



REGULAR MONTHLY BOARD MEETING

**November 24, 2009
7:00 P.M.**

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



KENOSHA UNIFIED SCHOOL BOARD

REGULAR SCHOOL BOARD MEETING

Educational Support Center

November 24, 2009

7:00 P.M.

AGENDA

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
 - Book Drive
 - WREA Girl's and Boy's Night Out Project Award
 - AWSA Exemplary Middle School
 - Wisconsin Promise Schools of Recognition
 - College Readiness 21 Unsung Heroes Award
- IV. Administrative and Supervisory Appointments
- V. Introduction and Welcome of Student Ambassador
- VI. Legislative Report
- VII. Views and Comments by the Public
- VIII. Response and Comments by the Board of Education
- IX. Remarks by the President
- X. Superintendent's Report
- XI. Consent Agenda
 - A. Consent/Approve Recommendations Concerning Appointments, Leaves of Absence, Retirements and ResignationsPage 1
 - B. Consent/Approve Minutes of 10/27/09, 11/3/09, And 11/9/09 Special Meetings And Executive Sessions, 10/27/09 Regular Meeting, and 11/2/09 and 11/3/09 Special MeetingsPages 2-16

SCHOOL BOARD AGENDA

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XI. Consent Agenda – Continued

- C. Consent/Approve Summary of Receipts, Wire Transfers and Check Registers.....Pages 17-18
- D. Consent/Approve Enhancing Education Through Technology Grant Pages 19-22
- E. Consent/Approve SAGE Waiver Request.....Pages 23-34

XII. Old Business

- A. Discussion/Action Transportation Contract.....Pages 35-36
- B. Discussion/Action Proposed Changes in Course OfferingsPage 37
(Also see link to appendices)
- C. Discussion/Action 2008-09 Summer School Report (Also see link to appendices) Pages 38-62

XIII. New Business

- A. Discussion/Action Bradford/Tremper Boys' BasketballPage 63
- B. Discussion/Action Donation to the District.....Page 64

XIV. Other Business as Permitted by Law

- Tentative Schedule of Reports, Events and Legal Deadlines For School Board (November-December)Page 65

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

Kenosha Unified School District No. 1
Kenosha, Wisconsin
November 24, 2009

The Human Resources recommendations regarding the following actions:

Action	Board Date	Code	Staff	Employee Last Name	Employee First Name	School/Dept	Position	Effective Date	Yrs of Svc	Salary or Hourly Rate	Reason	Step / Level	Letter or Contract
Appointment	11/10/09		Educ. Assistant	Eldridge	Kathleen	Mahone Middle School	Special Education	10/19/09	0	\$13.13	Appointment		Contract
Appointment	11/10/09		Instructional	McGonegle	Bridget	Lincoln Middle	Science / Math Teacher	10/19/09	0	\$36,177.00	Appointment	B Step 4	Letter
Appointment	11/10/09		Secretarial	Guerrero	Beatriz	KUSD Preschool	Secretary II (12 month)	10/19/09	0	\$16.87	Appointment		Contract
Separation	11/10/09		Service Employee	Schoor	Scot	Facilities	HVAC Mechanic	10/14/09	21	\$22.62	Separation		
Resignation	11/10/09		Educ. Assistant	Childers	Dortha	Frank Elementary	Noon Hour Supervisor	6/10/09	39	\$12.13	Resignation		Contract
Resignation	11/10/09		Service Employee	Chovan	Joseph M	Washington Middle	Night Custodian	11/6/09	13	\$18.87	Resignation		Contract
Leave of Absence	11/10/09		Instructional	Haerter	Andrea	McKinley Middle	Theater Arts Teacher	9/9/09		\$46,332.00	Leave of Absence	B+6 Step 10	Contract
Resignation	11/24/09	**	Secretarial	Alcalay	Nicole	Educational Support Center	Minority Academic Affairs	10/26/09	3	\$16.53	Resignation		Contract
Resignation	11/24/09	**	Instructional	Caloni - Hughes	Monica A	Harborside Academy / Brompton	Spanish Teacher	11/6/09	1	\$55,645.00	Resignation	M Step 12	Contract
Leave of Absence	11/24/09	**	Instructional	DeCabooter	Melissa	Washington Middle	Art	1/11/10		\$42,774.00	Child Rearing Yr. 1		
Appointment	11/24/09	**	Educ. Assistant	Milward	John T	Tremper High School	Security EA	11/2/09	0	\$13.13	Appointment		Contract
Appointment	11/24/09	**	Instructional	Hodges	Scott	KTEC	Technology Education Support	11/2/09	0	\$36,177.00	Appointment	B Step 4	Letter
Appointment	11/24/09	**	Miscellaneous	Duratinsky	Marion	Harborside Academy	Student Support	10/26/09	1	\$14.69	Appointment		Contract
Appointment	11/24/09	**	Miscellaneous	Becker	Angela	Information Services	Miscellaneous Computer Support	11/9/09	1	\$18.25	Appointment		Contract
Retirement	11/24/09	**	Instructional	Radigan	Ann	Forest Park Elementary	Grade 1	11/9/09	23	\$57,514.00	Early Retirement	B+24 Step 14	Contract
Separation	11/24/09	**	Instructional	Graczkowski	Gerald	Indian Trail Academy	Cross Categorical	11/6/09	5	\$49,794.00	Separation	M+30 Step 7	Contract
Retirement	11/24/09	**	Educ. Assistant	Heideman	Raymond	Tremper High School	Security	11/9/09	25	\$14.71	Early Retirement		

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD OCTOBER 27, 2009

A special meeting of the Kenosha Unified School Board was held on Tuesday, October 27, 2009, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:03 P.M. with the following members present: Mr. Fountain, Mr. Bryan, Mrs. Snyder, Mr. Ostman, Mrs. Taube and Mrs. P. Stevens. Dr. Mangi was also present. Mrs. R. Stevens arrived later.

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

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

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

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

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

1. Review Findings/Orders of Independent Hearing Officers

Mr. Jones arrived at 5:05 P.M. and provided Board members with information relating to four expulsions.

Mr. Jones and Dr. Mangi were excused at 5:11 P.M.

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

Mrs. Taube moved to concur with the recommendation of the hearing officer with respect to the second expulsion. Mrs. Snyder seconded the motion. Unanimously approved.

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

Mrs. Taube moved to concur with the recommendation of the hearing officer with respect to the fourth expulsion. Mr. Ostman seconded the motion. Motion carried. Mrs. P. Stevens dissenting.

Dr. Mangi returned to the meeting at 5:13 P.M.

Mrs. R. Stevens arrived at 5:14 P.M.

2. Board Deliberations or Negotiation for Investing Public Funds

Attorney Krawczyk arrived at 5:15 P.M. and updated Board members on the OPEB investment matter. A discussion followed.

Mr. Johnston and Attorney Krawczyk were excused at 6:25 P.M.

3. Collective Bargaining Deliberations

Board members discussed the status of collective bargaining deliberations with teachers.

Meeting adjourned at 6:50 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD OCTOBER 27, 2009

A regular meeting of the Kenosha Unified School Board was held on Tuesday, October 27, 2009, at 7:00 P.M. in the Board Room of the Educational Support Center. Mrs. P. Stevens, President, presided.

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

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

Dr. Mangi presented the AP Scholar Awards, the Badger Boy Awards, and the Badger Girl Awards.

Mrs. P. Stevens presented Resolution No. 282 – Resolution of Commemoration American Education Week 2009, which read as follows:

“WHEREAS, public schools are the backbone of our democracy, providing young people with the tools they need to maintain our nation's precious values of freedom, civility and equality; and

WHEREAS, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

WHEREAS, education employees, be they teachers, education support professionals, custodians, bus drivers, secretaries or administrators, work tirelessly to serve our children and communities with care and professionalism; and

WHEREAS, schools are community linchpins, bringing together adults and children, educators and volunteers, business leaders, and elected officials in a common enterprise, the Kenosha Unified School District No. 1 has celebrated American Education week for four decades;

NOW, THEREFORE, BE IT RESOLVED, that this expression of celebration commemorating the 88th annual American Education Week, November 15 through November 21, 2009, be adopted, and

BE IT FURTHER RESOLVED, that a true copy of this resolution be spread upon the official minutes of the Board of Education, and that a signed copy be printed in the school district's official newspaper of record.”

Mr. Fountain moved to approve Resolution 282 – Resolution of Commemoration American Education Week 2009 as presented. Mrs. R. Stevens seconded the motion. Unanimously approved.

There were no Administrative or Supervisory Appointments.

Mrs. P. Stevens introduced the Student Ambassador, Jaclyn Sanchez, from Indian Trail Academy and she made her comments.

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. Mangi gave the Superintendent's report.

The Board then considered the following Consent-Approve items:

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

Consent-Approve item XI-B – Minutes of the 9/15/09, 9/22/09, 9/28/09, 10/06/09 and 10/13/09 Special Meetings and Executive Sessions, 9/22/09 Regular Meeting, 9/14/09, 9/15/09 and 10/13/09 Special Meetings, and 9/15/09 Annual Meeting of Electors.

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

“It is recommended that receipt numbers CR039890 through CR040311 that total \$941,052.33 be approved.

Check numbers 438271 through 439381 totaling \$10,231,481.53 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 September 10, 106, 24, and 30, 2009 totaling \$2,780,174.23; to US Bank of Milwaukee dated 3, 15, and 17, 2009 totaling \$261,641.68 and to the Wisconsin Retirement System dated September 30, 2009 totaling \$968,879.26 be approved.”

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

“The United Way of Kenosha County is requesting a waiver of user fees for use of the Brass Community School multipurpose room on the evening of Wednesday,

October 14, 2009 for a summit titled "Focus 12 Point Plan For Closing the Black White Gap in Birth Outcomes: Undoing Racism". There would be no custodial fee since the event takes place during a weekday evening when a custodian is on duty.

The Kenosha Junior Woman's Club, Inc. is requesting a waiver of user fees for use of the Reuther auditorium on Friday, November 13th and Saturday, November 14th for a "Kenosha's Got Talent" event to raise funds for local charities. Rental fees for November 13-14 total \$561.00. Custodial fees will total approximately \$266.00.

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

At its October 13, 2009 meeting, the Audit/Budget/Finance Committee voted to forward the waivers to the full Board for consideration. Administration recommends Board approval of the United Way request for a waiver of rental fees in the amount of \$72.00 for use of the Brass Community School multipurpose room on October 14, 2009. Administration also recommends Board approval of the Kenosha Junior Woman's Club request for a waiver of rental fees in the amount of \$561 for use of the Reuther auditorium on November 13-14. However, it is not recommended that the custodial fees be waived. It is also recommended that the \$20 permit filing fee be the responsibility of each organization."

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

Dr. Mangi presented the Request to Administer the Search Institute Survey Profiles of Student Life: Attitudes and Behavior Grades 7-9 & 11 submitted by Ms. Patricia Demos, Community School Relations Manger; Mr. Joseph Kucak, Coordinator of Student Support; Ms. Kathryn Lauer, Director of Special Education; Mrs. Kathleen Barca, Executive Director of School Leadership; and Dr. Mangi, excerpts follow:

"The District's Safe and Drug Free Schools and Communities Program requests approval to administer the fourth Search Institute's *Profiles of Student Life: Attitudes and Behavior* Survey for District students in grades 7,8,9, and 11. This survey was implemented in 1999, 2002, and 2005. The community has used this information from the study in many ways; to revise programs in order to address problems students face, to assess strategies for positive youth development, to set program priorities, to affirm effective programs already in place, and to share with other youth-serving organizations in order to improve programs and services to our families and young people. Individual school reports provide important data, which assists in developing School Improvement Goals.

A District partnership in the planning, implementation, and funding for the survey has been secured with the Concerned Citizens Coalition and Kenosha County Department of Human Services. The cost of the individual student survey forms at \$2.00 and a District report at \$700 are being funded through the Drug Free Communities Support Grant awarded to the Concerned Citizens Coalition which serves

as the county-wide alcohol and drug prevention alliance. Individual school reports are available at \$500 per school report. The Coalition has contracted with the Kenosha County Department of Human Services as the fiscal agent.

At its October 13, 2009 meeting, the Curriculum/Program Committee approved forwarding the request to administer the survey to the full Board. Administration recommends that the Board approve the request to implement the fourth Search Institute: *Profile of Student Life Attitudes and Behavior* study.”

Mr. Ostman moved to approve the implementation of the fourth Search Institute: *Profile of Student Life Attitudes and Behavior* study. Mrs. R. Stevens seconded the motion. Unanimously approved.

Dr. Mangi presented the Curriculum and Instruction Materials Adoption – 6-12 Social Studies Update and Recommendation for Adoption Purchase submitted by Mr. Mark Hinterberg, Teacher Consultation: 6-12 Social Studies; Mrs. Vickie Brown-Gurley, Executive Director – Curriculum and Instructional Services; and Dr. Mangi, excerpts follow:

“The social studies adoption process current schedule is the study and preparation phase 2009 – 2010, pilot materials 2010, and recommends the purchase of materials January 2011.

The K-5 social studies will embed social studies materials as part of the reading adoption process. Nonfiction books on topics that meet student-reading levels will be pursued. The social studies materials will be provided as part of the reading adoption with the exception of grade 4. Grade 4 will pursue a textbook series for its study of Wisconsin. As a result of the K-5 social studies program working with the reading program, we will be discussing only 6-12 social studies adoption needs.

The K-5 reading/social studies adoption was granted a one - year extension that would put their implementation of new materials in the fall of 2011. The extension of the reading program puts their purchasing of materials and implementation in 2011 which is the same year that the 6-12 social studies is on track to purchase new materials. The K-5 reading/social studies would run concurrent with the 6-12 social studies purchase and implementation.

