



## **REGULAR MONTHLY BOARD MEETING**

**August 28, 2007  
7:00 P.M.**

**Educational Support Center  
3600 – 52<sup>nd</sup> Street  
Kenosha, Wisconsin**



## KENOSHA UNIFIED SCHOOL BOARD

### REGULAR SCHOOL BOARD MEETING

Educational Support Center

August 28, 2007

7:00 P.M.

### AGENDA

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
  - Recognition of Former Standing Committee Community Advisors
- IV. Administrative and Supervisory Appointments
- V. Legislative Report
- VI. Views and Comments by the Public
- VII. Response and Comments by the Board of Education
- VIII. Remarks by the President
- IX. Superintendent's Report
- X. Consent Agenda
  - A. Consent/Approve Suggested Goals  
For 2007-2008 ..... Pages 1-2  
(Second Reading)
  - B. Consent/Approve Recommendations  
Concerning Appointments,  
Leaves of Absence,  
Retirements and Resignations ..... Page 3-4
  - C. Consent/Approve Minutes of 7/24/07 (2), 8/7/07  
and 8/14/07 Special Meetings  
and Executive Sessions, 7/24/07  
Regular Meeting, and 8/14/07  
Special Meeting ..... Pages 5-16

# SCHOOL BOARD AGENDA

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## X. Consent Agenda – Continued

- D. Consent/Approve Summary of Receipts, Wire Transfers and Check Registers..... Pages 17-18

## XI. Old Business

- A. Discussion/Action Update on Proposed High School Referendum ..... Pages 19-20
- B. Discussion/Action 2007-08 Budget Assumptions ..... Pages 21-25
- C. Discussion/Action Proposed Facilities Related Policy Changes..... Pages 26-59 (First Reading)
- D. Discussion/Action Long Range Facilities Planning Committee Report ..... Pages 60-111
- E. Discussion/Action Draft Indoor Air Quality Policy ..... Pages 112-117 (First Reading)
- F. Discussion/Action Draft Integrated Pest Management Policy ..... Pages 118-127 (First Reading)
- G. Discussion/Action Waiver of Policy 1330 - Use of School District Facilities ..... Pages 128-130

## XII. New Business

- A. Discussion/Action Children At Risk 2007-2008 Plan ..... Pages 131-133
- B. Discussion/Action Charters for Kenosha School Of Technology Enhanced Curriculum and Kenosha eSchool ..... Pages 134-169

## XIII. Other Business as Permitted by Law

## XIV. Tentative Schedule of Reports, Events and Legal

## XV. Deadlines For School Board (August-September)..... Page 170

## XVI. Predetermined Time and Date of Adjourned Meeting, If Necessary

## 2007-08 SUGGESTED DISTRICT/BOARD/SUPERINTENDENT GOALS

NO.	SUGGESTED DISTRICT GOALS	SUGGESTED MEASUREMENT: DISTRICT GOALS	SUGGESTED BOARD GOALS	SUGGESTED MEASUREMENT: BOARD GOALS	SUGGESTED SUPERINTENDENT GOALS	SUGGESTED MEASUREMENT: SUPERINTENDENT GOALS
1	The District will continue with Year Three (3) Implementation of the Strategic Plan	<p>1)The Board will receive semi-annual (twice during school year) monitoring reports on strategies during the 2007-2008 school year.</p> <p>2)The Board will receive quarterly updates from Superintendent and/or other District Facilitators on status of implementation.</p> <p>3 All site plans will be concluded by the end of the 2007-2008 school year.</p>	The Board will participate in one Board development activity for the 2007-2008 school year.	<p>1) One (1) Board development activity focusing on responses from completed Board self-assessment will occur during 07-08 school year.</p> <p>2) Each Board member will attend at least one (1) Board development activity of their choice during 2007-2008 school year.</p> <p>3) The Board will respond to ESC Survey on Board of Education during Board in-service.</p>	The Superintendent will continue to provide leadership in implementation of District Strategic Plan.	<p>1) The Superintendent will ensure implementation of all strategies identified by Planning Team for 2007-2008 school year.</p> <p>2) The Superintendent will assure that by the end of the 2007-2008 school year, all school buildings, except the new charter schools, will have commenced site planning.</p>
2	The District will ensure highest levels of communication to all constituents	<p>1) 2007 Convocation for all District staff will kick off initiative for greater communication with featured speaker Dr. Steve Constantino presenting, "Family Engagement: A Proven Path to Achievement for All".</p> <p>2) A series of workshops throughout the year will focus on improved communications at all levels.</p> <p>3) The annual ESC Survey to internal constituents will be administered in April of 2008 with feedback provided to Board of Education by July, 2008.</p>	All Board members will visit 50% of schools at least one (1) time during the 2007-2008 school year.	Measurement of 100% success by June, 2008	The Superintendent will formally visit each school at least twice annually	Documentation of attendance at year end evaluation



## 2007-08 SUGGESTED DISTRICT/BOARD/SUPERINTENDENT GOALS

NO.	SUGGESTED DISTRICT GOALS	SUGGESTED MEASUREMENT: DISTRICT GOALS	SUGGESTED BOARD GOALS	SUGGESTED MEASUREMENT: BOARD GOALS	SUGGESTED SUPERINTENDENT GOALS	SUGGESTED MEASUREMENT: SUPERINTENDENT GOALS
3	The District will continue to address building capacity constraints with focus on high schools.	<p>1) Referendum planning for new high school will commence in August, 2007.</p> <p>2) A series of informational meetings on the High School Referendum will be scheduled and conducted during the months of September through January.</p> <p>3) Informational flyers and other materials will be distributed to constituents during the fall term following format utilized for the successful 2005 elementary school referendum.</p> <p>4) The District will conduct a spring referendum for additional high school space during the February 2008 Primary Election.</p>	Members of the Board will evaluate their performance during 2007-2008 school year.	<p>1) In Spring of 2008 (April) Board members will complete personal self-assessment.</p> <p>2) In Spring of 2008 (April) Board members will complete Board Assessment.</p> <p>3) Board members will review results and use information to identify Board goals for the 2008-2009 school year.</p>	The Superintendent will review ESC assessment during the 2007-2008 school year.	<p>1) Results of the on-line survey will be assessed with at least two goals identified to work on within each ESC department during 2007-2008 school year. Those goals will be communicated to Board of Education by October Board Meeting.</p> <p>2) Comparative analysis of ESC Survey responses from 2006-2007 and 2007-2008 will be completed and reported to Board of Education by September, 2007.</p> <p>3) Update on progress of goals of each department will be reported to Board by May 2008.</p>
4	The District will continue focus on student achievement during 2007-2008 school year.	<p>1) The District Benchmark Report will be reviewed with each building establishing a goal to achieve during the 2007-2008 school year.</p> <p>2) Progress of each school achieving their goal will be reported to Board of Education in July, 2008</p> <p>3) Graduation rates will increase 1% over previous school year.</p>			The Superintendent will ensure greater collaboration of Associations during 2007-2008 school year.	<p>1) Regular meetings between leadership of bargaining groups will be held on regular basis through 2007-2008 school year.</p> <p>2) All bargaining groups will have representation sit on the District Benefits Committee which will meet at least quarterly during 2007-2008 school year.</p>

Human Resources recommendations  
concerning the following actions:

