV.11.11	Train District administrators on how to effectively use the Professional Performance Assessments/Employee Evaluation rubrics during the evaluation process. Status/Comment: Ongoing	Glass	8/29/2005	9/22/2005	1/12/2006	100%
IV.11.12	Train District administrators and initial educators how to develop strong and usable Professional Development Plans.	Mattioli/Glass				0%
IV.11.13	Develop an annual performance assessment training schedule for all newly hired district administrators.	Mattioli/Glass				0%
IV.11.14	Develop an annual training plan to ensure that administrators continue to be trained on how to develop and review effective Professional Development Plans.	Mattioli/Glass				0%

Action Plan IV.12; **Specific Result:** Establish an evaluation process for licensed instructional administrators aligned with the Wisconsin Administrative Standards that is systematically and uniformly implemented.
Administrator Responsible: Sheronda Glass

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KUSD #1

Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.12.1	Assign a Project Manager.					0%
IV.12.2	Establish a District Administrative Professional Performance Assessments/Employee Evaluation Committee composed of key KUSD stakeholders.					0%
IV.12.3	Revise the current professional performance assessment tool to reflect instructional and instructional support administrative, supervisory and technical roles and responsibilities.					0%
	Status/Comment:					
IV.12.4	Review and align the current Professional Performance Assessments with Wisconsin's Administrative Standards.					0%
IV.12.5	Develop standardized rubrics for professional performance assessments.					0%
IV.12.6	Pilot standardized rubrics for professional performance assessments.					0%
IV.12.7	Establish an annual calendar of critical dates for conducting all Professional Performance Assessments.					0%
IV.12.8	Train District supervisors on the purpose of administrative supervision/evaluation in relation to improved administrative and school performance.					0%

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Action Plans and Steps

	Action Steps	Assigned To	Start	Dates Due	Complete	Percent Complete
IV.12.9	Train District supervisors on effective methods to assist building administrators in: - Use of data to set clear expectations and measurable goals for themselves and for their school; - Improving instruction to positively impact student learning; - District service and Effective Schools models.					0%
IV.12.10	Train District supervisors on how to effectively use the Professional Performance Assessments/Employee Evaluation rubrics during the evaluation process.					0%
IV.12.11	Train District administrators to develop strong and usable Professional Development Plans aligned with School Improvement Plans and District Strategic Plan.					0%
IV.12.12	Explain the process of Professional Performance Assessment to all District administrators including best-practice models and examples for effective schools.					0%
IV.12.13	Develop an annual performance assessment training schedule for all newly hired District administrators.					0%
IV.12.14	Develop an annual training plan to ensure that administrators continue to be trained on how to develop effective Professional Development Plans.					0%

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