As early as last spring, there was a sense that the reading adoption may need more time to complete. As a result, the study and preparation phase of our social studies adoption process was initiated. During the spring of 2009, grade level and content teams were organized. Additionally, middle school and high school teachers were surveyed regarding the important elements of a new textbook series. From the information received from all social studies teachers grades 6-12, a criteria prompt was developed to evaluate the different textbook series. During the 2009 summer break, our teacher teams met and reviewed textbooks and supplemental materials. Resulting from

the summer work, we are currently piloting materials at grade 7, grade 8, grade 9 and grade 10. At the onset of the 2009-2010 school year, meetings were held with the government and politics, behavioral sciences, economics, and elective teachers and we have identified pilot materials and most of those materials have been delivered to the schools.

The social studies materials are approaching 10 years since the last adoption. The district has had increasing enrollments and we continue to incur additional cost of purchasing outdated materials. Additionally the materials are in poor condition, and large numbers of textbooks have to be rebound. Many of our textbooks have gone through multiple rebinding to the point of text being shaved off at the margins of the book. With the K-5 social studies imbedding materials as part of the reading adoption, we have the opportunity to spread the cost of purchasing social studies over a two-year period. The reading adoption has been granted a one-year extension thus creating no adoption spending for the 2009-2010 school year. There will be a cost saving by allowing the 6-12 social studies to purchase new materials in 2009-2010 instead of purchasing 6-12 social studies materials in either 2011 or 2012.

At its October 13, 2009 meeting, the Curriculum/Program Committee approved forwarding the proposed social studies adoption timeline change to the full Board for consideration. Administration requests that the Board approve the 6-12 social studies adoption timeline change from a two-year cycle to completion of the process in 1.5 years as reflected in the proposed timeline resulting in the purchasing of new social studies materials during the fiscal 2009-2010 school year.”

Mr. Fountain moved to approve the 6-12 Social Studies adoption timeline change from a two-year cycle to completion of the process in 1.5 years resulting in the purchasing of new Social Studies materials during the fiscal 2009-2010 school year. Mrs. Taube seconded the motion. Unanimously approved.

Dr. Mangi presented the Official 2009-2010 Third Friday Enrollment Report submitted by Ms. Renee Blise, Research Analyst; Ms. Linda Langenstroer, Coordinator of Research; Mr. Anderson Lattimore, Executive Director of Educational Accountability; and Dr. Mangi, excerpts follow:

“Annually, Administration provides the Kenosha Unified School Board with the District’s *Official Third Friday Enrollment Report*. The data contained in this report are also reported to the Wisconsin Department of Public Instruction (DPI) in its designated format. The School Board should note that this report contains only *enrollment* data and does not contain student membership data that are used to develop revenue projections and budgetary planning documents.

At its October 13, 2009 meeting, the School Board Personnel/Policy Standing committee reviewed and accepted the 2009-10 Official Third Friday Enrollment Report and recommended that it be forwarded to the full Board for review and acceptance. Administration recommends that the School Board review and accept the 2009-10 Official Third Friday Enrollment Report. The Office of Educational Accountability will continue to monitor enrollment and submit the 2010-11 Official Third Friday Enrollment Report to the School Board Personnel/Policy Standing Committee in October of 2010.”

Mr. Ostman moved to accept the 2009-10 Official Third Friday Enrollment Report, have the Office of Educational Accountability continue to monitor enrollment and submit the 2010-11 Official Third Friday Enrollment Report to the School Board Personnel/Policy Standing Committee in October of 2010. Mrs. R. Stevens seconded the motion. Unanimously approved.

Dr. Mangi presented the Four-Year Graduation Rate – Cohort Analysis submitted by Ms. Langenstroer, Mr. Lattimore, and Dr. Mangi, excerpts follow:

“Administration presented the first cohort analysis of graduation trends to the Kenosha Unified School Board beginning with school year 1994-95. This cohort analysis is the fourteenth annual report to the Kenosha Unified School Board. It provides a “base cohort” illustrating the progress of students from their initial assignment in the ninth grade until the end of summer school four school years later. Additionally, graduation “base cohort” groups were examined in terms of their progress during the year following their designated graduation year (fifth year).

At its October 13, 2009 meeting, the School Board Curriculum/Program Standing Committee reviewed and accepted the 2008-09 Four Year Graduation Rate-Cohort Analysis Report and recommended that it be forwarded to the full Board for review and acceptance. Administration recommends that the School Board review and accept the 2008-09 Four Year Graduation Rate-Cohort Analysis Report. The Office of Educational Accountability will continue to monitor graduation patterns and submit the 2009-10 Four-Year Graduation Rate-Cohort Analysis Report to the School Board Curriculum/Program Standing Committee in October of 2010.”

Mrs. R. Stevens moved to accept the 2008-09 Four Year Graduation Rate-Cohort Analysis Report and that the Office of Educational Accountability continue to monitor graduation patterns and submit the 2009-10 Four-Year Graduation Rate-Cohort Analysis Report to the School Board Curriculum/Program Standing Committee in October of 2010. Mr. Fountain seconded the motion. Unanimously approved.

Dr. Mangi presented the Formal Adoption of the 2009-2010 Budget submitted by Mr. Tarik Hamdan, Budget & Financial Analyst; Mr. Johnston; and Dr. Mangi, excerpts follow:

“The Public Hearing on the 2009-2010 Budget and the Annual Meeting was held on Monday, September 14, 2009, in the Tremper High School Auditorium. In addition, the Board of Education has reviewed the District’s budget changes and received public input at their meetings held in June and July. The Board adopted the preliminary budget assumptions on July 28, 2009.

Administration has met several times in September and October to review the status of the budget, based on the lower Equalized property value, revised General State Aid and the resulting change in the Revenue Limit. Administration was able to balance the \$4.1 million budget deficit created by the lower equalized property value by making the following changes to the budget.

An integral part of the budget development process is the disposition of unspent budget dollars at the end of the fiscal year. Historically, the District has prohibited the carryover of any administrative budget dollars to the next fiscal year. Starting in the 2002-2003 budget year, the Board approved the elimination of all discretionary carryover dollars from site budgets.

Normally as a result of the outstanding purchase orders that were encumbered and not fully expended as of June 30, 2009, there would be requests to carry dollars over to the next budget year. Based on a tremendous effort by all this past June, no encumbrance carryovers are being requested this year.

There are several additional items that are potentially carried over from year to year. Administration is requesting to carry over the following to the 2009-2010 fiscal year. Some of these have been previously reviewed or approved by the Board or the Audit, Budget and Finance Committee.

Attachment A delineates all of the requested carryover amounts by school. Column 3 is the requested carryover of unspent donations or mini-grants by school or department. Column 5 delineates the other requested carryovers, comprising the charter school carryover and the energy savings carryover.

The fiscal year 2009-2010 budget (Attachment C) is in the format recommended by the Department of Public Instruction (DPI) and includes all the approved budget assumptions contained in Attachment A. It is presented this evening for the Board to formally adopt.

The Kenosha Unified School District's budget for 2009-2010 continues to support all of the current instructional programs of the District. As always, the budget is developed and implemented with the ultimate goal of meeting the needs of all our students.

The budget has been prepared in accordance with the policy of budgeting and financial operations for the District and conforms to existing State of Wisconsin requirements as set forth by the state constitution, state statutes, and the Department of Public Instruction. It is always the desire of Administration to present the Board of Education an appropriate balanced budget, taking into consideration the beliefs, parameters and objectives of the Strategic Plan and the ongoing instructional and fiscal policies of the District.

It is requested that the Board of Education accept the following recommendations: approval of the 2009-2010 Budget Assumptions as presented in Attachment A; formally adopt the District's 2009-2010 budget using the accompanying budget adoption motion in Attachment D; direct Administration to prepare a class one legal notice to be published within ten (10) days of the modification whenever this adopted budget is modified; direct the Clerk of the Kenosha Unified School District, No. 1 to certify the property tax levy to be collected from the municipalities within the School District in the amount of \$73,225,062 for the General Fund, \$12,168,871 for the Debt Service Fund and \$1,881,240 for the Community Service Fund; direct Administration to certify the Board approved tax levy on or before November 6, 2009; and designate the

portion of the General Fund's fund balance at June 30, 2009 as Reserved for Working Capital that is not Reserved for Encumbrances.”

Mrs. Taube moved that the 2009-2010 budget for Kenosha Unified School District No. 1, as presented, for all funds to show expenditures, other revenues, and tax levies in summary form be adopted as set forth in the attached budget (Attachment C) in the format recommended by the Department of Instruction (DPI). Mr. Ostman seconded the motion. Motion carried. Mrs. P. Stevens dissenting.

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

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

Meeting adjourned at 9:00 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD NOVEMBER 2, 2009

A special meeting of the Kenosha Unified School Board was held on Monday, November 2, 2009, in the Board Room at the Educational Support Center. The purpose of this meeting was for discussion/action on the High School Attendance Area Recommendation.

The meeting was called to order at 7:00 P.M. with the following members present: Mrs. R. Stevens, Mr. Fountain, Mr. Bryan, Mrs. Snyder, Mr. Ostman, Mrs. Taube and Mrs. P. Stevens. Dr. Mangi was also present.

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

Dr. Mangi presented the High School Attendance Area Recommendation submitted by Mr. Patrick Finnemore; Director of Facilities; Mr. Anderson Lattimore, Executive Director of Educational Accountability; Mr. Daniel Tenuta, Executive Director of School Leadership; Mrs. Kathleen Barca, Executive Director of School Leadership; and Dr. Mangi, excerpts follow:

“The School Board directed Administration to form an Attendance Area Committee to develop new high school boundaries related to the expansion and renovation of Indian Trail High School and Academy at their February 24, 2009 regular meeting. A committee of volunteers from both within and outside the District was formed and began meeting in March of 2009; a list of committee members is included as the attachment to this report. Over the course of the past eight months, the committee developed a total of 29 boundary options and held four public hearings to solicit input from the public on the various options being considered.

Administration feels that both Option J1 and Option JH are excellent boundary options based on the seven criteria evaluated by the Committee. Option J1 was the highest scoring option of the seven considered by the Committee in the formal evaluation process, and Option JH was developed as a hybrid of Option J1 and the second highest scoring option, Option H. Option JH compares very well against Option J1 using the seven criteria having a very slight advantage overall. In addition, Option JH has a smaller amount of negative feedback from the public having less than 10 people speak out against it. Considering the three schools will serve approximately 5,700 students, the amount of negative feedback for either option is quite remarkable and reflects on the quality of work performed by the Committee. Administration could support either option, but in the end feels that Option JH is a slight improvement over Option J1.

Administration recommends Board approval of high school boundary Option JH as described in this report.”

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

Mr. Bryan moved to approve Option JH as described in the High School Attendance Area Recommendation report. Mr. Ostman seconded the motion. Unanimously approved.

Meeting adjourned at 8:09 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD NOVEMBER 3, 2009

A special meeting of the Kenosha Unified School Board was held on Tuesday, November 3, 2009, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:33 P.M. with the following members present: Mrs. R. Stevens, Mr. Fountain, Mr. Bryan, Mrs. Snyder, Mr. Ostman, Mrs. Taube and Mrs. P. Stevens. Dr. Mangi was also present.

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

Mrs. P. Stevens announced that an executive session had been scheduled to follow this special meeting for the purpose of Board Deliberations or Negotiations for Investing Public Funds.

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

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

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

1. Board Deliberations or Negotiation for Investing Public Funds

Mr. Johnston arrived at 5:34 P.M. and updated Board members on the OPEB investment matter. A discussion followed.

The Board recessed at 6:03 P.M. and reconvened at 7:25 P.M.

Discussion continued on the status of the OPEB investment matter.

Meeting adjourned at 7:57 P.M.

Stacy Schroeder Busby
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD NOVEMBER 3, 2009

A special meeting of the Kenosha Unified School Board was held on Tuesday, November 3, 2009, at 6:00 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of the meeting was for discussion/action on the Ratification of Teachers' Collective Bargaining Agreement and an Open Meetings Law Inservice.

The meeting was called to order at 6:05 P.M. with the following members present: Mrs. R. Stevens, Mr. Fountain, Mr. Bryan, Mrs. Snyder, Mr. Ostman, Mrs. Taube, and Mrs. P. Stevens. Dr. Mangi and Attorney Gilbert Berthelsen were also present.

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

Mr. Fountain, Mr. Bryan and Mrs. Snyder excused themselves from the meeting at 6:09 P.M.

Mrs. P. Stevens ask for a motion in reference to the Ratification of Teachers' Collective Bargaining Agreement.

Mrs. R. Stevens moved to ratify the proposed agreement between the District and the Kenosha Education Association (Teachers). Mrs. P. Stevens passed the gavel to Mrs. R. Stevens and seconded the motion. Motion carried. Mr. Ostman and Mrs. Taube abstaining.

Mr. Fountain, Mr. Bryan and Mrs. Snyder returned to the meeting at 6:11 P.M.

Mr. Berthelsen presented the Wisconsin Open Meetings Law Compliance Guide and a reference sheet containing closed session guidelines. He explained the purpose of the law and covered topics including entities that are governmental bodies, definition of a meeting, notice requirements, and closed session procedures/requirements. Board questions and discussion followed.

Meeting adjourned at 7:19 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD NOVEMBER 9, 2009

A special meeting of the Kenosha Unified School Board was held on Monday, November 9, 2009, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 4:06 P.M. with the following members present: Mr. Fountain, Mr. Bryan, Mrs. Snyder, Mr. Ostman, and Mrs. P. Stevens. Dr. Mangi and Mrs. Glass were also present. Mrs. R. Stevens and Mrs. Taube arrived later.