**KENOSHA UNIFIED SCHOOL DIST. NO. 1**  
**August 28, 2007**

Action	Board Date	Staff	Employee Last Name	Employee First Name	School/Dept	Position	Effective Date	Salary or Hourly Rate	Reason	Step / Level	Letter or Contract
Appointment	8/14/07	Instructional	Haraty	Lynette	Stocker Elementary School	Grade 1	08/29/07	42,923.00	New Hire	B+18 Step 8	Contract
Appointment	8/14/07	Instructional	Mainella	Marcia	Stocker Elementary School	EC - K	08/29/07	33,430.00	New Hire	B Step 3	Contract
Appointment	8/14/07	Instructional	Beil	Amy	Harvey Elementary School	Grade 2-Enrichment	08/29/07	33,430.00	New Hire	B Step 3	Contract
Appointment	8/14/07	Instructional	Rivers	Sara	Mahone Middle School	CDS-Special Education	08/29/07	35,484.00	New Hire	B+6 Step 4	Contract
Appointment	8/14/07	Instructional	Stanislowski	Michael	Tremper High School	Technology Education Teacher	08/29/07	64,625.00	New Hire	M+3- Step 14	Contract
Appointment	8/14/07	Instructional	Hirsig	Diana	Tremper High School	Social Studies Teacher	08/29/07	33,430.00	New Hire	B Step 3	Contract
Appointment	8/14/07	Instructional	Anderson	Barbara	Whittier Elementary School	Grade 1	08/29/07	33,430.00	New Hire	B Step 3	Contract
Appointment	8/14/07	Instructional	Crawford	Caitlin	Title I	Elementary Bilingual Itinerant	08/29/07	33,430.00	New Hire	B Step 3	Contract
Appointment	8/14/07	Instructional	Hodges	Airlelle	KTEC	Grade 3	08/29/07	33,430.00	New Hire	B Step 3	Contract
Appointment	8/14/07	Instructional	Beals	Julia	Bose Elementary	Title 1	08/29/07	41,843.00	New Hire	M Step 6	Contract
Appointment	8/14/07	Instructional	Kostreva	Ruth	Frank Elementary	Grade 2	08/29/07	34,447.00	New Hire	B+12 Step 3	Contract
Appointment	8/14/07	Instructional	Hyllberg	Marcy	Somers Elementary	Grade 4	08/29/07	64,513.00	New Hire	M+18 Step 15	Contract
Appointment	8/14/07	Instructional	Muehlenbach	Kristin	School Leadership	Speech Therapist	08/29/07	27,339.00	New Hire	M Step 8	Contract
Appointment	8/14/07	Instructional	Felton	Jessica	Frank Elementary	Grade 3	08/29/07	38,693.00	New Hire	B Step 4	Contract
Appointment	8/14/07	Instructional	Plumer	Angela	EBBOLA	Kindergarten	08/29/07	33,430.00	New Hire	B Step 4	Contract
Appointment	8/14/07	Instructional	Wooten	Jamie	Washington Middle School	Bridges-Read 180	08/29/07	33,430.00	New Hire	B Step 3	Contract
Appointment	8/14/07	Instructional	Slanchik	Sharon	Harvey Elementary School	Grade 3	08/29/07	33,430.00	New Hire	B Step 3	Letter
Appointment	8/14/07	Instructional	Johnson	David	Indian Trail Academy	Science	08/29/07	45,515.00	New Hire	B+24 Step 9	Contract
Appointment	8/14/07	Instructional	Habel	Rosemarie	Washington Middle School	Social Studies/Science-Grade 6	08/29/07	34,954.00	New Hire	B Step 4	Contract
Appointment	8/14/07	Instructional	Galster	Amanda	KTEC	Grade 4	08/29/07	36,817.00	New Hire	M Step 3	Contract
Appointment	8/14/07	Instructional	Pankow	Jessica	EBBOLA	Grade 3	08/29/07	34,954.00	New Hire	B Step 4	Contract
Appointment	8/14/07	Instructional	Fitzgerald	Patricia	Grant	Grade 5	08/29/07	33,430.00	New Hire	B Step 3	Contract
Appointment	8/14/07	Miscellaneous	Hutson	Ruthie	KTEC	Student Support	08/29/07	13.91	New Hire		
Appointment	8/14/07	Miscellaneous	Granados	Judith	Chavez Learning Station	Family Service Provider	07/23/07	12.60	New Hire		
Appointment	8/14/07	Miscellaneous	Acuna	Yoshuara	Chavez Learning Station	Family Service Provider	07/23/07	12.73	New Hire		
Appointment	8/14/07	Miscellaneous	Dame	Carolyn	Chavez Learning Station	Family Service Provider	07/23/07	12.85	New Hire		
Appointment	8/14/07	Instructional	Petersen	Samantha	KTEC	Grade 5	08/29/07	36,817.00	New Hire	M Step 3	Contract
Appointment	8/14/07	Instructional	Kalowski	Janine	Mahone Middle School	Math	08/29/07	36,817.00	New Hire	M Step 3	Contract
Appointment	8/14/07	Instructional	Skartvedt	Amy	KTEC	Grade 3	08/29/07	33,430.00	New Hire	B Step 3	Contract
Appointment	8/14/07	Instructional	Kratochvil	Amy	Harvey Elementary School	Grade 3-Enrichment	08/29/07	33,430.00	New Hire	B Step 3	Letter
Appointment	8/14/07	Instructional	Schlick	Erick	Bradford High School	Special Education-EDB	08/29/07	33,430.00	New Hire	B Step 3	Letter
Appointment	8/14/07	Instructional	Jahr	Sarah	Grant Elementary School	Grade 2	08/29/07	36,817.00	New Hire	M Step 3	Contract
Appointment	8/14/07	Instructional	Reid	Samantha	Tremper High School	Science	08/29/07	33,430.00	New Hire	B Step 3	Letter
Appointment	8/14/07	Instructional	Geary	Patricia	Vernon Elementary School	Grade 4	08/29/07	33,430.00	New Hire	B+12 Step 3	Letter
Appointment	8/14/07	Instructional	Thompson	Marra	Dimensions of Learning	Music	08/29/07	33,430.00	New Hire	B Step 3	Letter
Appointment	8/14/07	Instructional	Anderson	April	Whittier Elementary School	Kindergarten	08/29/07	33,430.00	New Hire	B Step 3	Contract
Appointment	8/14/07	Instructional	Mohammed	Rehana	Bradford High School	Science	08/29/07	36,817.00	New Hire	M Step 3	Letter
Appointment	8/14/07	Instructional	Obernberger	Ann	Roosevelt Elementary	Kindergarten	08/29/07	50,732.00	New Hire	M+6 Step 10	Contract
Appointment	8/14/07	Miscellaneous	Angelo	William	KTEC/Harborside	Facilities Manager	07/30/07	22.35	New Hire		
Appointment	8/14/07	Instructional	Jensen	Lucas	Bradford High School	Science	08/29/07	33,938.00	New Hire	B+6 Step 3	Letter
Appointment	8/14/07	Instructional	Kennedy	Carrie	Indian Trail Academy	Accelerated Independent Study	08/29/07	34,954.00	New Hire	B Step 4	Letter
Appointment	8/14/07	Instructional	Soden	Lucas	Lance Middle School	Grade 8 / English	08/29/07	36,817.00	New Hire	M Step 3	Letter
Appointment	8/14/07	Instructional	Lowe	Tracy	Reuther High School	Special Education	08/29/07	34,954.00	New Hire	B Step 4	Letter
Appointment	8/14/07	Instructional	Lampada	Dawn	Southport Elementary School	Speech Therapist	08/29/07	49,667.00	New Hire	M Step 10	Letter
Appointment	8/14/07	Instructional	Meltzer	Amy	Vernon Elementary School	C.D.B.	08/29/07	53,763.00	New Hire	M Step 12	Contract
Appointment	8/14/07	Instructional	Ciesielczyk	Corey	Lance Middle School	Cross Categorical	08/29/07	33,430.00	New Hire	B Step 3	Letter
Appointment	8/14/07	Instructional	Bishop	Tia	Nash Elementary School	Learning Facilitators	08/29/07	53,763.00	New Hire	M Step 12	Contract
Appointment	8/14/07	Instructional	Lechusz	Carol	Tremper High School	English	08/29/07	45,605.00	New Hire	B+12 Step 10	Contract
Appointment	8/14/07	Instructional	Skowronski	Sara	Lincoln Middle School	Business Education	08/29/07	49,313.00	New Hire	M+30 Step 7	Contract
Appointment	8/14/07	Instructional	Paproth	Jason	Hillcrest	AT-Risk	08/29/07	37,957.00	New Hire	B+6 Step 5	Contract
Appointment	8/14/07	Instructional	Seitz	Amelia	Frank Elementary	Grade 4	08/29/07	33,430.00	New Hire	B Step 3	Contract
Appointment	8/14/07	Instructional	Goodger	Samantha	Indian Trail Academy	Special Project-Read 180	08/29/07	35,828.00	New Hire	B Step 4	Contract
Appointment	8/14/07	Instructional	Bottoms	Jennifer	KTEC	Instructional/Cross Categorical	08/29/07	48,230.00	New Hire	B+18 Step 11	Contract
Appointment	8/14/07	Instructional	Bruno	Audrey	LakeView Technology Academy	Cross Categorical/Special Education	08/29/07	45,566.00	New Hire	M Step 8	Contract
Appointment	8/14/07	Instructional	Vanderhoof	Brian	Indian Trail Academy	Social Studies	08/29/07	33,430.00	New Hire	B Step 3	Letter
Appointment	8/14/07	Instructional	Boor	Karalyn	KTEC/Harborside	Art	08/29/07	35,462.00	New Hire	B+24 Step 3	Contract
Appointment	8/14/07	Instructional	Kowalski	Kristine	Columbus Elementary School	Grade 2	08/29/07	45,566.00	New Hire	M Step 8	Contract
Appointment	8/14/07	Instructional	Nepper	Serena	KTEC	Orchestra	08/29/07	14,061.30	New Hire	M+6 Step 6	Contract
Appointment	8/14/07	Instructional	Ruffolo	Corinne	Mahone Middle School	Science	08/29/07	33,430.00	New Hire	B Step 3	Contract
Appointment	8/14/07	Secretarial	Miller	Tonya	Human Resources Department	Secretary II	08/29/07	15.65	New Hire		
Appointment	8/14/07	Instructional	Huck	Debra	Bose Elementary	Grade 3	08/29/07	36,817.00	New Hire	M Step 3	Contract
Leave of Absence	8/14/07	Instructional	Battle	Katie	Mahone Middle School	Science	08/29/07	44,239.00	Child Rearing Yr. 1 (Correction from 6/12/07 Board Meeting)	M Step 8	Contract
New Hire	8/14/07	Instructional	Tripoli-Silva	Sarahna	Wilson Elementary	Elementary Bilingual-Kindergarten	08/29/07	38,493.00	New Hire	M Step 4	Letter
New Hire	8/14/07	Instructional	Torres	Delia	ESL	Elementary ESL Itinerant	08/29/07	38,493.00	New Hire	M Step 4	Letter
New Hire	8/14/07	Instructional	Soddy	Ashley	Grant	Grade 5	08/29/07	33,430.00	New Hire	B Step 3	Contract
New Hire	8/14/07	Instructional	Wodzinski	Monique	ESL	Elementary ESL Itinerant	08/29/07	39,493.00	New Hire	M Step 4	Letter
New Hire	8/14/07	Instructional	Madson	Curtis	Athletics	Physical Education	08/29/07	33,430.00	New Hire	B Step 3	Letter
New Hire	8/14/07	Instructional	Ruffalo	Carrie	Wilson Elementary	Elementary Bilingual-Grade 2	08/29/07	34,954.00	New Hire	B Step 4	Letter
Resignation	8/14/07	Instructional	Pulda	Amanda	Tremper High School	Math	06/11/07	37,029.00	Resignation/Personal	B+18 Step 5	Contract
Resignation	8/14/07	Instructional	Talbert	Victoria	PK-12 Special Education	Special Health Care Nurse	06/11/07	29,262.00	Resignation/Personal	M Step 15	Contract
Resignation	8/14/07	Instructional	Taylor	Melanie	Bradford High School	Foreign Language - French	06/11/07	37,453.00	Resignation/Personal	B+6 Step 6	Contract
Resignation	8/14/07	Educ. Assistant	Kostreva	Ruth	Frank Elementary	Classroom Reading First	08/28/07	12.32	Resignation/ Accepted District Teaching Position		Contract