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

Mrs. P. Stevens announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Employment Relationship, Problems, Position Assignments, Compensation and/or Contracts and Collective Bargaining Deliberations.

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

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

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

Mrs. Taube arrived at 4:08 P.M.

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

Mr. Triplett, Ray and Associates, participated via telephone at 4:08 P.M. and updated Board members on the status of the Superintendent search. A discussion followed.

Mrs. R. Stevens arrived at 4:15 P.M.

Mr. Triplett concluded his presence via telephone at 4:40 P.M.

Board members discussed the status of a position assignment.

Meeting adjourned at 5:05 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
November 17, 2009

	From	To	Date	Amount
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Receipts:

Total Receipts	CR040312	CR041078	9/01/09 - 10/06/09	\$ 764,041.67
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Wire Transfers from Johnson Bank to:

First Natl Bank of Chicago/NationsBank	<i>(for federal payroll taxes)</i>		October 8, 2009	1,234,805.82
First Natl Bank of Chicago/NationsBank	<i>(for federal payroll taxes)</i>		October 16, 2009	130,355.91
First Natl Bank of Chicago/NationsBank	<i>(for federal payroll taxes)</i>		October 22, 2009	1,255,171.20
US Bank of Milwaukee	<i>(for state payroll taxes)</i>		October 1, 2009	1,182.95
US Bank of Milwaukee	<i>(for state payroll taxes)</i>		October 1, 2009	297,411.32
US Bank of Milwaukee	<i>(for state payroll taxes)</i>		October 15, 2009	908.14
US Bank of Milwaukee	<i>(for state payroll taxes)</i>		October 16, 2009	305,699.83
US Bank of Milwaukee	<i>(for state payroll taxes)</i>		October 29, 2009	691.39
Wisconsin Retirement System			October 30, 2009	1,104,873.67
Total Outgoing Wire Transfers				\$ 4,331,100.23

Check Registers:

General	439382	439940	October 2, 2009	2,364,578.87
General	439941	439947	October 2, 2009	6,762.00
General	439948	439962	October 9, 2009	5,419.19
General	439963	440264	October 9, 2009	3,382,586.45
General	440265	440272	October 13, 2009	1,050.16
General	440273	440281	October 14, 2009	1,340.86
General	440282	440622	October 16, 2009	429,782.24
General	440623	440629	October 21, 2009	513.00
General	440630	441061	October 23, 2009	6,685,768.56
General	441062	441077	October 23, 2009	5,474.68
General	441078	441078	October 23, 2009	500.75
General	441079	441088	October 26, 2009	1,956.67
General	441089	441094	October 27, 2009	58,049.82
General	441095	441099	October 27, 2009	11,529.44
General	441100	441403	October 29, 2009	323,036.76
General	441404	441410	October 30, 2009	54,657.20

Total Check Registers				\$ 13,333,006.65
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Administrative Recommendation

It is recommended that receipt numbers CR040312 through CR041078 that total \$764,041.67 be approved.

Check numbers 439382 through 441410 totaling \$13,333,006.65 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 October 8, 16, and 22, 2009 totaling \$2,620,332.93; to US Bank of Milwaukee dated October 1, (Two deposits, 10/1/09), 15, 16, and 29, 2009 totaling \$605,893.63 and to the Wisconsin Retirement System dated October 30, 2009 totaling \$1,104,873.67 be approved.

Dr. Joseph T. Mangi
Superintendent of Schools

William L. Johnston, CPA
Executive Director of Business

Eileen Coss
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

November 24, 2009

Enhancing Education Through Technology Grant

Due to the timing of the grant submission, School Board approval was not able to be obtained prior to the grant application deadline. Therefore, School Board approval is requested to accept and implement, if awarded, the Enhancing Education Through Technology Grant (Ed Tech) for the 2010-2011 school year. Enhancing Education Through Technology is a federal grant program. Kenosha is applying independently to improve reading/language arts academic achievement for ALL students through the use of integrated technologies. This grant attempts to replicate the current EETT high school grant to the middle school level next year. New this year is the unique approach to staff development occurring over summer at week-long technology academy.

Grant Title:

Enhancing Education Through Technology 2010-2011
“Differentiated Instruction Utilizing Innovative Implementation of 21st Century Skills and Technologies”

Consortium Grant Request: \$80,000

Grant Purpose:

The Kenosha project 2010-2011, “*Differentiated Instruction Utilizing Innovative Implementation of 21st Century Skills and Technologies*” will specifically address ongoing, sustained professional development through collaborative instructional high school teams focusing on the following four objectives: 1) improving student engagement through the use of integrated technologies; 2) differentiated reading and writing instructional strategies utilizing and embedding 21st Century Tools to bridge the gap between curriculum and students; 3) improving assessment practices while addressing reading levels that change due to interest, background or a changing bank of skills/strategies; 4) increasing proficiency in accessing, interpreting and using information to communicate effectively; embedded in the context of improving reading/language arts student achievement.

Collaborative target teams projected membership will include: 6 English Language Arts teachers, 6 library media specialists, 6 instructional technology teachers, , and approximately 600 students. This team will undergo ongoing sustained professional development. Overall there will be six target teams developed between the six middle schools in order to enhance existing instructional technology and acquire new instructional technology to support education reforms addressed by this project.

Grant Goals:

Goal 1: Educators will design teaching strategies and create learning environments that maximize the impact that technology has on learning for ALL students

Objectives:

Objective 1.1: By June 2010, student engagement will improve as measured by The Metiri Group student engagement study

Objective 1.2: By June 2010, pre/post teacher online survey results and lesson plan analysis will show increase in teacher ability to create learning environments with complex, challenging learning environments and authentic tasks in which students are part of, social negotiation and shared responsibility as a part of learning

Objective 1.3: By June 2010, teacher assessment practices documented in teacher lesson plans will improve as measured by grant assessment rubric

Objective 1.4: Teacher pre/post online survey results will show increases in teacher technology literacy

Goal 2: Students in grant target groups will improve their proficiency in 21st Century Skills and Wisconsin IT & L Standards

Objectives:

Objective 2.1: By June 2010, student work samples will show increased proficiency in accessing, interpreting and using information to communicate effectively

Grant Budget:

Instruction: Kenosha will purchase instructional technology equipment for the grant including hardware, software, and peripherals to increase accessibility to technology. Equipment purchases may include: a document camera and video projector, student response systems, a digital still camera and/or an interactive whiteboard for each team. Equipment upgrades will enhance the ability of the collaborative teams to incorporate 21st Century real world tools into classroom learning.

Support Services/Professional Development: Grant funds will be used to pay for facilitator stipends and for food and supplies needed for the professional development sessions at the summer academy. Funds will also be used to hire the grant evaluator and to pay for the Metiri and TAGLIT student and teacher surveys.

Relationship to District Strategic Plan and Goals:

The Enhancing Education Through Technology grant will meet the strategic plan and goals of the District by “training teachers to use effective instructional strategies that promote higher order thinking and hands-on learning experiences for all students.” The District’s approved 2008-011 Information and Technology Plan goals are to “increase educator proficiency in the use of information and technology literacy by integrating information and technology in to the curriculum, developing assessment strategies, and gathering and using assessment data” and to “use technology strategically to improve administrative processes and operations.”

Relationship to District Budget:

These funds cover items over and above the District budget.

District Staff Persons Involved in Developing/Implementing the Grant:

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

Mary Salani, Michelle Valeri, and Paul Irvine, Instructional Technology Teacher Consultants

Diane Kastelic, Library Media Teacher Consultant

Kristal Brandt, English/Language Arts Teacher Consultant

Administrative Recommendation:

At its November 10, 2009 meeting, the Curriculum/Program Committee voted to forward the Enhancing Education Through Technology Grant to the full Board for consideration. Administration recommends that the Board grant approval to accept and implement the Enhancing Education Through Technology Grant if awarded.

Dr. Joseph T. Mangi
Superintendent of Schools

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

Fiscal, Facilities and Personnel Impact Statement

Notes/Assistance provided in this dropdown menu

Title: **Budget Year:**

Department: **Budget Manager:**

REQUEST

We are requesting approval to submit and implement the Enhancing Education Through Technology Grant for the 2010-2011 school year. The total funding for this grant is \$80,000.

RATIONALE/ INSTRUCTIONAL FOCUS

The major goal of the grant is to increase improve reading/language arts academic achievement for ALL students through the use of intergrated technologies.

IMPACT

The Educational Technology grant provides training opportunitis and hardware for participating schools.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$18,000.00
200's	Fringes	\$2,000.00
300's	Purchased Services	\$8,100.00
400's	Non-Capital Objects	\$11,600.00
500's	Capital Objects	\$40,300.00
		\$0.00
	TOTAL	\$80,000.00

This is a one-time or a recurring expenditure

FUNDING SOURCES

Select Funding Sources:

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

November 24, 2009

SAGE Waiver Request

BACKGROUND

According to the Wisconsin Department of Public Instruction, the Student Achievement Guarantee in Education (SAGE) program was created to ensure improved student achievement through the implementation of four school improvement strategies:

- Reducing class size to no more than 15:1 in grades K-3;
- Extending learning opportunities and increasing collaboration between school and their communities by extending school hours;
- Implementing a rigorous curriculum focused on academic achievement; and
- Improving professional development.

The chart below lists the KUSD schools that receive SAGE funding based on the number of identified low-income students in grades K-3 as of the Official Third Friday Count in September:

Kenosha Unified School District No. 1 2009/2010 SAGE Schools			
School	3 rd Friday Enrollment (K-3)	N / % Low-Income (K-3)	SAGE Funds* (estimated)
Bose Elementary	230	139 / 60.4%	\$312,750
Brass Community	256	232 / 90.6%	\$522,000
Edward Bain School of Language & Arts	507	437 / 86.2%	\$983,250
McKinley Elementary	181	123 / 68.0%	\$276,750
Roosevelt Elementary	194	98 / 50.5%	\$220,500
Vernon Elementary	281	178 / 63.3%	\$400,500
Wilson Elementary	174	166 / 95.4%	\$373,500
Total	1,823	1,373 / 75.3%	\$3,089,250

*Schools receive state aid equal to \$2,250 for each low-income K-3 child. However, the Wisconsin Department of Public Instruction has informed the District that this allocation may be reduced by 2.5% or more.

DPI requires school districts that are not in compliance with the SAGE class size requirement of 15:1 (based on the Official Third Friday Count) to submit a SAGE waiver request to the Department of Public Instruction (DPI). The SAGE waiver must be approved by the Board of Education and should include factors that make it difficult to

meet SAGE requirements and the actions the district has taken or will take to meet the SAGE class size requirements. According to the Wis. Stats., s. 118.38, a waiver can be granted for four years; however, the DPI may impose specific conditions that must be met within the four-year waiver timeframe.

SAGE WAIVER REQUEST

For the past five years, Kenosha Unified School District has experienced an average increase in enrollment of 232 students based on the Official Third Friday Enrollment count. This continual increase in enrollment makes it difficult to meet SAGE requirements. The District’s staffing allocations are based on the number of students expected to enroll on the first day of school. The District tries to maintain the SAGE guidelines by shifting or adding staff based on the number of students enrolled at each grade level by building. However, it is becoming increasingly difficult to maintain SAGE guidelines because of the high mobility rate of our students and large number of families moving into the district. Enrollment in our SAGE schools is constantly fluctuating.

Kenosha Unified School District is requesting that a SAGE waiver is granted for one year (2009-2010) based on the Wis. Stats., s. 118.38. The following schools currently have classes at the K-3 grade levels over the required 15:1 student/teacher ratio based on the 2009 Official Third Friday Enrollment:

School	Grade	Enrollment
Bose Elementary	Grade 1	17
Brass Community	Grade 3	17
	Grade 3	17
Roosevelt Elementary	Grade 1	17
	Grade 1	17
	Grade 1	17
Vernon Elementary	Grade K	18
	Grade K	18

It is important to note the following:

Bose Elementary

- Approximately 8 students at Bose Elementary are pulled from the four 1st grade classes for small group instruction in reading and math ensuring that instruction in these subjects occur at a ratio of 15:1 or less.

Brass Community School

- Brass Community School currently employs Intervention Specialists as a function of its “Success for All Model” and as such has small group settings for both reading and mathematics. The usual size of the small group settings ranges between 8 and 10 students. To ensure that the needs in Grade 3 are met, an additional 1.0 FTE certified teacher Intervention Specialist was obtained through the use of Title I funding. For purposes of clarification, Brass Elementary School is classified as a “School Wide” Title One campus. Given that Brass Elementary is currently fully utilizing District and grant-funded Intervention Specialists (who are certified and “highly qualified” teachers), KUSD feels that the intent of the SAGE program is being met without a reassignment of staff member or the new addition of another classroom teacher to the Grade 3 sections listed above.

Edward Bain School of Language and Art

- All SAGE designated sections are in compliance. No waiver is requested for this school.

McKinley Elementary

- All SAGE designated sections are in compliance. No waiver is requested for this school.

Roosevelt Elementary

- Three (3) Grade 1 sections are currently out of compliance with 17 students in each section. The existing budget simply cannot fund another teacher at present; therefore, KUSD is requesting a waiver for these three (3) sections for this school year. The overall “Free and Reduced Lunch” rate for Roosevelt is 39.1%, but the enrollment patterns for the last several years has essentially been “flat” with very little growth.
- Roosevelt also serves as a “talent development” school for the District and KUSD is seriously considering shifting the SAGE designation for Roosevelt next school year to another school in the District with greater socio-economic need. Any accommodation that DPI can grant with respect to the three (3) Grade One sections noted above would be greatly appreciated by KUSD. The District acknowledges that if a waiver is granted for this school year that it would be solely for this school year based on existing parameters.

Vernon Elementary

- This school at present has two (2) Kindergarten sections out of compliance. KUSD has assigned an additional .49 ELL Kindergarten teacher to support small group reading and also to co-teach mathematics. This “highly qualified and certified” teacher will provide a minimum of 750 minutes of instruction in reading and mathematics weekly. This will result in the students being instructed in a small group setting 41% of their instructional time when figured on a weekly basis.
- This newly added resource will ensure that reading and mathematics instruction at that grade level occurs at or below the 15:1 student-teacher ratio.

Wilson Elementary

- All SAGE designated sections are in compliance. No waiver is requested for this school.

In order to meet SAGE requirements the District will continue to:

- Monitor and add staff as necessary in order to maintain SAGE guidelines
- Monitor guidance transfers and regulate the number of students coming into a building in order to maintain SAGE guidelines
- Focus on staffing Kindergarten appropriately each year in order to ensure SAGE enrollment guidelines will continue through grades 1, 2 and 3
- The District will continue to hire additional ESL itinerant teachers in an effort to allow ELL students to remain in their home schools, which will stabilize building enrollment across the District.

ADMINISTRATION RECOMMENDATION

At its November 10, 2009 meeting, the Curriculum/Program Standing Committee voted to forward the SAGE Waiver Request to the full Board for consideration. Administration recommends that the Board approve the SAGE Waiver Request as presented.

Dr. Joseph T. Mangi
Superintendent of Schools

Mr. Anderson Lattimore
Executive Director of Educational Accountability

Ms. Karen Davis
Executive Director of School Leadership - Elementary

Ms. Renee Blise
Research Analyst

SAGE Entitlement



Username: 2793_0050
School: 0050 Bose El
District: 2793 Kenosha

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Note:

- * Grayed out or italicized rows (if any) below indicate missing or incorrect data. To go back to entitlement form, [click here](#)
- * If you have a greyed out row, it may be due to not having your section numbers in sequential order, from Section 1 through N. Please look at each grade level's section numbers to ensure that they are listed in sequential order.
- * For your records, please print the entitlement form before submitting. To print entitlement form, [click here](#)
- * To submit entitlement form, choose **Submit Entitlement** menu option.

PROGRAM YEAR:		2009-2010 STUDY YEAR		PROGRAM MONTH:		OCTOBER	
SCHOOL DISTRICT:		KENOSHA		SCHOOL:		BOSE EL	
Grade	Section	FTE Teachers Count	Attendance Percentage	Enrollment Count	Low Income Student Count	Previous Low Income Student Count	Comments
Kindergarten							
	1	1	100	16	12	0	
	2	1	100	15	11	0	
	3	1	100	16	9	0	
First Grade							
	1	1	100	16	12	0	
	2	1	100	17	11	0	
	3	1	100	16	7	0	
	4	1	100	16	8	0	
Second Grade							
	1	1	100	15	5	0	
	2	1	100	15	9	0	
	3	1	100	14	8	0	
	4	1	100	13	7	0	
Third Grade							
	1	1	100	12	10	0	
	2	1	100	15	8	0	
	3	1	100	14	8	0	
	4	1	100	14	9	0	
Multi Age							
	1	1	100	6	5	0	Section 1 includes 3 First Grade, 2 Second Grade and 1 Third Grade student.

SAGE Entitlement



Username: 2793_0340
School: 0340 Brass El
District: 2793 Kenosha

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PROGRAM YEAR:		2009-2010 STUDY YEAR		PROGRAM MONTH:		OCTOBER	
SCHOOL DISTRICT:		KENOSHA		SCHOOL:		BRASS EL	
Grade	Section	FTE Teachers Count	Attendance Percentage	Enrollment Count	Low Income Student Count	Previous Low Income Student Count	Comments
Kindergarten							
	1	1	100	13	12	0	
	2	1	100	12	11	0	
	3	1	100	11	10	0	
	4	1	100	13	13	0	
	5	1	100	11	11	0	
First Grade							
	1	1	100	15	11	0	
	2	1	100	15	15	0	
	3	1	100	13	13	0	
	4	1	100	14	12	0	
	5	1	100	15	14	0	
Second Grade							
	1	1	100	15	15	0	
	2	1	100	13	12	0	
	3	1	100	15	12	0	
	4	1	100	14	13	0	
Third Grade							
	1	1	100	17	12	0	
	2	1	100	17	15	0	
	3	1	100	16	15	0	
	4	1	100	16	15	0	
Multi Age							
	1	1	100	4	1	0	Section 1 is a self-contained special education classroom with 1 2nd Grade, 1 4th Grade and 2 5th Grade students. The low income student reported is in 2nd Grade.

SAGE Entitlement



Username: 2793_0150
School: 0150 Edward Bain Sch of Lang art
District: 2793 Kenosha

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PROGRAM YEAR:		2009-2010 STUDY YEAR		PROGRAM MONTH:		OCTOBER	
SCHOOL DISTRICT:		KENOSHA		SCHOOL:		EDWARD BAIN SCH OF LANG ART	
Grade	Section	FTE Teachers Count	Attendance Percentage	Enrollment Count	Low Income Student Count	Previous Low Income Student Count	Comments
Kindergarten							
	1	1	100	16	14	0	
	2	1	100	14	14	0	
	3	1	100	16	12	0	
	4	1	100	15	13	0	
	5	1	100	14	14	0	
	6	1	100	16	13	0	
	7	1	100	16	16	0	
	8	1	100	14	12	0	
	9	1	100	12	10	0	
First Grade							
	1	1	100	16	13	0	
	2	1	100	16	16	0	
	3	2	100	32	22	0	
	4	1	100	16	13	0	
	5	2	100	28	27	0	
	6	2	100	26	25	0	
	7	1	100	15	14	0	
Second Grade							
	1	1	100	15	15	0	
	2	1	100	14	13	0	
	3	1	100	13	11	0	
	4	1	100	15	11	0	
	5	1	100	15	13	0	
	6	1	100	12	9	0	
	7	1	100	15	13	0	
	8	1	100	15	14	0	
Third Grade							
	1	2	100	26	19	0	
	2	1	100	14	12	0	
	3	1	100	12	11	0	
	4	1	100	13	12	0	
	5	1	100	12	11	0	
	6	1	100	15	10	0	
	7	1	100	13	11	290	
Multi Age							

	1	1	100	6	4	0	Section 1 includes 1 First Grade, 2 Second Grade, and 3 Third Grade students.

SAGE Entitlement



Username: 2793_0380
School: 0380 McKinley El
District: 2793 Kenosha

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[click here](#)

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* For your records, please print the entitlement form before submitting. To print entitlement form, [click here](#)

* To submit entitlement form, choose **Submit Entitlement** menu option.

PROGRAM YEAR:		2009-2010 STUDY YEAR		PROGRAM MONTH:		OCTOBER	
SCHOOL DISTRICT:		KENOSHA		SCHOOL:		MCKINLEY EL	
Grade	Section	FTE Teachers Count	Attendance Percentage	Enrollment Count	Low Income Student Count	Previous Low Income Student Count	Comments
Kindergarten							
	1	1	100	15	11	0	
	2	1	100	14	9	0	
	3	1	100	15	9	0	
First Grade							
	1	1	100	16	11	0	
	2	1	100	15	8	0	
	3	1	100	16	14	0	
Second Grade							
	1	1	100	16	8	0	
	2	1	100	15	9	0	
	3	1	100	16	12	0	
Third Grade							
	1	1	100	15	13	0	
	2	1	100	14	8	0	
	3	1	100	14	11	0	

SAGE Entitlement



Username: 2793_0460
School: 0460 Roosevelt El
District: 2793 Kenosha

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* For your records, please print the entitlement form before submitting. To print entitlement form, [click here](#)

* To submit entitlement form, choose **Submit Entitlement** menu option.

PROGRAM YEAR:		2009-2010 STUDY YEAR		PROGRAM MONTH:		OCTOBER	
SCHOOL DISTRICT:		KENOSHA		SCHOOL:		ROOSEVELT EL	
Grade	Section	FTE Teachers Count	Attendance Percentage	Enrollment Count	Low Income Student Count	Previous Low Income Student Count	Comments
Kindergarten							
	1	1	100	16	6	0	
	2	1	100	16	10	0	
	3	1	100	16	5	0	
First Grade							
	1	1	100	17	8	0	
	2	1	100	17	12	0	
	3	1	100	17	11	0	
Second Grade							
	1	1	100	14	8	0	
	2	1	100	13	4	0	
	3	1	100	14	7	0	
Third Grade							
	1	1	100	14	8	0	
	2	1	100	13	7	0	
	3	1	100	13	6	0	
	4	1	100	14	6	0	

SAGE Entitlement



Username: 2793_0600
School: 0600 Vernon El
District: 2793 Kenosha

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Note:

- * Grayed out or italicized rows (if any) below indicate missing or incorrect data. To go back to entitlement form, [click here](#)
- * If you have a greyed out row, it may be due to not having your section numbers in sequential order, from Section 1 through N. Please look at each grade level's section numbers to ensure that they are listed in sequential order.
- * For your records, please print the entitlement form before submitting. To print entitlement form, [click here](#)
- * To submit entitlement form, choose **Submit Entitlement** menu option.

PROGRAM YEAR:		2009-2010 STUDY YEAR		PROGRAM MONTH:		OCTOBER	
SCHOOL DISTRICT:		KENOSHA		SCHOOL:		VERNON EL	
Grade	Section	FTE Teachers Count	Attendance Percentage	Enrollment Count	Low Income Student Count	Previous Low Income Student Count	Comments
Kindergarten							
	1	1.17	100	18	12	0	
	2	1.16	100	18	9	0	
	3	1	100	16	9	0	
	4	1.16	100	15	8	0	
First Grade							
	1	1	100	14	7	0	
	2	1	100	12	9	0	
	3	1	100	15	12	0	
	4	1	100	14	8	0	
	5	1	100	14	10	0	
Second Grade							
	1	1	100	16	10	0	
	2	1	100	16	13	0	
	3	1	100	14	9	0	
Third Grade							
	1	1	100	14	9	0	
	2	1	100	14	8	0	
	3	1	100	15	8	0	
	4	1	100	14	10	0	
	5	1	100	15	8	0	
Multi Age							
	1	1	100	12	10	0	Section 1 has 6 Second Grade and 6 Third Grade Students.
	2	1	100	15	9	0	Section 2 has 15 Second Grade and 1 First Grade student. First Grader is a student with a disability which receives additional services from special education teacher in the classroom.

SAGE Entitlement



Username: 2793_0700
School: 0700 Wilson El
District: 2793 Kenosha

HOME | CHANGE PASSWORD | VERIFY ENTITLEMENT | SUBMIT ENTITLEMENT | TRAINING GUIDE | LOGOUT

Note:

* Grayed out or italicized rows (if any) below indicate missing or incorrect data. To go back to entitlement form, [click here](#)

* If you have a greyed out row, it may be due to not having your section numbers in sequential order, from Section 1 through N. Please look at each grade level's section numbers to ensure that they are listed in sequential order.

* For your records, please print the entitlement form before submitting. To print entitlement form, [click here](#)

* To submit entitlement form, choose **Submit Entitlement** menu option.

PROGRAM YEAR:		2009-2010 STUDY YEAR		PROGRAM MONTH:		OCTOBER	
SCHOOL DISTRICT:		KENOSHA		SCHOOL:		WILSON EL	
Grade	Section	FTE Teachers Count	Attendance Percentage	Enrollment Count	Low Income Student Count	Previous Low Income Student Count	Comments
Kindergarten							
	1	1	100	12	11	0	
	2	1	100	13	11	0	
	3	1	100	10	10	0	
	4	1	100	10	10	0	
First Grade							
	1	1	100	12	11	0	
	2	1	100	14	13	0	
	3	1	100	14	14	0	
	4	1	100	11	11	0	
Second Grade							
	1	1	100	13	13	0	
	2	1	100	14	14	0	
	3	1	100	12	10	0	
Third Grade							
	1	1	100	13	12	0	
	2	1	100	11	11	0	
	3	1	100	15	15	0	

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

November 24, 2009

TRANSPORTATION CONTRACT

Background:

The current 5-year transportation contract with First Student (formerly Laidlaw Transit) will expire in August of 2010. Administration evaluated the benefits of issuing a request for proposal (RFP) to solicit bids for transportation services versus negotiating a new contract with First Student. Based on recent transportation contract bid process results of other districts and our successful relationship with First Student, it was decided to pursue negotiations with First Student and to pursue them early so that there would be time for an RFP if acceptable terms could not be negotiated.

Representatives from KUSD and First Student began meeting in August, and over the course of two months have developed an agreement that is acceptable to both sides. The new agreement would have a 5-year term that would begin with the 2010-11 school year and run through the 2014-15 school year. The key terms to the agreement are:

Financial Terms:

A first year rate increase of 3.7% with 2.9% of that increase going towards the cost of raising the contract price of fuel from \$1.50 to \$2.50 per gallon. The remaining four years would have a rate increase of 2.5%. This compares favorably to the last contract which had a first year rate increase of 4% and similar 2.5% rate increases for years two through five.

Additional Services Provided:

As part of this contract, KUSD will receive several additional services from First Student as part of the financial terms summarized above. These additional services include:

- Addition of one full time staff member in the First Student Kenosha branch office to improve response time to phone calls from parents and schools and to assist the dispatchers.
- Installation of digital video cameras and digital video recording technology on every bus that serves KUSD and have that system fully operational by the start of the 2010-11 school year.