**KENOSHA UNIFIED SCHOOL DIST. NO. 1**  
**August 28, 2007**

Resignation	8/14/07	Instructional	Shine	Diane	Mahone Middle School	Family and Consumer Education	07/10/07	59,887.00	Resignation/ Position Elsewhere	M+6 Step 15	Contract
Resignation	8/14/07	Instructional	Galligan	Patrick	Bradford High School	English	07/16/07	35,745.00	Resignation/ Position Elsewhere	M Step 3	Contract
Resignation	8/14/07	Instructional	Jacobson	Peggy	Whittier Elementary School	Grade 2	07/23/07	55,570.00	Resignation/ Relocation	B+24 Step 14	Contract
Resignation	8/14/07	Instructional	Knierim	Jessica	Bullen Middle School	Music	07/20/07	40,624.00	Resignation/ Position Elsewhere	M Step 6	Contract
Resignation	8/14/07	Instructional	Mayer	Amy	Tremper High School	Bridges (Site)	07/25/07	41,671.00	Resignation/ Personal	B+6 Step 7	Contract
Resignation	8/14/07	Instructional	Malley	John	Lance Middle School	Cross Categorical - Special Education	07/23/07	48,110.00	Resignation/ Position Elsewhere	M+30 Step 7	Contract
Resignation	8/14/07	Miscellaneous	Feider	Laura	Head Start	Preschool Associate	08/28/07	15.19	Resignation/ Accepted District Teaching Position		
Resignation	8/14/07	Instructional	Naylor	Tonya	Lance Middle School	Speech Therapist	07/16/07	19,206.04	Resignation/ Personal	M+24 Step 8	Contract
Resignation	8/14/07	Instructional	Warloski	Paul	Mahone Middle School	English	07/17/07	63,095.00	Resignation/ Position Elsewhere	M+12 Step 15	Contract
Retirement	8/14/07	Instructional	Lupo	Luella	Columbus Elementary School	Psychologist	06/11/07	65,063.00	Early, Early Retirement	M+30 Step 15	Contract

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD JULY 24, 2007

A special meeting of the Kenosha Unified School Board was held on Tuesday, July 24, 2007, in the Small Board Room of the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:01 P.M. with the following members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, Mr. Ostman and Mr. Fountain. Dr. Pierce was also present.

Mr. Fountain, 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 announced that an executive session had been scheduled to follow this special meeting for the purpose of Review of a Finding/Order by Independent Hearing Officers; Personnel: Problems; Personnel: Position Assignments; Personnel: Compensation and/or Contracts; and Collective Bargaining Deliberations not subject to S.S. 19.85(3).

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

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

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

Mr. Robert Wells arrived at 6:03 P.M. and responded to Board members' questions. He was excused at 6:12 P.M.

2. Review Findings/Orders by the Independent Hearing Officer

Mrs. Stephens arrived at 6:13 P.M. and provided Board members with information regarding five expulsions.

Mrs. Stephens and Dr. Pierce were excused at 6:25 P.M.

Mr. Hujik moved to concur with the recommendation of the hearing officer with respect to the first expulsion. Mr. Englund seconded the motion.

Mr. Ostman amended the motion to remove the early reinstatement option and approve the recommendation of the hearing officer as amended. Mr. Englund seconded the motion as amended. Unanimously approved.

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

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

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

Mrs. P. Stevens moved to extend the length of the expulsion through the end of the 2008-2009 school year with respect to the fifth expulsion and approve the recommendation of the hearing officer as amended. Mr. Olson seconded the motion. Motion carried. Mrs. R. Stevens dissenting.

Dr. Pierce returned to the meeting at 6:39 P.M.

3. Personnel: Problems; Personnel: Position Assignments; Personnel: Compensation and/or Contracts

Board members discussed and were in favor of a temporary personnel assignment.

Meeting adjourned at 6:42 P.M.

Stacy Schroeder Busby  
School Board Secretary

REGULAR MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD JULY 24, 2007

A regular meeting of the Kenosha Unified School Board was held on Tuesday, July 24, 2007, at 7:00 P.M. in the Board Room of the Educational Support Center. Mr. Fountain, President, presided.

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

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

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

Dr. Pierce presented four Administrative and Supervisory Appointments.

Mr. Olson moved to appoint Mrs. Roberta Akalin as Interim Assistant Principal at Tremper High School effective July 25, 2007. Mrs. P. Stevens seconded the motion. Unanimously approved.

Mr. Olson moved to appoint Steven Knecht as Interim Assistant Principal at Bradford High School effective July 25, 2007. Mr. Fountain seconded the motion. Motion carried. Mr. Ostman dissenting.

Mrs. P. Stevens moved to appoint John Marinar as Assistant Principal at Tremper High School effective July 25, 2007. Mr. Englund seconded the motion. Unanimously approved.

Mr. Englund moved to appoint Mr. Robert Wells as Coordinator of Fine Arts effective July 25, 2007. Mrs. P. Stevens seconded the motion. Unanimously approved.

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

Dr. Pierce gave his Superintendent's report.