- Installation of a High-Definition Global Positioning System (HD GPS) on every bus that serves KUSD and have that system fully operational by the start of the 2010-11 school year (Note that First Student expects to have this system fully operational sometime during the 2009-10 school year). The HD GPS system will allow us to have real time information for all of the buses, automatic alerts for busses with excessive speeds, greater confirmation that bus safety checks are being performed, and historical data to help address complaints.
- An increase in the number of spare busses in the fleet serving KUSD which are used primarily to serve as replacements for busses in need of maintenance, but can serve other uses as well.

Contract Language:

There are a handful of contract language items that we are working on with First Student. These items range from the use of audio recordings as part of the video camera system, hiring and training of bus drivers, and insurance language. All of the language issues are relatively minor, but the agreement will not be finalized and signed by KUSD until all of the language issues are addressed to our satisfaction.

This report was brought before the Audit, Budget and Finance Committee at their November 10, 2009 meeting, and the Committee unanimously approved forwarding the report to the full Board for their consideration.

Administration Recommendation:

Administration recommends Board approval for the financial terms of the agreement and to authorize Administration to execute any and all documents related to this agreement.

Dr. Joseph T. Mangi
Superintendent of Schools

William L. Johnston, CPA
Director of Finance

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

Jeffrey Marx
Transportation Supervisor

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

November 24, 2009

PROPOSED CHANGES IN COURSE OFFERINGS

This report includes the recommended course proposals for the 2010-11 school year (Appendix A). The course proposals were submitted by staff at a number of schools as well as the Curriculum and Instructional Services teacher consultants.

Goals

1. To **add** courses needed to service student needs
2. To **delete** courses that are no longer used or needed
3. To **rename** courses to appropriate titles to reflect the focus and content of the course

Next Steps

1. To continue the process of "cleaning up" course offerings
2. To work with high school to ensure the coordinates of courses as well as course offerings
3. To explore the possibility of new courses that better meet the needs of our student population

Recommendation

At its November 10, 2009 meeting, the Curriculum/Program Committee voted to forward the proposed changes in course offerings to the full Board for review and approval. Administration recommends that the Board approve the proposed course changes as presented.

Dr. Joseph T. Mangi
Superintendent of Schools

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

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

Mrs. Christine Pratt
Teacher Consultant: Science

Mr. Greg Wright
Coordinator of Career and Technical Education

Mrs. Geraldine Santarelli
Teacher Consultant: 6-12 Math

Mrs. Kristal Brandt
Teacher Consultant: 6-12 English/Language Arts

Link to Appendices

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

November 24, 2009

2008-09 SUMMER SCHOOL REPORT

This report contains the following information regarding the 2009 Summer School program:

- Review of recommendations to be implemented during the 2009 Summer School program
- Review of the District Regional Site Plan
- Background and program overview regarding the implementation of and expectations for the 2009 Summer School program
- A summary of the 2009 Summer School program offerings and enrollment
- Findings from the Elementary and Middle School Extended-Year Reading and Math programs based on Wisconsin Knowledge and Concepts Examination (WKCE) test results
- Findings from the high school and other course offerings
- Budget impact of the 2009 Summer School program
- An appendix of mandated student statistics

Summer School 2009

The following recommendations were approved by the Board in February 2009 and were to be implemented for the 2009 Summer School program. An update and evaluation follows each recommendation.

Recommendation: It is recommended that the Forward Progress program for fifth grade students going to sixth grade continue at all middle school sites.

Update and Evaluation: The Forward Progress program moves fifth grade students to their middle school building to help ease the transition to middle school. While there was still some difficulty communicating student registrations between the various elementary buildings and the middle schools, the registration process was much improved from last summer's pilot program. The forwarding of student exemptions to the middle schools and access to the students' information in Zangle are areas that will be targeted for improvement in the 2010 Summer School session.

Recommendation: It is recommended that at the Elementary and Middle School Levels continue a configuration of the Summer School schedule that creates two sessions blocked into four-hour classes for 12 days each that works with families, students, and teachers to insure larger cooperation in the Summer School program, and that schools, whenever possible schedule both reading and math classes at each grade level during both sessions.

Update and Evaluation: The 4-hour/12-day block schedule was again used for reading and math classes. Washington Middle School asked and received permission to offer both this schedule and the 2-hour/24-day schedule for students that were mandated in both subjects.

As directed by the Board, a teacher survey was given during the first session to the 155 reading and math teachers at the elementary and middle school level and 117, or 75 percent, of the surveys were returned. The results of the survey are recorded in **Appendix S1**. While 47.41 percent said they had a positive experience working in this block schedule, more teachers, 54.15 percent, felt that the 2-hour/24-day program was a better academic schedule for students.

This survey also evaluated who taught summer school. Under the 4-hour/12-day block, it was hoped that more experienced district teachers would be willing to teach summer school. While 27.35 percent of Summer School teachers had 11 or more years of teaching experience in the district, this group represented only 12.82 percent of the Summer School teachers. A total of 13.68 percent had just finished their first year of student teaching, representing 17.09 percent of the summer staff. A total of 33.33 percent of the teachers had taught in the district between 1 and 5 years, and this group made up 50.43 percent of the summer teaching staff. (See **Appendix S2**.)

Recommendation: It is recommended that the Board begin a budgeting process with the Kenosha Education Association (KEA) to increase Summer School staff hourly rates to attract more qualified candidates to teach Summer School sessions.

Update and Evaluation: Discussion between the Summer School office and Finance resulted in a budget assumption to the superintendent of schools with projected cost increases. Since this is a bargaining issue between the Board of Education and the KEA, no further action was taken.

District Regional Site Partner School Plan Review

The district continued to use a Regional Site Partner-School Plan at the elementary level for the 2009 Summer School program. Middle level schools continued at their own buildings

with the implementation of the Forward Progress program. High school programs were again offered at Bradford High School, Indian Trail Academy, and Tremper High School. (See **Appendix S3.**)

The Elementary Regional Site Partner Schools for the 2009 Summer School session are listed in **Appendix S2** along with the unduplicated count of students attending each site. Changes to the regional site resulted with the opening of Brass Community School, which was allowed to operate on its own during summer 2009. A redesigned regional site program will be developed for the 2010 session.

Summer School Background

The goal of the Summer School Program is to provide interventions consistent with the approved curriculum and aligned to the Kenosha Unified School District Strategic Plan.

The objective of the Summer School Program is to help students who scored below the proficient level on the state standardized test increase achievement in reading and math at the elementary and middle school levels and to provide an opportunity for high school students to make up course credits and improve the graduation rate.

In addition Summer School provides enrichment activities in the areas of music, theater, art, world language, and instructional recreation.

Overview of Programs

HIGH SCHOOL

At the high school level, students had an opportunity to make up one-half to one full class credit. They could also obtain advanced course credit in physical education and health. Accelerated Independent Study (AIS) credits could be obtained at Reuther Central High School, Tremper High School, and Bradford High School. Students in the AIS program could make up multiple credits. An expanded eSchool program offered five classes, and enrollment more than doubled.

GETTING READY FOR KINDERGARTEN AND GETTING READY FOR FIRST GRADE

Getting Ready for Kindergarten and Getting Ready for First Grade classes were available for students at all elementary locations throughout the district. These programs ran 2-hour sessions, 4 days a week for 24 days, except at Edward Bain School of Language and Art and Brass Community School, where it was felt that a 4-hour session would more appropriately meet the

needs of the students. This program has become more academic than enrichment during the past five years, and teachers were provided academic materials in reading and math beginning in 2008.

ELEMENTARY ENRICHMENT PROGRAMS

Elementary Enrichment Programs were offered again in summer 2009; and a new program, Globe Trekkers, incorporating world language, was piloted at Nash Elementary School. This program was well received as indicated in the following email messages received by the Summer School office:

“I wanted to thank you for adding this wonderful program to the Summer School menu this year. My daughter and several friends enrolled in this class, and they are having so much fun learning new languages. They look forward to every day, and the teachers are really keeping the kids interested.”

"Thank you for making my daughter's summer a memorable one. She is already talking about next summer and what she wants to take. May you enjoy the rest of your summer!"

ESCAPE was also offered at Nash Elementary School, art and music were held at Edward Bain School of Language and Art, and Frank Elementary School offered a technology enrichment class. Enrichment classes were limited to these sites due to budget constraints.

INSTRUCTIONAL MUSIC

Instructional music labs were available for orchestra students beginning in third grade. Elementary students participated in the K-L elementary band program and in the beginning elementary strings program. The Cadet Strings program was available for middle school strings. Additionally, three marching bands rehearsed and performed this summer:

1. The Continental Band and Color Guard,
2. The Rambler Band, and
3. The Band of the Black Watch.

THEATER ARTS

Theater arts programs involving students in kindergarten through twelfth grade were again produced during summer 2009. The Lincoln Middle School Theater Arts program performed *Children of Eden*. The Bradford program, Kenosha Youth Performing Arts Company (KYPAC), presented *Honk! Jr.*

ELEMENTARY INSTRUCTIONAL RECREATION

Elementary instructional recreation programs in swimming, tennis, soccer, baseball/softball, and basketball were offered during summer 2009. Certified teaching staff developed lessons, and instruction was provided in each of these areas following the guidelines established in the physical education curriculum.

RECREATIONAL AND SUPERVISED SUMMER PLAYGROUND

Recreational and supervised summer playground was offered through the Recreation department and the 21st Century Community Learning Centers. Breakfast and lunch programs were provided at five sites:

1. Frank Elementary School,
2. Edward Bain School of Language and Art,
3. Strange Elementary School,
4. Brass Community School, and
5. Columbus Elementary School.

Harvey Elementary School provided a breakfast program.

EXTENDED-YEAR PROGRAMS: ELEMENTARY AND MIDDLE SCHOOL

The Extended-Year programs for elementary and middle school students grades 3 through 8 mandate students to attend Summer School in reading and math whose scale scores, using the Wisconsin Knowledge and Concepts Examination—Criterion Reference Test (WKCE—CRT), place them in the minimal and basic proficiency score range. Students in grades 1 and 2 are not tested and are recommended by their teachers. Principals may also mandate students to attend the extended-year program as a condition of promotion. Students who fail classes during the regular school year but are proficient on the WKCE are not a part of this program.

Summer School Goals

GOAL 1

All students will score in the proficient level of the WKCE in reading by 2010-11.
--

DISTRICT BENCHMARKS AND ACADEMIC INDICATORS: STUDENTS IDENTIFIED FOR MANDATORY EXTENDED-YEAR SUMMER SCHOOL READING— MINIMAL PROFICIENCY LEVEL ON WKCE IN GRADES 3 –8						
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Grade 3-5	5.95%	4.63%	3.97%	2.64%	1.32%	0%
Grade 6-8	7.42 %	6.49%	5.57%	3.71%	1.86%	0%

GOAL 2

All students will score in the proficient level of the WKCE in math by 2010-11.

DISTRICT BENCHMARKS AND ACADEMIC INDICATORS: STUDENTS IDENTIFIED FOR MANDATORY EXTENDED-YEAR SUMMER SCHOOL MATH— MINIMAL PROFICIENCY LEVEL ON WKCE IN GRADES 3 –8						
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Grade 3-5	18.36%	16.06%	13.77%	9.18%	4.59%	0%
Grade 6-8	12.81%	11.21%	9.61%	6.40%	3.20%	0%

Baseline data for the elementary reading and math benchmarks for grades 3, 4, and 5 was set based on the 2005 student Minimal Performance category of the WKCE—CRT in grade 4. At the middle level, grade 8 baseline data was used.

While the benchmark goals presented to the Board in the 2006 Six-Year Goals and Benchmarks for Academic Indicators included only those in the Minimal Proficiency category, students in both the Minimal and Basic Proficiency levels have been mandated to align with the district’s Strategic Plan. This plan calls for all students to meet or exceed the district- and state-identified proficiency levels in core academic areas no later than the 2010-11 school year.

Reading

A small percentage increase (.63 percent) can be seen in the elementary reading scores for students who scored in the Minimal Proficiency category and overall in both the Minimal and Basic Proficiency categories by 1.70 percent—possibly due to an increase of 169 new students to the district. For the first time since using the WKCE in all grades there has been a decrease in the percentage of students being mandated in both proficiency categories at grade 3—the first year that students are exposed to testing of this nature. At the middle level there was a .26 percent decrease in the Minimal Proficiency level and .77 percent in all mandated middle level students from 2008. (See **Appendix R1** and **R2**.)

With the new statistical data, comparisons can now be made of the same cohort group of students from year to year. The current grade 4 students scored 2.57 percent better in 2009 than

when these same students were in grade 3, and the current grade 5 students improved 1.41 percent since first taking the test. Current middle level students have also seen improvement from when they first started taking the test. Grade 6 students have improved 3.46 percent, grade 7 students have improved 3.88 percent, and grade 8 students have improved 3.87 percent since mandating in these two proficiency categories began four years ago. (See **Appendix R3.**)

African-American students showed a 1.14 percent increase in elementary students being mandated for summer school, while Hispanic students increased 3.34 percent from 2008. White students also showed an increase of 1.32 percent in the Minimal and Basic Proficiency categories. Those students considered to be "disadvantaged" improved by .94 percent. While the numbers of students being mandated did not show growth from last year there was an increase of 169 new elementary students. Additionally, many of the elementary buildings concentrated their 2009 intervention time on math, which showed vast improvements as will be noted later in this report. Middle level students improved in all ethnic groups with the largest improvement being 2.76 percent among our African-American students and an almost 1 percent decrease among disadvantaged students. (See **Appendix R4.**) **Appendix R5** shows the four-year WKCE comparison for each cohort group.

A total of 57.58 percent of the district's elementary level students and 55.73 percent of the district's middle level students with disabilities were mandated in 2009. There was decrease in grade 3 (1.88 percent) and grade 7 (3.99 percent). An increased effort has been made to provide special education support for these students during the summer. Students with disabilities are mainstreamed during the summer, as they are during the regular school year. The mandating of elementary students by gender shows a greater number of male students in all grades. Males also make up a greater percentage of students mandated with disabilities. (See **Appendix R6** and **R7.**)

Math

In 2009 a dramatic reduction in the number of students mandated in math in the Minimal and Basic Proficiency levels on the WKCE is found. Even though the elementary population has increased by over 400 students since first utilizing the WKCE in 2005, the number of students in the Minimal Proficiency level has been reduced by almost 200 students and 5.17 percent. While the student population at the middle school level has decreased, we have reduced the percentage of students being mandated in the Minimal Proficiency level by 2.15 percent. Every grade level, except grade 6, saw reductions at this proficiency level. Careful scrutiny of grade 6 students' progress is important, as this group represents the first students to take part in the Forward Progress program that moved fifth grade students into their middle school buildings to introduce them to the sixth grade math materials. (See **Appendix M1.**)

When reviewing data on all students mandated at the Minimal and Basic Proficiency levels, a significant reduction of 8.77 percent at the elementary level and 1.42 percent reduction at the middle level since 2005 are found. All grades recorded a percentage reduction from 2008, with the largest coming at grade 3 (7.56 percent) and the smallest at grade 6 (0.83 percent). (See **Appendix M2.**)

When reviewing students in the same cohort group, grade 4 recorded the largest reduction, with over 200 fewer students being mandated and a decrease of 11.66 percent. Grade 5 students have a 10 percent decrease since they first took the test when in third grade. Again, the only cohort group to record an increase in the percentage being mandated over last year was in grade 6. The WKCE statistical data for this year's sixth grade students will be carefully reviewed to see if adjustments need to be made to the Forward Progress curriculum. (See **Appendix M3.**)

Since utilizing the WKCE all ethnicity groups continue to record reductions in the percentage of students being mandated for Summer School in math. A total of 40.68 percent of the African-American elementary students were mandated in math for 2009 compared to 45.76 percent last year and 56.66 percent in 2005. African-American students being mandated in the Minimal Proficiency level has dropped 12.14 percent. At the middle level African-American students had a 2.03 percent reduction from last year and a 7.81 percent reduction since 2005. The Hispanic population has seen an overall reduction of 11.06 percent at the elementary level and a 7.81 percent reduction at the middle level. All ethnic groups had slight increases at grade 6 in 2009 compared to 2008, while all other grades had decreases in the percentage being mandated compared to last year. Grade 3 recorded the largest improvement in all ethnicity groups. Students considered economically disadvantaged also saw significant decreases in both levels of proficiency levels at the elementary and continue to show slight decreases at the middle level. Students considered not economically disadvantaged continue to out pace those who are by around 20 percent at both levels. (See **Appendix M4** and **M5.**)

Overall, female students at the elementary were mandated 22.38 percent compared to 21.07 percent for male students in math. At the middle level the mandate is reversed with 21.74 percent of the district's female and 23.02 percent of the district's male students being mandated. Both genders have improved by around 8 percent since WKCE testing began in 2005. Both genders at grade 4 improved about 12 percent over 2008, at grade 5 from 3 percent to 5 percent over 2008 and 1 percent to 2 percent at the middle level, except the male population at grade 6, which recorded a 2.51 percent increase.

We continue to mandate 47 percent to nearly 60 percent of the district's students with disabilities in math as compared to 15 percent to 19 percent of the district's students without disabilities. The percentage of students with disabilities averages in the mid-40 percent range in grades 3 and 4 and continues to rise in each succeeding grade. Overall, however, the percentage of students with disabilities being mandated has reduced by 15.36 percent since 2005; and there has been over a 10 percent decrease for these students in the Minimal Proficiency level. Grade 3 had a nearly 12 percent reduction over 2008; grade five, a 4 percent reduction; and grade 8, a 6 percent reduction. Grades 4, 6, and 7 had slight increases compared to the 2008 testing data. Students without disabilities recorded small decreases at all grade levels compared to 2008. (See **Appendix M6** and **M7.**)

Elementary and Middle Summer School Reading Report

Lindy Jones and Kassendra Oldani, Summer School reading consultants, prepared the following analysis for 2009:

Curriculum

Teacher reading resource binders provide information on the Summer School reading program and present the expectations and instruction needed for teaching a successful Summer School classroom. Furthermore, each grade-level binder offers the teacher a wealth of resources, such as pacing guides, lesson activities, and reproducible teacher forms. The teachers are provided with a teacher's manual and reproducible workbooks. Lessons include reading new text daily, reading familiar text daily, comprehension instruction, phonics or working with words, and a daily writing lesson. All grade levels are encouraged to create a Word Wall to build a reading and writing sight word vocabulary.

Elementary School

All elementary students in the district used Houghton Mifflin reading materials. The first and second grade students use *Early Success*. The third and fourth grade students use *Soar to Success*, with the exception of Brass Community School and Strange Elementary School, who used their own programs. These materials are designed to compliment the regular school year reading programs. Each set of materials consists of leveled nonfiction and fiction books. There are 7 books of each title with 30 titles in first and second grades and 18 titles in third and fourth grades. The readability level is approximately one grade level below the designated grade.

Instruction in first and second grades focuses on different strategies to aid in decoding new words. In addition, reading with expression, fluency, and comprehension strategies are developed. In third and fourth grade, decoding strategies are reviewed and applied to complex words. Strategy instruction focuses foremost on comprehension strategies and the use of graphic organizers to record and recall information read. All of the elementary schools recommended that extended-year students read 30 minutes a day, seven days a week outside of school. In addition, all students were required to write in a daily journal. Teachers used a writing rubric in order to assess student journal responses.

Reading Recovery teachers were provided and paid for through the Title I office at the Frank and Strange Elementary sites.

OTHER MATERIALS USED AT THE ELEMENTARY LEVEL

ESL/Spanish Language classrooms at Edward Bain School of Language and Art and Frank Elementary School used Houghton Mifflin materials and supplemented

instruction with their own resources. Some classes incorporated the reading of a novel for a whole-class reading experience. All classes were provided with a silent reading classroom library, including a plethora of fiction titles.

Middle School

All middle schools implemented *Scholastic Summer Success* in grades 6 and 7 with fifth grade using *Early Success*, the same program as the elementary students. Grade 8 took part in a program at the high school buildings called Early Start. Instruction for these students focuses on language arts skills, rather than reading, and centered on the district's Making-Thinking-Visible initiative.

Scholastic Summer Success is a comprehensive six-week program designed specifically for reluctant readers. The program utilizes whole group, small group, and independent reading as part of the instruction taking place each day. Students rotate through these centers and benefit from the varied instruction in a small group setting. The kit provides the teacher a small class library of 12 different titles with 5 copies of each title. Each student uses worksheets reproduced from a master workbook to practice the active reading strategies addressed during the day's minilesson. In addition, students use grammar worksheets to practice skill development.

Scholastic Summer Success not only addresses below-grade-level readers but also includes a writing curriculum that utilizes the 6 + 1 Traits model. With each daily lesson the students have a writing component with a culminating product by week's end. The program breaks down the writing piece into manageable segments for both teacher and student.

Lastly, *Scholastic Summer Success* provides a testing framework that unifies the middle schools' instruction with the assessment. The program provides not only pre and posttests but also weekly assessments that link directly to the skills taught over the course of the week. Students and teachers have a weekly assessment to help identify strengths, weaknesses, and areas of growth. The weekly assessments not only include the reading strategies taught but also contain a writing prompt for the students to respond to. This is an excellent link to the WKCE testing framework.

ADDITIONAL COMPONENTS

Silent Reading is an integral part of a comprehensive reading program. With this in mind all classes include a block of time devoted strictly to silent reading. Students are encouraged to read outside of the school day, but reading logs for home reading are not mandatory. Reading logs for silent reading done within the classroom are utilized. All teachers were given a silent reading library consisting of 50 books. The books are a combination of fiction and nonfiction.

Consultants

All four consultants, Lindy Jones, Hillary Ridolfi, Kassendra Oldani, and Jennifer Huber, shared the responsibility of supporting the reading teachers at each elementary and middle school site. Before Summer School began, a two-hour staff development was conducted to inservice new teachers on the current Summer School reading program. During Summer School the consultants visited their assigned sites, met with teachers, observed classrooms, modeled lesson when requested, and delivered requested materials. In addition, they prepared progress reports, teacher surveys, and inventories of materials to be sent to the schools. At the close of Summer School, the consultants collected surveys and inventory sheets.

Elementary and Middle Summer School Math Report

Hillary Ridolfi, Summer School math consultant, prepared the following analysis for 2009:

Elementary Curriculum

The current elementary Summer School math curriculum was developed as a reinforcement of the regular school year math program. This curriculum is based on the *Everyday Mathematics* program taught in the elementary school math classrooms during the regular school year. Summer School math teachers received a curriculum binder with lessons divided into six concept areas. Each of these concepts is taught during the course of two days under the current block schedule. The daily lessons are designed to last 240 minutes and are divided into the following daily components:

- Warm-up exercises,
- Lesson routines,
- Math games,
- Skills practice,
- Journaling, and
- Computer/Literature connection.

Math manipulative kits were provided to each teacher.

Middle School Curriculum

The middle school curriculum for the extended-year summer math program is based on the curriculum used during the school year, *Holt Mathematics*. New curriculum was built for the seventh and eighth grade middle school math students similar to the Forward Progress program created last year for the

upcoming sixth grade students. The Summer School office worked with and supported Curriculum and Instructional Services consultant, Geraldine Santarelli, who worked with a group of teachers during the school year to create this new curriculum. As in the elementary, every middle school summer math teacher received a curriculum binder with lessons divided into concept areas. The daily math lessons are designed to last 240 minutes and are divided into daily components:

- Warm-up exercises,
- Basic fact practice,
- Vocabulary,
- Math games,
- Guided practice,
- Technology lab,
- Problem solving,
- Journaling, and
- Reflection.

COMMENTS ON ELEMENTARY AND MIDDLE SCHOOL MATH

The Summer School final progress report, developed during the 2008 summer program, was used again this year. These reports have been revised to fit the new curriculum, matching their format to that used during the regular school year. New progress reports were created for middle school math that follows the elementary layout, and the reports will be used for the first time in 2010. The Summer School office is looking to purchase math manipulative kits for the middle school teachers to complete the revised math curriculum as was done at the elementary level in 2008. These kits will provide the middle school summer math teachers manipulatives to support the curriculum written this past school year.

CONSULTANTS:

During the 2009 Summer School math program, all four consultants shared the responsibility of supporting the math teachers at each elementary and middle school sites. Mrs. Jones led an inservice for new teachers involved in the four-hour math program for elementary schools. Ms. Ridolfi led an inservice for all new teachers involved in the four-hour math program for the middle schools. Additionally, the consultants inventoried and managed Summer School site materials and created progress reports for the 2010 Summer School program to align with the newly created curriculum.

2009 Participation in Extended-Year Reading Program

The 2009 elementary extended-year reading program mandated 1,100 students, compared to 968 mandated in 2008, representing an 8.8 percent increase. Of this total reported through the

district's student information system, 760 students were active in the Summer School program, an increase of over 130 students. All first and second grade Summer School students are recommended. A total of 283 first grade and 306 second grade students participated in summer 2009. At the middle school level, 802 students were mandated for the extended-year reading, compared to 853 in reading for 2008, representing a .94 percent decrease. Four hundred ninety middle school students, including eighth grade Early Start attended Summer School.

Building principals and teachers may exempt a student from the mandated program in reading if it is felt that the test score did not accurately reflect the student's ability, the student's performance showed significant growth through the end of the school year, or a special education Individualized Education Plan (IEP) exempts the student from Summer School. Exemptions are made during the final month of the school year and were to be recorded in the Student Information System, Zangle, for the first time. At the elementary level 162 students, or 15 percent, of the students were exempted. Students not active in the Summer School program and who have not been exempted are subject to retention based on the district retention policy. Some students opted for private tutoring, instead of attending Summer School, and were included in the exemption total. Thirty-five students moved prior to the start of Summer School. Based on grade level information, 67 percent, compared to 65.1 percent in 2008, of the students attended and completed extended-year reading, while 1.4 percent of the students were dropped from Summer School. A total of 13.7 percent did not attend. A larger percentage of ethnic minority students attended and completed the extended-year reading program than nonminority students. This is also true of economically disadvantaged students, which saw 70.5 percent of these students completing Summer School reading. There were a total of 442 new students to the district for the 2008-09 school year. Of that number, 25.6 percent were mandated to attend the extended-year reading program. Six hundred forty-seven students with disabilities were mandated; and 319, or 49.3 percent, attended Summer School for reading. A total of 31.8 percent of the students were exempted, and 17.9 percent did not attend. A total of 76.3 percent of the district's students without disabilities attended, 10.7 percent were exempted, and 11.4 percent did not attend. (See **Appendix R8**.)

2009 Participation in Extended-Year Math Program

The 2009 elementary math program had 1,103 mandated students for the extended-year math program, compared to 1,278 students in 2008. Of this total reported through the district's student information system, 784 students were active in the Summer School program, a decrease of 102 students from 2008. All first and second grade students are recommended since they are not tested. A total of 231 first grade and 279 second grade students participated in the 2009 math program, an increase of 185 students. At the middle school level, 1,051 students were mandated for the extended-year math, compared to 1,151 in 2008; and 696 participated in the Summer School program. Twenty-one students moved prior to the start of Summer School. Based on grade level information, 69.4 percent of the mandated students attended and completed extended-year math, a 2.2 percent increase from 2008. A total of 13.4 percent did not attend Summer School, while 18.5 percent of the students were exempted or obtained tutoring. A larger percentage of ethnic minority students attended and completed the extended-year math program than nonminority students. This is also true of economically disadvantaged students, which saw

71.5 percent of these students completing Summer School math, compared to 64.6 percent of students not economically disadvantaged. There was a total of 442 students new to the district in the 2008-09 school year. Of this total, 35.1 percent of the students were mandated to attend the extended-year math program. (See **Appendix M8**.)