The Board then considered the following Consent-Approve items:

Consent-Approve item X-A – Provisions Governing the Transportation of Students Attending Public and Private Schools for the 2007-2008 Year submitted by Mr. Jeffrey

Marx, Supervisor of Transportation Services; Mr. Patrick Finnemore, Director of Facilities; and Dr. Pierce as provided in the agenda.

Consent-Approve item X-B – Donations to the Districts as presented in the agenda.

Consent-Approve item X-C – Recommendations Concerning Appointments, Leave of Absence, Retirements and Resignations as revised and presented.

Consent-Approve item X-D – Minutes of 6/23/07, 6/26/07 and 7/10/07 Special Meetings and Executive Sessions, 6/26/07 Regular Meeting and 5/10/07 and 7/10/07 Special Meetings as presented in the agenda.

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

“It is recommended that receipt numbers CR027093 thru CR027588 that total \$807,646.20 be approved.

Check numbers 394998 thru 397015 totaling \$8,339,423.88 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 June 17, June 18 and June 21, 2007 totaling \$2,498,366.52, to US Bank of Milwaukee dated June 15, 2007 totaling \$260,300.27 and to the Wisconsin Retirement System dated June 29, 2007 totaling \$1,007,336.70 be approved.”

Mr. Olson moved to approve the consent agenda along with the revised recommendations concerning appointments, leaves of absences, retirements and resignations. Mr. Hujik seconded the motion. Unanimously approved.

Dr. Pierce presented the Readiness and Emergency Management for Schools Grant Application presented by Mr. Joe Kucak, Coordinator of Student Support; Mrs. Kathy Lauer, Director of Special Education; and Dr. Pierce, excerpts follow:

“The U.S. Department of Education, Office of Safe and Drug Free Schools, provides funds for local educational agencies to improve and strengthen emergency response and crisis management plans, including training school personnel, students, and parents in emergency response procedures, and coordinating these activities with local government, law enforcement, public safety, health, and mental health agencies. The grant application is written to ensure the safety of students by working with staff, students, parents and community partners to prevent, prepare for, respond to, and recover from crises.

KUSD Strategic Plan Beliefs and Parameter statements support this application, “We believe that a safe, supportive environment is essential for learning”, and, “We will

always operate safe schools with environments conducive to learning". These statements emphasize the need for developing best practices in district-wide school security and safety.

Examples of the type of work that would be implemented if the proposal was successful include training for school personnel, parents, and students - conducting vulnerability assessments - reviewing and printing revised crisis plans - developing crisis information websites for the school district - creating and distributing awareness materials for parents and guardians regarding crisis procedures - creating electronic school floor plans – conducting multi-agency tabletop exercises - and purchasing emergency supplies. Law enforcement, public safety, public health, mental health, and local and county government management officials must agree to partner in carrying out grant responsibilities. As such, 14 public and private agencies (police-fire-county sheriff's department-public health-emergency government-local hospitals, etc) have committed, i.e. "signed-off", to work collaboratively with KUSD to guarantee its success. Private and parochial Schools will be invited to participate as well.

Noting a short time frame from announcement to submission, the application was submitted on its due date, May 21<sup>st</sup>, 2007. The federal application request is for \$250,000. A part time student support staff specialist will be hired. Resources for supplies and equipment, the cost of contracting a school security consultant for the 18-month period, and all expenses to the school district are included. Matching funds from KUSD are not required. Awards are to be announced in September. Joe Kucak, Coordinator of Student Support, will take the lead role in carrying out grant expectations.

At the June 12, 2007 Personnel/Policy Committee meeting, no action was taken by the Committee and at its July 10, 2007 meeting, the Committee voted to forward the grant application to the full Board for discussion.

Administration recommends that the Board of Education grant approval to accept and implement the 2007 Readiness and Emergency Management for Schools Grant if received from the U.S. Department of Education."

Mr. Olson moved to approve and implement the 2007 Readiness and Emergency Management for Schools Grant if received from the U.S. Department of Education. Mr. Hujik seconded the motion. Motion carried. Mrs. P. Stevens dissenting.

Dr. Pierce presented the Utility Budget and Energy Savings Program Update and Recommendations presented by Mr. John Allen, Distribution and Utilities Manager; Mr. Patrick Finnemore, Director of Facilities; and Dr. Pierce, excerpts follow:

"The purpose of this report is to provide an update on the 2006-07 utility budget and the operational energy savings program through the month of May, and to discuss the possible reinvestment of energy savings into the buildings.

This has been the most successful year yet for energy savings, and the District has realized real financial savings that can help balance the bottom line and that can also be reinvested in our buildings. Last year a 20% rebate was given to schools that saved



at least 12.5% off the base year and a 5% rebate was given to those who saved between 5.0 and 12.5%. Because of the large increase in gas prices last year, none of the operational savings dollars were reinvested in the buildings as energy savings projects.

This year, we are in a great position to both provide rebates to the schools and to reinvest money into the buildings. When this program began, Administration and the Board agreed that if the program was successful and there were funds remaining in the utility account that 25% of the funds would be given to the schools in form of a rebate, that 25% would be given to the Facilities Department to reinvest in the buildings in the form of energy saving projects, and that 50% would be used to help balance the District budget. It is recommended that the savings at the end of this fiscal year be distributed in this fashion. The actual amount of overall savings and of the school rebates will be determined after the July utility bills have been received and processed and that information will be brought to the Planning, Facilities, and Equipment Committee in September.

This report was reviewed at the July 10, 2007 Planning, Facilities, and Equipment Committee meeting, and the Committee unanimously recommended that it be forwarded to the full Board for consideration.

Administration recommends Board approval of the energy saving rebate and reinvestment plan presented in this report.”

Mr. Olson moved to approve Administration's energy saving rebate and reinvestment plan recommendations. Mr. Hujik seconded the motion. Unanimously approved.

Dr. Pierce presented the Suggested Goals for 2007-2008 contained in the agenda.

Mr. Olson moved to approve the Suggested Goals for 2007-2008 as a first reading. Mrs. P. Stevens seconded the motion. Unanimously approved.

Dr. Pierce presented the Head Start Supplemental Grant Request for the 2007-2008 School Year submitted by Ms. Belinda Grantham, Head Start Administrator; Mr. Timothy Miller, Executive Director of School Leadership Cluster 2; and Dr. Pierce, excerpts follow:

“Approval from the Board of Education is requested to submit and implement the Head Start State Supplemental Grant for the 2007-08 school year. The funding for this grant is \$391,400. It is designed to fund the operating costs of the Kenosha Unified School District Head Start Child Development Program.

The purpose of the Head Start program is to provide comprehensive services in the areas of health, education, social services, and parent involvement for low-income preschool children and their families. This grant will service 76 high-risk children that will be three or four years of age on or before September 1, 2007. Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and through the Head Start Performance Standards.

Administration recommends that the School Board give approval to submit and implement the 2007-08 Head Start State Supplemental Grant.”

Mrs. P. Stevens moved to approve the Head Start Supplemental Grant Request for the 2007-2008 School Year. Mr. Olson seconded the motion. Unanimously approved.

Meeting adjourned at 8:07 P.M.

Stacy Schroeder Busby  
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD JULY 24, 2007

A special meeting of the Kenosha Unified School Board was held on Tuesday, July 24, 2007, in the Small Board Room of the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 8:14 P.M. with the following members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, Mr. Ostman and Mr. Fountain. Dr. Pierce and Attorney Berthelsen were also present.

Mr. Fountain, 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 announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Problems; Personnel: Position Assignments; Personnel: Compensation and/or Contracts; and Collective Bargaining Deliberations not subject to S.S. 19.85(3).

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

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

Personnel: Problems; Position Assignments; Compensation and/or Contracts

Board members discussed Administrative personnel issues.

Dr. Pierce left the meeting at 8:20 P.M.

Attorney Berthelsen answered Board members' questions.

Meeting adjourned at 9:06 P.M.

These minutes were produced from notes taken by Mr. Hujik.

Stacy Schroeder Busby  
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD AUGUST 7, 2007

A special meeting of the Kenosha Unified School Board was held on Tuesday, August 7, 2007, in the Small Board Room of 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 7:03 P.M. with the following members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson – via telephone, Mr. Ostman and Mr. Fountain.

Mr. Fountain, 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 announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Employment Relationship; Personnel: Problems; Personnel: Position Assignments; Personnel: Compensation and/or Contracts; and Collective Bargaining Deliberations not subject to S.S. 19.85(3).