Goal 3

Prekindergarten and kindergarten students will develop math and reading skills to prepare them for kindergarten and first grade.

Jennifer Huber, Summer School consultant, prepared the following analysis for 2009:

Curriculum

Teachers were given revised teacher Getting Ready resource binders, which were implemented for the second year in a row, for the Getting Ready for Kindergarten and Getting Ready for First Grade programs. These resource binders focus on the curriculum used during the regular school year as well as the kindergarten math and reading standards and benchmarks. The teacher binders include pacing guides, lesson plans, games, assessment tools, and reproducible teacher forms.

Getting Ready for Kindergarten and First Grade

The Getting Ready for Kindergarten and Getting Ready for First Grade class runs for either two-hour or four-hour sessions depending on site location. Brass Community School, Edward Bain School of Language and Art, and Frank Elementary School all had four-hour sessions; and the other sites had two-hour sessions.

All Getting Ready for Kindergarten and First Grade students in the district used Wright Group reading materials and Everyday Math Materials. These materials are the Summer School supplements from the publishers currently incorporated into the regular school year. The teachers are provided with a teacher's manual and reproducible workbooks. The Getting Ready for Kindergarten lessons include calendar activities, daily counting and weather activities, reading new text daily, reading familiar text daily, comprehension instruction, phonics, concepts of print, phonological awareness, vocabulary, number and letter identification and formation, daily writing and illustrating, and shape and color identification. The Getting Ready for First Grade lessons include calendar activities; daily counting and weather activities; reading new text daily; reading familiar text daily; comprehension instruction; phonics; concepts of print; phonological awareness; vocabulary; building word families; number, letter, and word identification and formation; daily writing and illustrating; and applying letter sounds, simple addition and subtraction, and identifying and knowing the value of coins.

ADDITIONAL COMPONENTS

In addition, learning CDs, math games, math and reading manipulatives, and a variety of black master activity books in reading and math were purchased for these classes and used. These additional materials for reading and math were purchased to better service the needs of these students. Principals will typically limit these classes to the minimum 15-student membership, with many classes averaging 12 to 13 students. According to the teacher surveys, teachers liked the new binders and materials and found them to be very beneficial. Teachers suggested that a class size of 15 or under should be enforced, that Summer School materials be made available to new teachers in advance to the inservice, and also that teachers have a longer prep between sessions to better prepare. Cesar Chavez Learning Station had their students entering kindergarten attend the neighborhood school that they would be attending at the start of the 2009-10 school year.

ATTENDANCE

	2005	2006	2007	2008	2009
GETTING READY FOR KINDERGARTEN	255	170	141	153	223
GETTING READY FOR FIRST GRADE	220	227	214	318	239
CHAVEZ KINDERGARTEN PROGRAM	32	72	53	21	NA

GOAL 4

Students in the elementary and secondary level special education programs will increase their participation in extended-year programs, and students with more acute needs will increase their skills in the four functional areas of domestic/daily life:

1. Recreation/Leisure,
2. Vocational/Community, and
3. Communication/Social skills through the Life, Learning, and Leisure Program.

Students with special education needs participated in all aspects of Summer School. Increased efforts have been made to provide special education support in all buildings. All Summer School sites hired special education teachers, and many sites were allowed to hire educational assistants depending on the special needs of the students in attendance. Three middle schools and one elementary site could not find certified special education teachers to work during the summer. Regular education teachers were hired as resource teachers to assist the

special education students and classroom teachers. While every effort has been made to help the regular and special education classroom teachers identify and address the individual needs of these students, this continues to be the largest concern of the teachers.

For students whose needs would be better addressed outside the traditional classroom, the Life, Learning, and Leisure Program is offered. The program was housed at Stocker Elementary School, Mahone Middle School, and Indian Trail Academy. Students of all ages participated in activities that focused on the skills that related to each student’s IEP. Field trips and special activities were afforded to these students and were funded through special education. Teachers and educational assistants were funded through Summer School. Students in this program are bussed to Summer School.

MANDATED SPECIAL EDUCATION STUDENTS GRADES ONE THROUGH EIGHT						
	READING			MATH		
	MANDATED	ATTENDED	PERCENT ATTENDED	MANDATED	ATTENDED	PERCENT ATTENDED
2007	689	268	39.0%	795	284	36.0%
2008	652	321	49.2%	693	362	53.3%
2009	653	319	49.3%	611	324	53.6%

Extended school year students whose IEP requires year-round support also participated in classes. These services focused on speech, occupational, and physical therapy (paid for through the Summer School budget).

GOAL 5

High school students will obtain advanced credits or retake failed course work toward graduation.

Students in high school who were credit deficient are the first priority in the summer high school program. AIS classes were offered at Bradford High School, Tremper High School, Hillcrest (housed at Bradford), and Reuther Central High Schools. AIS students may earn multiple credits. A large number of students took physical education classes. It was not difficult to find certified secondary staff to teach Summer School classes in 2009, with the exception of the intervention program, Early Start, for incoming ninth grade students. Because this program contains curriculum in both math and English, it is necessary for us to find certified teachers in these areas. The Phoenix Project, a program held at the Correctional Center, which offers course work-to school-aged incarcerated men and women the opportunity to complete their Iowa Tests of Educational Development (ITED), was not held this summer as the teacher was not available.

COMPARISON OF HIGH SCHOOL SUMMER SCHOOL ATTENDANCE									
SUMMER	ENGLISH	MATH	SOCIAL STUDIES	SCIENCE	PHY. ED.	HEALTH	YEAR BOOK	PHOENIX PROJECT	EARLY START
2007	144	104	81	70	427	NA	9	21	228
2008	137	94	80	14	445	49	30	16	297
2009	119	121	80	23	460	21	7	NA	276

AIS is offered and all subject areas are available for students who are credit deficient at Reuther Central High School, Bradford High School, and Hillcrest.

Eschool classes have been offered to allow students the opportunity to take new credit and/or make-up credit. Eschool students may earn two full credits during the summer.

ACCELERATED INDEPENDENT STUDY (AIS) and ESCHOOL ATTENDANCE					
SUMMER	BRADFORD	HILLCREST	TREMPER	REUTHER CENTRAL	ESCHOOL
2007	20	108	28	270	31
2008	57	117	43	177	93
2009	32	135	NA	171	181

GOAL 6

High School Special Education students that are at risk of becoming credit deficient will obtain credits through skill building work experience and independent study.

The Hillcrest Summer School program offered course work for students receiving special education services who were deficient in credits. The purpose is to provide a structure through which students can acquire credits toward graduation while benefiting from intensive instruction in the areas of academics, self-advocacy, and work experience. Students' participation in the Hillcrest program is reported as part of AIS.

GOAL 7

Elementary, middle and high school level students will develop and increase their individual and group performance skills at various levels for string, wind, and percussion.

The Summer School music program provides an instructional opportunity for students beginning at the third grade level with string instruments and at the fourth grade level with wind and percussion instruments. At the middle and high school levels, students advance their individual and group performance skills. Students participated in a concert performed for their families at the end of the summer session. A variety of activities and performances by the summer K-L Band, Continental Band, Rambler Band, and Band of the Black Watch occur throughout the summer providing an opportunity for students to perform for their families and community. All three bands played in the Verzal Memorial Concert at Tremper High School,

the Ice Cream Social at Kemper Center, and the Festival of the Arts and Flowers at Lincoln Park. The award-winning Band of the Black Watch entered their thirtieth season of competition. The Band of the Black Watch continued to provide a unique blend of musical precision and excitement for audiences throughout the country. This year the Band of the Black Watch appeared in the Fourth of July parades in Lake Bluff; Skokie; and Morton Grove, Illinois; the Kenosha Parade Civic Veteran's Parade; and performed the Star Spangled Banner at the Great Lakes Band Competition. The Black Watch performed a concert at the Kenosha Band Shell on July 12, 2009, and then departed for Dallas and San Antonio for a performance at the Fort Worth Stockyards in Texas. The Band of the Black Watch was directed by Karl Mueller and Katie Plavonick. The drum line instructor was John Stolfe. The guard instructors were Stephanie Baldwin and Kelly Usinger. The Black Watch Drum Major was Jackie Mack. The Color Guard sergeants were Rachael Crane and Megan Smith.

Orchestra Program. The summer orchestra program was staffed by four Kenosha Unified School District No. 1 orchestra teachers. The program consisted of beginner classes, an orchestra for first and second year players (cadets), and an orchestra for middle school students (advanced). Classes were run at Lincoln Middle School and Bradford High School. All the students performed in a concert at Reuther Central High School. The advanced orchestra also performed at the Kenosha Pops Band Concert and at the Kenosha Unified School District No. 1 Festival of Arts & Flowers.

SUMMER SCHOOL MUSIC ATTENDANCE							
YEAR	BEGINNING ELEMENTARY STRINGS	CADET ELEMENTARY STRINGS	ADVANCED STRINGS	K-L BAND	CONTINENTAL BAND	RAMBLER BAND	BAND OF THE BLACK WATCH
2007	147	95	79	110	45	83	152
2008	133	91	58	86	90	103	112
2009	196	88	65	96	100	138	88

GOAL 8

Elementary, middle, and high school students will develop skills related to a large theater performance.
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The theater arts summer program has become an area of pride for the community. The program at Bradford, known as the Kenosha Youth Performing Arts Company (KYPAC), was started in 1999 with 155 students participating and has developed into a major production featuring students from all public, private, and parochial schools. All students who register for the KYPAC summer show are given parts in the show. It features students from kindergarten through twelfth grade. A second program began in summer 2003 at Lincoln Middle School for the participation of students in fifth through eighth grade and now includes students in all grades. KYPAC performed *Honk Jr.*; Lincoln Middle School students performed *Children of Eden* during the 2009 Summer School session.

SUMMER SCHOOL THEATER ARTS ATTENDANCE		
YEAR	BRADFORD KYPAC PROGRAM	LINCOLN MIDDLE SCHOOL THEATER ARTS
2008	196	101
2009	171	55

GOAL 9

Students will progress through the established water safety-swimming program.

Two swimming programs were offered during the summer. One was an instructional program for students aged 6 to 14. The other was a competitive program for students aged 7 to 14. The instructional sessions met 12 days for 45 minutes and followed the Red Cross instruction and leveling system. Students in the competition program participated in meets throughout the immediate area.

INSTRUCTIONAL SWIM	2005	2006	2007	2008	2009
Number of Participants	1044	1048	1104	1156	1175

In 2005 Summer School added three other instructional elementary physical education camps in soccer, basketball, and tennis. Curriculum has been written and lessons are taught for children ages 6 to 11. In 2006 instructional baseball/softball was added. For 2009 there were 735 students participating in these instructional programs, an increase of 154 students.

GOAL 10

Students will have enriched activities through the 21st Century Community Learning Centers and Recreation departments.

The 21st Century Community Learning Center in partnership with the Boys and Girls Club of Kenosha and the University of Wisconsin—Extension facilitated a free summer program to 197 students. This program was funded primarily through the 21st Century Community Learning Center and the Kenosha Unified Recreation department and the Summer School office. Summer programs were located at Brass Community School, Edward Bain School of Language and Art, and Frank Elementary School. Enrollment was offered to Summer School students as well as others in nearby neighborhoods.

Activities that the students enjoyed in summer 2009 included academic games, silent reading time, and other activities with concrete learning objectives. Students participated in a variety of activities including a baseball league with a culminating field trip the Brewers stadium, swimming at Anderson Pool, learning to cook new foods and treats, completing many art projects, and a host of other activities, including rocketry, junior master gardeners, and other 4-H activities hosted by the University of Wisconsin—Extension office.

COMMUNITY LEARNING CENTER ATTENDANCE		
Brass	28 students total	21 Average Daily Attendance
Columbus	61 students total	40 Average Daily Attendance
EBSOLA	74 students total	49 Average Daily Attendance
Frank	34 students total	20 Average Daily Attendance

Budget Impact

The budget for the 2007-08 Summer School programs was \$1,036,737.80. Expenditures as of October 9, 2009, were \$1,085,085.27, leaving a negative balance in the Summer School budget of -\$48,347.46. The summer school revenue is part of the general fund account. Full budget information will be available for review to the Board as it becomes available to the superintendent. Budget information presented in this report is an estimate of expenses.

SUMMER SCHOOL FULL-TIME EQUIVALENT

The Wisconsin Department of Public Instruction allocates student aid for Summer School at 40 percent of the regular school year per full-time equivalent (FTE) students. The current per pupil Wisconsin Department of Public Instruction aid is \$9,862.84, giving Summer School \$3,945.13 per FTE. The summer 2009 average daily membership (ADM) accounted for 513 FTE as compared to 527 FTE in 2008. The 2009 Summer School session generated \$1,999,200.00. Distribution of this aid is divided over a three-year period.

Year	REGIONAL SITE LOCATIONS					
	2004	2005	2006	2007	2008	2009
Summer FTE	517.0	487.0	492.0	487.0	527.0	513.0
40 Percent	207.0	195.0	197.0	195.0	210.8	204.8
Three-Year FTE Average	221.0	213.0	200.0	196.0	211.0	204.0
2003 Three Year Average Prior to Regional Site						226.0

STAFF HIRING

The Summer School office coordinated the hiring of Summer School staff with the office of Human Resources. The Summer School office clerk worked in the Human Resources office on a limited basis during the months of March 2009 and April 2009 to help input data from Summer School applications to create a spreadsheet of available staff that could easily be integrated with the printing and mailing of summer staff contracts. At the beginning of April 2009, the Summer School office sent building sites a preliminary staff hiring form representing the number of staff who could be hired beginning May 1, 2009, based on a three-year enrollment average. Principals were to hire only from the spreadsheet prepared that included staff who turned in applications prior to April 15, 2009. This was designed to speed the process of hiring staff for the summer. As hiring began about 30 percent of the staff being requested by principals

had not submitted applications to Human Resources prior to the April 15, 2009, deadline request. This resulted in the Summer School coordinator having to input data, slowing the hiring process. This process is being reviewed again for 2010.