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

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

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

Board members discussed the Superintendent's contract.

2. Collective Bargaining Deliberations not Subject to S.S. 19.85(3)

Board members discussed collective bargaining updates relating to Educational Assistants and Administrative, Supervisory, and Technical personnel.

Meeting adjourned at 8:24 P.M.

These minutes were produced from notes taken by Mr. Hujik.

Stacy Schroeder Busby  
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD AUGUST 14, 2007

A special meeting of the Kenosha Unified School Board was held on Tuesday, August 14, 2007, in the Small Board Room of 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 5:38 P.M. with the following members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Olson, and Mr. Fountain. Mr. Hujik and Mr. Ostman arrived later. Mr. Mangi was also present.

Mr. Fountain, 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 announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Problems; Personnel Position Assignments; Personnel: Compensation and/or Contracts; Property: Sale; Property: Purchase; Property: Lease/ Rental; and Collective Bargaining Deliberations not subject to S.S. 19.85(3).

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

Roll call vote. Ayes: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Olson, and Mr. Fountain. Noes: None. Unanimously approved.

Property: Sale, Purchase and Lease/Rental

Mr. Finnemore and Mr. Hujik arrived at 5:40 P.M.

Mr. Finnemore presented various property issues and Board members gave direction on how to proceed with each.

Mr. Ostman arrived at 5: 49 P.M.

Meeting adjourned at 6:03 P.M.

Stacy Schroeder Busby  
School Board Secretary

SPECIAL MEETING  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD AUGUST 14, 2007

A special meeting of the Kenosha Unified School Board was held on Tuesday, August 14, 2007, in the Board Room at the Educational Support Center. The purpose of this meeting was for an Administrative Retirement, an Administrative Appointment, an Update on the Proposed High School Referendum, Discussion/Action on the 2008-2008 Budget Assumptions and to Vote to Adjourn to Executive Session.

The meeting was called to order at 7:43 P.M. with the following members present: Mr. Englund, Mrs. P. Stevens, Mrs. R. Stevens, Mr. Hujik, Mr. Olson, Mr. Ostman and Mr. Fountain.

Mr. Fountain, 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.

Mr. Fountain presented the Administrative Retirement.

Mrs. R. Stevens moved to approve the retirement of R. Scott Pierce effective August 31, 2007. Mrs. Ostman seconded the motion. Unanimously approved.

Mr. Fountain presented the Administrative Appointment.

Mr. Ostman moved to approve Joseph Mangi as Interim Superintendent effective August 15, 2007. Mrs. R. Stevens seconded the motion. Unanimously approved.

Mr. Finnemore presented the Update on Proposed High School Referendum submitted by Mr. Patrick Finnemore, Director of Facilities, and Dr. Pierce, excerpts follow:

"This report is follow-up to the Special Board Meeting held on May 22, 2007, regarding the proposed high school referendum. The purpose of this report is to provide additional information requested by the Board, and to begin discussions regarding the District's referendum informational campaign.

Administration recommends Board action on (1) the selection of either the Addition/Renovation Option or the Separate School Option in order to provide focus for the Board, staff, and the public over the next few months. A final scope and cost estimate for the referendum can be voted on this fall, but we need to focus in order to best utilize our resources in the planning process, and to begin to plan the referendum campaign activities. (2) Decide as to whether a pool should be included in the base scope, considered as an option, or not considered at all. The Board may not feel comfortable making a decision on this until discussions with the local YMCA are concluded, but it would be helpful in the planning process to understand what the Board's preference is. (3) Decide as to whether we will have a second question to the referendum ballot requesting funding for the annual operating budget. Again, voting on the exact amount and wording of the referendum question can wait until fall, but for tax impact planning

purposes it is valuable to make this decision now. (4) That the proposed date for the referendum is the 2008 February Primary (February 19, 2008).”

The Board directed that this item be brought on August 28, 2007.

Mr. Johnston presented the 2007-2008 Budget Assumptions submitted by Mr. Tarik Hamdan, Financial and Budget Analyst; Mr. William Johnston, Director of Finance; and Dr. Pierce, excerpts follow:

“At the June Special Meeting to review the 2007-2008 Budget Assumptions, the Board requested that the Budget Assumptions be brought back to the Special Meeting in July. At that meeting, the Board requested that the Budget Assumptions, plus any requested budget assumptions from the Board, be brought back to the special meeting on August 14<sup>th</sup>.

The projected increase to the General Fund revenue budget remains at \$10,622,751 and is subject to change prior to the formal budget adoption in October.

The projected increase to the expenditure budget is currently \$10,603,806. This is a decrease of \$18,945.

The total impact of all the assumption changes presented in Attachment A leaves \$28,946 to be allocated in the budget in order to have a balanced budget.

The proposed 2007-2008 budget assumptions continue to support all of the current instructional programs of the District, taking into consideration the beliefs, parameters and objectives of the Strategic Plan. Budget development is a dynamic and continuous process until the Board formally adopts the budget on or before November 1<sup>st</sup> and the tax levy certified on or before November 6, 2007.

Administration will be presenting these budget assumptions as the basis for the District's Preliminary 2007-2008 Budget at the Public Hearing of the Budget on August 27<sup>th</sup>. As always, the budget is developed and implemented with the ultimate goal of meeting the needs of all our students.

Administration requests that the Board of Education review and approve the 2007-2008 Budget Assumptions contained in Attachment A and that they be used to formulate the preliminary budget to be used at the Public Hearing of the Budget.”

Mr. Hujik moved to postpone action on the 2007-2008 Budget Assumptions until the August 28, 2007, regular meeting. Mrs. P. Stevens seconded the motion. Unanimously approved.

Mrs. P. Stevens moved to adjourn to Executive Session. Mr. Ostman seconded the motion. Unanimously approved.

Meeting adjourned at 8:47 P.M.

Stacy Schroeder Busby  
School Board Secretary

	From	To	Date	Amount
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## **Administrative Recommendation**

It is recommended that receipt numbers CR027589 thru CR027757 that total \$263,048.50 be approved.

Check numbers 397016 thru 398479 totaling \$9,353,560.10 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated July 2, 5, 16, 19, and 31, 2007 totaling \$2,385,998.49, to US Bank of Milwaukee dated July 2, 16, and 30, 2007 totaling \$771,298.67 and to the Wisconsin Retirement System dated July 31, 2007 totaling \$2,611,058.06 be approved.

Joseph Mangi  
Interim Superintendent of Schools

William L. Johnston, CPA  
Director of Finance

Eileen Coss  
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

August 28, 2007

**UPDATE ON PROPOSED HIGH SCHOOL REFERENDUM**

**Background:**

This report is a follow-up to the Special Board Meeting held on May 22, 2007 regarding the proposed high school referendum. The purpose of this report is to provide additional information requested by the Board, and to begin discussions regarding the District's referendum informational campaign. A separate booklet is provided to supplement this report containing the following information:

TAB A – Addition/Renovation to ITA Option  
TAB B – Separate High School on ITA Site Option  
TAB C – Referendum Information Campaign Information

TAB A and TAB B contain the following items:

- Tab 1 – Floor and Site Plans
- Tab 2 – Space Planning Summaries
- Tab 3 – Construction Cost Estimates
- Tab 4 – Operational Cost Estimates
- Tab 5 – Tax Impact Information

**Update Since Last Board Meeting:**

The comments from the Board members can be categorized into two areas, the first were comments related to the Addition/Renovation option and making sure that the current ITA academies were not lost in the proposed new school, and the second were comments related to getting a clear picture on what a separate school would look like and cost. With respect to the first set of comments, many of the concerns were answered at the last meeting, but one area that we wanted to evaluate further was to give each of the academies an identifier via signage as to where it is located in the building. A concept for this has been developed and is in the booklet under TAB A. This concept will be described at the meeting this evening. The use of a concept like this will provide a more defined physical identification for the various academies than currently exists at the school.

In regards to the second set of comments, the separation of the information in TAB A and TAB B provides a clear means to compare the concepts, construction costs, operational costs, and tax impacts of the two options. The concept for a separate school would have a 45-foot wide corridor connect the two schools so that students attending ITA would be able to access the new school for physical education, music and other purposes.

There were three other tasks performed since the last meeting, which will be discussed at tonight's meeting. The first is an update to all of the cost estimates and related tax impact. As the concepts become more detailed and clearer, the cost estimates begin to become more accurate. Both the construction and operational cost estimates were reviewed and revised to reflect the greater understanding of the two options. In turn, the tax impact calculations have been further evaluated and updated as well. The second task was to start to gather greater input from the City and County on what the site and local infrastructural requirements might be especially as it relates to roads, traffic signals, sidewalk, etc. A meeting with the Department of City Development and the City Public Works Department was held on June 21<sup>st</sup> and a meeting with the County Public Works Department was held on June 27<sup>th</sup>. The results of these meetings will be discussed this evening and have been incorporated in the conceptual site plans and cost estimates. The third task was to begin discussions with the local YMCA regarding the possibility of a cooperative effort to construct a pool. The first meeting regarding this was held on June 21<sup>st</sup> and the results of that meeting will be discussed at this evening's meeting.

### **Referendum Campaign:**

Kit Dailey will be presenting information related to the referendum campaign effort at this evening's meeting. This information is also included in TAB C of the booklet. Ms. Dailey worked with the District on the successful November 2005 referendum and will be working with us again on this campaign as a member of the Bray team.

### **Administration Recommendation:**

Administration recommends Board action on the following:

1. Selection of either the Addition/Renovation Option (TAB A) or the Separate School Option (TAB B) in order to provide a focus for the Board, staff, and the public over the next few months. A final scope and cost estimate for the referendum can be voted on this fall, but we need a focus in order to best utilize our resources in the planning process, and to begin to plan the referendum campaign activities.
2. Decide as to whether a pool should be included in the base scope, considered as an option, or not considered at all. The Board may not feel comfortable making a decision on this until discussions with the local YMCA are concluded, but it would be helpful in the planning process to understand what the Board's preference is.
3. Decide as to whether we will have a second question to the referendum ballot requesting funding for the annual operating budget. Again, voting on the exact amount and wording of the referendum question can wait until fall, but for tax impact planning purposes it is valuable to make this decision now.
4. That the proposed date for the referendum is the 2008 February Primary (February 19, 2008).

Kenosha Unified School District No. 1  
Kenosha, Wisconsin

August 28, 2007

**2007-2008 Budget Assumptions**

At the June Special Meeting to review the 2007-2008 Budget Assumptions, the Board requested that the Budget Assumptions be brought back to the Special Meeting in July. At that meeting, the Board requested that the Budget Assumptions, plus any requested budget assumptions from the Board, be brought back to the Board in August.

Attachment A is the Budget Assumptions to be reviewed by the Board over the last three (3) months.

The projected increase to the General Fund revenue budget remains at \$10,622,751 and is subject to change prior to the formal budget adoption in October. Some of the potential changes are listed below.

- ☐ Approval of the submitted Transfer of Service Revenue Limit exemption due to special needs students moving into the District during the 2006-2007 school year. The amount submitted to the Department of Public Instruction (DPI) was approximately \$250,000 higher than is contained in the budget assumptions. Official notification of the approval is still pending from DPI, but appears that it might be approximately \$200,000 more than contained in our budget assumptions.
- ☐ Calculation of the official 2007-2008 Membership count that will be conducted on September 21<sup>st</sup>. The budget assumptions are projecting a net increase of 278 new full time students.
- ☐ Receipt of the final per pupil increase projection for 2007-2008 Revenue Limit formula based on formal State Budget adoption.
- ☐ Receipt of the actual property equalized valuation, the amount of general State Aid and the exempt computer aid amount. While these items may not affect the total increase in the District's revenue budget, they will affect the amount of the Revenue Limit increase that will be required by the local property tax.

The projected increase to the expenditure budget is currently \$10,603,806. This is a decrease of \$28,946 from June and due to the following changes.

- ☐ Receipt of the actual liability and property insurance renewal premiums for the 2007-2008 school year at \$12,716 less than projected.

- ❑ Inclusion of a Board suggested budget assumption at the June meeting that would eliminate a Director of School Leadership position and use those dollars to funds the following:

- ◆ \$50,000 for Gang Prevention services from the Boys & Girls Club
- ◆ \$25,000 to assist with security at Bradford High School
- ◆ \$25,000 to assist with security at Tremper High School
- ◆ \$12,500 to assist with security at Mahone Middle School
- ◆ \$12,500 to assist with security at McKinley Middle School

The net of these suggested assumptions leave an unallocated balance of \$16,229.

The total impact of all the assumption changes presented in Attachment A leaves \$28,946 to be allocated in the budget in order to have a balanced budget.

The proposed 2007-2008 budget assumptions continue to support all of the current instructional programs of the district, taking into consideration the beliefs, parameters and objectives of the Strategic Plan. Budget development is a dynamic and continuous process until the Board formally adopts the budget on or before November 1<sup>st</sup> and the tax levy certified on or before November 6, 2007.

Administration will be presenting these budget assumptions as the basis for the District's Preliminary 2007-2008 Budget at the Public Hearing of the Budget on September 10<sup>th</sup> (changed from August 27<sup>th</sup>). As always, the budget is developed and implemented with the ultimate goal of meeting the needs of all our students.

### **Administrative Recommendation**

Administration requests that the Board of Education approve the 2007-2008 Budget Assumptions contained in Attachment A and to use these assumptions to formulate the preliminary budget to be used at the Public Hearing of the Budget.

Joseph T. Mangi  
Interim Superintendent of Schools

William L. Johnston, CPA  
Director of Finance

Tarik Hamdan  
Financial and Budget Analyst

**Kenosha Unified School District, No. 1**  
**2007-2008 Budget Assumptions**  
**Cabinet Recommended Budget Adjustments**  
**August 28, 2007**