Staffing at the elementary and middle levels was increased from a teacher-student ratio of 13:1 in reading to 15:1 and 15:1 in math to 18:1. This increase resulted in very few classes below 10 students with most classes averaging 13:1 in reading and 15:1 in math. In a few classes that had 20 or more students, an educational assistant was hired to help the Summer School teacher. At the high school level, staffing in credit recovery classes averaged 18:1; and in physical education, 30:1. The only area to experience difficulty in the hiring of certified staff was the Early Start class, which places eighth grade students at the high school in a combination math and English class where the student may earn one-half elective credit. Staffing costs were \$759,297.50, including the Summer School office, a \$20,000 reduction from 2008.

SPECIAL EDUCATION

Support of special education staffing at all levels was again increased. Every building site hired at least one special education teacher, and a number of sites were allowed two full-time teachers. An increased number of special education assistants were hired for the expanded Life, Learning, and Leisure program and at elementary and middle school sites. An assistant was also hired to assist a special needs student involved in the summer theater programs. Staffing costs were \$148,528.23, an increase of \$6,200 from 2008. An additional \$13,500 was spent from the Project 000 accounts for the five teachers used as resource teachers to assist special needs students.

BUSSING

Summer School provided bussing for students in the Life, Learning, and Leisure program at their three sites; students with an extended-school-year program at Chavez, and to individual students whose needs required bussing to other sites at all grade levels. Hillcrest students were housed at Bradford in summer 2009 and received bus passes. Bussing cost for 2009 was \$126,297.50, an increase of about \$10,000 from 2008.

The budget for the 2008-09 Summer School programs was \$1,036,737.80.

FACILITIES

	2007	2008	2009
Summer School	(\$24,590.00)	(75,209.00)	(48,347.46)
Facilities	\$96,402.00	\$107,104.00	\$105,248.00
Total Savings	\$71,812.00	\$31,895.00	\$56,900.54

Facilities savings costs are based on a permanent reduction of \$85,000, previously used to hire additional staff for cleaning the buildings and savings from utilities from schools that were not open due to the regional site plan over the previous year.

2009 Summer School Expenditures

KEY	OBJ	OBJ DESCRIPTION	BUDGET	YTD 09/08/09	BALANCE 09/08/09
9991100000	2113	Perm FT teachers (Undiff./Various: high school, GRFK, GRFFG)	\$154,000.00	\$157,671.21	(\$3,671.21)
9991220000	2113	Perm FT teachers (Reading EYR)	\$130,000.00	\$131,031.00	(\$1,031.00)
9991240000	2113	Perm FT teachers (Math EYM)	\$150,000.00	\$147,874.50	\$2,125.50
9991430000	2113	Perm FT teachers (PE, Recreation)	\$30,000.00	\$34,357.50	(\$4,357.50)
9991613000	2113	Perm FT teachers (Co-Curric:Theater)	\$14,000.00	\$17,898.40	\$(3,898.40)
9992130000	2113	Perm FT teachers (Guidance)	\$12,000.00	\$11,650.58	\$349.42
9992222000	2113	Perm FT teachers (Library)	\$15,000.00	\$14,076.00	\$924.00
9991100000	2114	Perm FT teacher consultant (L&L, Music, CLC)	\$15,000.00	\$6,817.25	\$8,182.75
9991220000	2114	Perm FT teacher consultant (READING)	\$7,500.00	\$7,365.75	\$134.25
9991240000	2114	Perm FT teacher consultant (MATH)	\$7,500.00	\$4,754.50	\$2,745.50
9992410000	2114	Perm FT teacher consultant (Summer School Coordinator)	\$15,000.00	\$12,311.25	\$2,688.75
9991220000	2115	Perm FT other professionals (Reading: curric writing)	\$1,500.00	\$0.00	\$1,500.00
9991240000	2115	Perm FT other professionals (Math: curric writing)	\$1,500.00	\$0.00	\$1,500.00
9991100000	2143	Temp Pt sub/teach (All teacher substitutes)	\$35,000.00	\$33,625.13	\$1,374.87
9992410000	2147	Temp PT secretary (Principals' Clerks)	\$35,000.00	\$30,423.67	\$4,576.33
9991100000	2149	Temp PT (undiff. Ed. Assistant: ESCAPE, and non-special ed.)	\$8,000.00	\$10,939.80	(\$2,939.80)
9991430000	2149	Temp PT ed assistants (Swimming assistants)	\$17,500.00	\$18,009.07	(\$509.07)

KEY	OBJ	OBJ DESCRIPTION	BUDGET	YTD 09/08/09	BALANCE 09/08/09
9991613000	2149	Temp PT ed assistants (Academic. Co- curricular Assistants: Theater)	\$5,000.00	\$3,788.85	\$1,211.15
9992222000	2149	Temp PT ed assistants (Library Assistant)	\$5,000.00	\$0.00	\$5,000.00
9992537000	2149	Temp PT ed assistants (Security)	\$10,000.00	\$8,348.56	\$1,651.44
9991100000	2171	Add'l pay-extra assignment (Undiffer., Dept. Chair: Lead Teacher Pay)	\$2,500.00	\$0.00	\$2,500.00
—	—	Benefits	\$87,297.50	\$77,656.40	\$9,641.10
Prj 000 Local		Salaries and Benefits	\$758,297.50	\$728,599.42	\$29,698.08
9992140000	2313	Pupil services (Nurses Contract)	\$20,000.00	\$19,727.00	\$273.00
9992410000	2343	Empl in-dist mileage. Mileage Reimbursements)	\$300.00	\$582.11	(\$282.11)
9992410000	2353	Postage (Mailing: Contracts/report cards)	\$250.00	\$658.48	(\$408.48)
KEY	OBJ	OBJ DESCRIPTION	BUDGET	YTD 09/08/09	BALANCE 09/08/09
9991220000	2354	Printing/copying (Reading)	\$1,500.00	\$705.34	\$794.66
9991240000	2354	Printing/copying (Math)	\$5,000.00	\$4,791.59	\$208.41
9992410000	2354	Printing/copying (Coordinator: Brochure; other)	\$5,000.00	\$2,666.39	\$2,333.61
Prj 000 Local		Purch Services	\$32,050.00	\$29,130.91	\$2,919.09
9991100000	2411	General supplies (undiff. Supplies: Use for buildings)	\$19,647.18	\$13,777.44	\$5,869.74
9991220000	2411	General supplies Reading	\$2,500.00	\$0.00	\$2,500.00
9991240000	2411	General supplies Math	\$2,500.00	\$0.00	\$2,500.00
9992410000	2411	General supplies Coordinator	\$1,500.00	\$11,442.27	(\$9,942.27)
9991100000	2450	Objects for resale	\$0.00	(\$0.37)	\$0.37
Prj 000 Local		Supplies	\$26,147.18	\$25,219.34	\$927.84
Prj 000 Local		Capital			
Prj 000 Local		Grand Total	\$816,494.68	\$782,949.67	\$33,545.01

KEY	OBJ	OBJ DESCRIPTION	BUDGET	YTD 09/08/09	BALANCE 09/08/09
Accelerated Independent Study					
9991100704	2113	Perm FT teachers AIS Teachers	\$45,000.00	\$23,283.00	\$21,717.00
9991100704	2143	Temp Pt sub/teach AIS Subs	\$0.00	\$679.50	(\$679.50)
		Benefits	\$5,962.50	\$3,161.21	\$2,801.29
Prj 704 AIS		Salaries and Benefits	\$50,962.50	\$27,123.71	\$23,838.79
Special Education					
9991520111	2113	Perm FT teachers (EC-don't count in summer school numbers)	\$2,500.00	\$3,119.40	(\$619.40)
9991561111	2113	Perm FT teachers (HI services)	\$1,750.00	\$1,821.60	(\$71.60)
9991566111	2113	Perm FT teachers (Speech-Lang. Path)	\$3,000.00	\$2,196.00	\$804.00
991580111	2113	Perm FT teachers	\$0.00	\$1,350.00	(\$1,350.00)
9991580111	2113	Perm FT teachers (Spec. Ed. Cross categorical)	\$44,000.00	\$72,827.80	(\$28,827.80)
9991580111	2114	Perm FT teacher consultant	\$0.00	\$6,876.50	(\$6,876.50)
9991580111	2143	Temp Pt sub/teach (use reg. Ed. Sub. Number)	\$0.00	\$90.00	(\$90.00)
9991591111	2149	Temp PT ed assistants (Spec. Ed. Assistants)	\$32,000.00	\$40,554.20	(\$8,554.20)
9991566111	2171	Add'l pay-extra assignment	\$0.00	\$4,265.64	(\$4,265.64)
		Benefits	\$11,030.63	\$15,397.39	(\$4,366.76)
9991566111	2353	Postage	\$0.00	\$29.70	(\$29.70)
Prj 011 Sped Aided		Salaries and Benefits	\$94,280.63	\$148,528.23	(\$54,247.60)
KEY			OBJ	OBJ DESCRIPTION	BUDGET
Special Education Bussing/Bus Passes					
9992565119	2341	Pupil bus travel	\$75,000.00	\$126,483.66	(\$51,483.66)
Prj 019 Sped Non-Aided		Purchased Services	\$75,000.00	\$126,483.66	(\$51,483.66)
Prj 019 Sped Non-Aided		Grand Total	\$75,000.00	\$126,483.66	(\$51,483.66)
ALL PROJECTS		GRAND TOTAL	\$1,036,737.81	\$1,085,085.27	(\$48,347.46)

2009-10 Summer School Recommendations

<p>Recommendation: It is recommended that Leadership Council be given the authority to review and adjust the scheduling of classes at the elementary and middle school levels after a full review of all data.</p>

<p>Rationale: More study and discussion between Leadership Council and School Leadership needs to take place to fully evaluate the 4-hour 12-day block, the 2-hour 24-day class schedule, or any other time schedule that might be best for students.</p>
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<p>Recommendation: It is recommended that no fees be charged for students <u>that are recommended by their teachers</u> for the Getting Ready for Kindergarten and the Getting Ready for First Grade classes.</p>
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<p>Rationale: While the “getting ready” classes originally started as enrichment, the district increasingly sees the students enrolled in these classes being recommended by early childhood and kindergarten teachers. Removal of the fees for these students will place these classes in line with the reading and math programs at the elementary level where no fee is charged.</p>
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Recommendation

At its November 10, 2009 meeting, the Curriculum/Program Committee voted to forward the 2008-09 Summer School Report and 2009-10 Summer School Recommendations to the full Board for consideration. Administration recommends that the Board approve the 2008-09 Summer School Report and 2009-10 Summer School Recommendations as presented.

Dr. Joseph Mangi
Superintendent of Schools

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

Mr. Joseph Banaszynski
Summer School Coordinator

Link to Appendices

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

November 24, 2009

BRADFORD/TREMPER BOYS' BASKETBALL

BACKGROUND

Bradford and Tremper boys' basketball teams have the opportunity to play in a Basketball Classic called NY2LA (New York 2 Los Angeles). The competition will be against other high school teams in the state of Wisconsin. There is no cost to our teams to play in this Classic, however, according to WIAA Rules, approval by the School Board is required. The specific rule is from the WIAA Bylaws—Article II, Section 5-d, which states: **A school shall not participate in contests conducted by a nonschool person, group or organization, including school club teams, YMCA American Legion, etc, unless such participation is approved by the Board of Education or the governing body of all participating institutions.**

This request is coming from the basketball coaches and athletic directors at Bradford and Tremper High Schools.

RECOMMENDATION

Administration recommends that the School Board approve the request of the Bradford and Tremper Boys' Basketball Teams to play in the NY2LA Basketball Classic during the 2009 winter break.

Dr. Joseph T. Mangi
Superintendent of Schools

Vickie Brown-Gurley
Executive Director of Curriculum and Instruction

Scott Lindgren, CMAA
Coordinator of Athletics

Steve Knecht, CAA
Assistant Principal and Athletic Director, Bradford High School

John Matera
Athletic Director, Tremper High School

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

November 24, 2009

DONATION TO THE DISTRICT

The District has received the following donations:

1. Dr. J.T. Duncan, Jr. donated a microscope valued at \$400.00 to the Science Department at Tremper High School.

Administrative Recommendation

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

Dr. Joseph T. Mangi
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

November 24, 2009

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board
November-December**

November

- November 2, 2009 – Special School Board Meeting – 7:00 P.M.
- November 3, 2009 – Special School Board Meeting – 6:00 P.M.
- November 6, 2009 – Half Day for Students – End of First Quarter
- November 10, 2009 – Standing Committee Meetings – 5:30, 6:20, 7:10 P.M. and 8:00 P.M. in ESC Board Meeting Room
- November 24, 2009 – 5:00 P.M. PR/Goals/Legislative Standing Committee in Room 190B and 7:00 P.M. Regular Board of Education Meeting in ESC Board Meeting Room
- November 26-27 – Thanksgiving Recess

December

- December 15, 2009 - Regular Board of Education Meeting in ESC Board Meeting Room – 7:00 P.M.
- December 21, 2009 – January 1, 2010 – Winter Recess – Schools Closed
- December 24, 2009 – January 1, 2010 – ESC Closed