	Revenue	2007-2008 Projected Budget 04/30/07 WEA (New) & 2.0%	2007-2008 Projected Budget 05/2/07 Cabinet Meeting	2007-2008 Projected Budget 06/12/07 Special Meeting	2007-2008 Projected Budget 08/28/07 Prel. Approval	Assumption Explanation
<b>Required Budget Assumptions</b>						
1	Projected Increase in Revenue Limit - Additional Students	3,157,690	3,157,690	3,157,690	3,157,690	It is estimated that the district will increase by 278 full time equivalent (FTE) pupils based on 301 new students. In order to calculate the effect of this increase on the district's revenue limit, the difference between the 2007-2008 and 2006-2007 base three-year average is multiplied by the base revenue per pupil of \$8,970.71.
2	Projected Increase in Revenue Limit - Increase in Rate	5,777,939	5,794,905	5,794,905	5,794,905	This budget is built using an allowable per pupil inflationary increase at \$264.12326336 (Based on a 2.6% Estimated CPI increase). In order to calculate the effects on district's revenue, the current three-year average is multiplied by the 2007-2008 projected per pupil revenue limit increase.
3	Transfer of Service Revenue Limit Exemption	1,500,000	1,500,000	1,500,000	1,500,000	Estimated based on prior years' exemptions. Will not be known until July for 2007-2008.
4	Prior Year Carryover of Revenue Limit	161,307	161,307	170,156	170,156	Unused Revenue Limit Authority from 2006-2007 budget to be added to the 2007-2008 budget.
	<b>Proposed Required Revenue Change Total</b>	<b>10,596,936</b>	<b>10,613,902</b>	<b>10,622,751</b>	<b>10,622,751</b>	
<b>Expenditures</b>						
<b>Required Budget Assumptions</b>						
10	Increase Salary and Benefits for current staff	6,948,646	7,003,946	7,224,335	7,224,335	Projecting a 3.5% total salary increase (or negotiated contracted amount) for all groups. Budgeting health and dental insurance costs at the actual 2007-2008 rates received in May. Includes Curriculum Consultant Leader Stipend for 14 ESC Teacher Consultants approved in the Teachers' Collective Bargaining Agreement.
11	Reserve for potential Organizational Restructure			143,854	143,854	Amount set aside for potential Administrative Reorganization based on discussions by the Board. If not used, this amount will be available to add to the Reserve for classroom needs (equivalent to 2 FTE).
12	Additional Classroom Staff due to enrollment growth	1,699,079	1,699,079	1,366,613	1,366,613	Additional Salary and Benefit expenditure for new staff (19 FTE) based on enrollment projections of 301 new students. Estimated needs 17 for the classroom and 2 held in reserve.
13	Additional Support Staff due to enrollment growth	147,746	147,746	143,854	143,854	Salaries and Benefits for additional ESL and Bi-Lingual Staff. Two (2) FTE total. Updated amount from \$73,873 to \$71,927.
14	Transportation Rate Increase	109,624	109,624	109,624	109,624	Increase Laidlaw Bus transportation cost based on contractual increase of 2.33% in 2007-2008.
15	Transportation Route Increase	66,600	66,600	66,600	66,600	Increase to route transportation based on adding 2 routes due to enrollment in 2007-2008 with the Boundary Changes.
16	Transportation Services - City Bus Passes	28,055	28,055	28,055	28,055	District transportation costs have been increased by an amount equal to the City of Kenosha's reduced subsidy of student bus passes (5% increase per year).
17	Transportation Budget Adjustment	208,082	208,082	208,082	208,082	Increase in Transportation budget to align with increase operating cost. In lieu of contingency funds. Includes Athletic Trans.
18	Property Insurance Increase	11,190	11,190	11,190	4,769	Estimated Increase of 5% for 2007-2008 or \$11,190. <b>Actual increase is 2.25%.</b>
19	Insurance Liability Insurance	9,140	9,140	9,140	2,845	Estimated Increase of 5% for 2007-2008 or \$9,140. <b>Actual increase is 1.56%</b>
20	Electric Utilities Increase	108,801	108,801	108,801	108,801	Estimated Increase of 4.6% for 2007-2008.
20	Gas Utilities Increase	87,900	87,900	87,900	87,900	Estimated Increase of 4.6% for 2007-2008.
20	Increase Water Utilities	12,838	12,838	12,838	12,838	Estimated Increase of 4.6% for 2007-2008.
23	New Water Utility Storm Fee	138,683	138,683	138,683	138,683	Water Utility Waste Water Treatment and Conveyance Storm Fee.
24	Nash Elementary Utilities	80,750	80,750	80,750	80,750	New Utility costs for Nash Elementary School.
25	New School and Building Addition Facility Operations	418,373	418,373	418,373	418,373	Facilities-related costs for Nash as well as additions to Prairie Lane and Tremper (6 custodians and supply costs).
26	Elimination of Elementary High Enrollment Positions	(349,478)	(349,478)	(349,478)	(349,478)	The three (3) schools whose enrollments were above 600 will be lower as a result of the new boundaries. The High Enrollment Deans and a Secretary will no longer be needed.
27	Fund the Principal position at Nash Elementary	66,773	66,773	66,773	66,773	Only 50% of the Principal salary was funded in the 2006-2007 budget.
28	Additional Support Staff necessary for Nash Elem.					A counselor, Library Media Specialist, Resource Teacher and Secretary that were not contained in the November 2005 Referendum. These FTEs will be used to create the Learning Facilitator Positions.
29	Additional EA Staff necessary for Nash Elem.	287,083	287,083	287,083	287,083	A Lab Assistant, Health Info Aide and Noon Hour funding that were not contained in the November 2005 Referendum.
30	School Leadership - Police Liaison Officers	64,110	64,110	64,110	64,110	Projected increase in the City of Kenosha Police Liaison Contract.
31	Site Discretionary Increase	8,239	8,239	8,239	8,239	Reduction in Regular School Discretionary Budgets will be realized due to shift of students to new Charter Schools.
32	Increase in Savings From Five Voluntary Buy Back Days	(10,519)	(10,519)	(10,519)	(10,519)	Additional savings on buy-back days based on a 3% increase in salaries of those currently contributing. New savings is \$84,413.
33	Increase in Nursing Contract	(2,459)	(2,459)	(2,459)	(2,459)	
33	Increase in Nursing Contract	28,659	28,659	34,623	34,623	Anticipated increase in cost of School Nursing Services from the County at 6%-6.7%. The 2006-07 contracted amount is \$355,917.25 reflecting District funding of Charter School Nurses. Also includes more hours per year added for the new charter.
34	Increase in District Special Education funding	409,589	409,589	409,589	409,589	The new IDEA 2004 legislation requires Districts to set aside 15% of their IDEA funding to provide comprehensive coordinated Early Intervention Services. This will require additional funding in the District's portion of Special Ed funding to be able to provide the same level of Special Education services as last year. There is currently 5% of IDEA funding set aside for disproportionality. This assumption represents a 10% supplement from the District.
35	Strategy IV and VII - Reading Assessment	(200,000)	(200,000)	(200,000)	(200,000)	One time budget assumption in 2006-2007 to purchase of K-12 Reading Assessment Materials.
36	Talent Development - Improve AP Course Offerings	(47,316)	(47,316)	(47,316)	(47,316)	One time budget assumption in 2006-2007 to support Talent Development Plan and improve AP course offerings and instruction.
37	Talent Development - Training for 6th Grade Math Staff	(1,880)	(1,880)	(1,880)	(1,880)	One time budget assumption in 2006-2007 to provide differentiation training for 6th grade Math Teachers.
38	Talent Development - Long Range Plan	(12,120)	(12,120)	(12,120)	(12,120)	One time budget assumption in 2006-2007 to provide currict. writing and programming for Talent Development Long Range plan.
39	Talent Development - 1st Grade Achievement Tests	(25,000)	(25,000)	(25,000)	(25,000)	One time budget assumption in 2006-2007 to implement a 1st grade achievement test for the Talent Development program.
40	Career & Tech Ed - Completion of MS Labs	(110,000)	(110,000)	(110,000)	(110,000)	One time budget assumption in 2006-2007 for middle school Career & Technical Education labs (2 labs).
	<b>Proposed Required Expenditure Change Total</b>	<b>10,181,788</b>	<b>10,236,488</b>	<b>10,270,337</b>	<b>10,257,621</b>	
	<b>Current Budget Position with Required Budget Assumptions</b>	<b>415,748</b>	<b>377,414</b>	<b>352,414</b>	<b>365,130</b>	

	2007-2008 Projected Budget 04/30/07 WEA (New) & 2.0%	2007-2008 Projected Budget 05/2/07 Cabinet Meeting	2007-2008 Projected Budget 06/12/07 Special Meeting	2007-2008 Projected Budget 08/28/07 Prel. Approval	Assumption Explanation
<b><u>Cabinet Recommended Budget Assumptions</u></b>					
<b>Cabinet Recommended Revenue Budget Assumptions</b>					
	<b>Cabinet Recommended Revenue Change Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Cabinet Recommended Expenditure Budget Assumptions</b>					
66	Comp for Career & Tech Ed Student Org Advisors	11,476	10,000	10,000	10,000 Compensation for Career & Tech Ed Student National Organization advisors at all KUSD High Schools.
77	Increase District's Technology Budget		325,000	325,000	Increase the Information Technology Plan
78	Contingency for Emergency Textbook needs		17,414	17,414	With the transition of many students to new schools this year (Nash, Harborside, KTEC) a contingency budget is being established.
	<b>Cabinet Recommended Expenditure Change Total</b>	<b>11,476</b>	<b>352,414</b>	<b>352,414</b>	
	<b>Cabinet Budget Assumption Change Total</b>	<b>11,476</b>	<b>352,414</b>	<b>352,414</b>	
	<b>Current Budget Position with all Recommended Budget Assumptions</b>	<b>404,272</b>	<b>25,000</b>	<b>0</b>	<b>12,716</b>
<b><u>Board Recommended Budget Assumptions</u></b>					
<b>Board Recommended Revenue Budget Assumptions</b>					
	<b>Board Recommended Revenue Change Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Board Recommended Expenditure Budget Assumptions</b>					
	Eliminate a Director of School Leadership position				(141,229) Eliminate the vacant position. The 2007-2008 projected budget for this position based on a 3% salary increase.
	Funding for the Boys & Girls Club				50,000 Obtain Gang Prevention services from the Boys and Girls Club
	Increase security at the High School level				50,000 Increase the security funding for Bradford and Tremper by \$25,000 each
	Increase security at the Middle School level				25,000 Increase the security funding for Mahone and McKinley Middle Schools by \$12,500 each
	<b>Board Recommended Expenditure Change Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(16,229)</b>
	<b>Board Budget Assumption Change Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(16,229)</b>
	<b>Current Budget Position with all Recommended Budget Assumptions</b>	<b>404,272</b>	<b>25,000</b>	<b>0</b>	<b>28,946</b>

92	Strategic Planning Team 1	18,000	18,000	18,000	18,000	Strategy Team 1 has scheduled several surveys to be conducted on climate and communication (3 years 06/07, 07/08,08/09).
93	Student Information System	279,217	279,217	279,217	279,217	Budget for the new Student Information System per Board action on 02/14/06 for five (5) years starting 2006-2007.
94	Eliminate Energy Contingency	200,000	200,000	200,000	200,000	Contingency budget assumption in 2005-2006, but partially renewed in 2006-2007 (originally a \$515,000 contingency).
95	Reduce Substitute Staff Contingency	350,000	350,000	350,000	350,000	Contingency budget assumption in 2005-2006, but partially renewed in 2006-2007 (originally a \$850,000 contingency).
	<b>Requested Budget Assumption Total</b>	<b>847,217</b>	<b>847,217</b>	<b>847,217</b>	<b>847,217</b>	

**Kenosha Unified School District, No. 1**  
**2007-2008 Budget Assumptions**  
**Cabinet Recommended Budget Adjustments**  
**August 28, 2007**

Revenue	2007-2008 Projected Budget 04/30/07 WEA (New) & 2.0%	2007-2008 Projected Budget 05/2/07 Cabinet Meeting	2007-2008 Projected Budget 06/12/07 Special Meeting	2007-2008 Projected Budget 09/28/07 Prel. Approval	Assumption Explanation
<b>Funded in other ways</b>					
61 Increase in Athletics Transportation Costs	5,820				Increase due to negotiated contract with Laidlaw.
62 New Course Materials for Life Guarding	2,250				Purchase updated Life Guarding course materials from American Red Cross for Bradford and Tremper High Schools.
63 Replacement Football Helmets	3,000				Replace football helmets at Mahone Middle School due to non re-certification.
64 Business Ed Summer Curriculum Development	1,840				High School curriculum writing for 5 Business Teachers (16 hours each).
65 Career and Tech Ed Modular Labs	75,000				Complete 1 2 Family & Consumer Science Middle School Modular Labs at McKinley Middle School.
67 Service Learning Coordinator	25,000	25,000			Fund a half-time position to coordinate Strategy II for service projects in KUSD.
71 Merging Durkee-Lincoln EI Reading Programs	118,000				Materials and training in "Success for All" reading program to provide a common reading program for new merged school.
72 Textbook Adoption Purchases	1,100,000				Increase textbook adoption fund to bring total allocation to \$2,000,000.
73 AIS Computer Replacement	75,000				Replace three (3) computer labs that serve students in the Accelerated Independent Study Program (AIS) at Reuther.
74 Software Maintenance Agreements	10,565				Increase in various Maintenance Agreements for software used throughout KUSD.
75 Hardware Maintenance Agreements	1,800				Increase in various Maintenance Agreements for hardware used throughout KUSD.
<b>Requested Budget Assumption Total</b>	<b>1,418,275</b>	<b>25,000</b>	<b>0</b>	<b>0</b>	
<b>Not Recommended by Cabinet</b>					
68 Tech Education Summer Curriculum Development	2,228				High School curriculum writing for 6 Tech Ed teachers (2 from each school).
69 Curriculum Consultant Leader Stipend	27,200				Provide a stipend for curriculum consultant leaders which would be similar to existing High School Department Chairs.
70 Reinstate a Teacher Consultant position	98,000				Reinstate an implementation teacher consultant position to assist with each textbook adoption process and also Strategy IV projects.
76 FTE for Middle School Band & Orchestra	156,000				Two (2) music teacher FTE are needed in order to offer beginning band and orchestra lessons.
<b>Requested Budget Assumption Total</b>	<b>283,428</b>	<b>0</b>	<b>0</b>	<b>0</b>	



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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

August 28, 2007

**PROPOSED FACILITIES RELATED POLICY CHANGES**

**Background:**

It has been several years since the last time the facilities related Board Policies were reviewed and revised. Since that time, there have been some changes in how the Planning, Facilities, and Equipment Committee and the School Board as a whole have requested information be provided and also on the frequency that the information is provided. Because of this, the Board Policies should be revised to better reflect the current practices and procedures being followed.

All of the facilities related policies were reviewed and revisions are being proposed on those included in this report. Some of the changes are general in nature while others are specific to one policy. The following discussion summarizes the changes being proposed and the basis for the proposed changes.

**General Changes:**

- A number of policies refer to the Assistant Superintendent of Business or Executive Director of Business position. Because that position no longer exists and because titles tend to change periodically, those references are being changed to Superintendent of Schools or designee.
- Several policies have been revised to include wording to be inclusive and reflect the diversity of the District. These changes are directly related to one of the action steps for Strategy 6 of the KUSD Strategic Plan.

**Policy and Rule 3711 – Improvement of Maintenance Projects**

- The current language in this Policy and Rule allows Administration to approve individual or cumulative change orders adding less than \$10,000 or 10% of the project amount, whichever is the smaller amount. We are proposing this language be changed to allow Administration to approve change orders adding less than \$10,000 (\$5,000 for projects under \$50,000). This results in a relatively slight increase in the change order authority of the Administration, e.g. Administration would have a \$10,000 limit on a \$70,000 project instead of a \$7,000 limit. The time frame that projects are performed is for the most part limited to the summer months and if changes are needed to be made, the approval process can make project management difficult. The increase in the Administration authority

would help alleviate this to some extent, especially on smaller dollar value projects. In the past, we have had to delay completion of projects in the \$10,000 - \$15,000 range because of scope increases in the \$1,000 - \$1,500 range. The Planning, Facilities, and Equipment Committee reviews the major maintenance project summary each month, and changes are described in that summary and also verbally summarized if they require additional funds.

- There was duplication of requirements between this policy and Policy 7210 regarding capacity related projects. The requirements in Policy 7210 are being deleted and will be discussed later, and Rule 3711 is being modified to state the following: "Capacity projects are considered individually once a year as the space needs for the coming year are reviewed based on enrollment projections and other space related factors." This statement reflects what is done annually to address space needs in the District.

### **Policy and Rule 3750 – Playground Equipment**

- Rule 3750 contains the following statement: " Upon approval of the Director of Facilities Services, the District will assume the cost of installation of playground equipment." This statement is misleading, especially to new administrators, as the District has a long-standing practice of not funding the purchase or installation of playground equipment. These costs have for the most part been funded by parent organizations or other fundraising efforts, and to indicate that District funding may be available is not accurate.

### **Policy and Rule 7200 – Facilities Planning**

- Rule 7200 requires that a report from the Long Range Facilities Planning Committee (LRPC) be presented to the School Board no later than the first School Board meeting in February each year. This schedule has never been followed as LRPC reports are presented when the Board requests them or when the timing is appropriate based on District needs; therefore, we are proposing the language be changed to say that the reports will be presented periodically as directed by the School Board. This allows the School Board to direct the reporting schedule which in some cases may more frequent than once a year, but will in most cases be less frequent than that.
- The wording for Instructional Design should be modified from "an instructional design committee appointed by the Superintendent of Schools when new facilities, and when deemed necessary" to state "an instructional design committee appointed by the Superintendent of Schools when deemed necessary when new facilities" to reflect what is actually done. Instructional design committees are formed for projects that the Superintendent determines warrant a committee. In the past few

years committees have been formed for the EBSOLA and Durkee/Lincoln projects to bring the two school communities together and create a philosophy and plan for the combined schools. Instructional committees have not been formed for projects like the additions to Bradford, Tremper and Prairie Lane or for the new Nash school. The instructional design related activities have been rolled into the Facilities design process or were performed without the need of a specific committee.

### **Policy and Rule 7210 – Forecasting Enrollments and Evaluating Existing Buildings**

- We are recommending that this policy be renamed to Forecasting Enrollments and that all of the language related to evaluating existing buildings be deleted. Policies 3711 and 7200 already cover all of the pertinent requirement to evaluating existing buildings from a physical facility and capacity perspective and so the wording in this policy is redundant.

### **Policy and Rule 7330 – Construction Contracts, Bidding, and Awards Policy and Rule 7332 – Change Orders**

- It is recommended that these two policies be combined into one Policy and that Policy 7330 be renamed to Construction Contracts, Bidding and Awards, and Change Orders. The current language in Rule 7332 is very prescriptive and unlike any School Board Policy we could find across the State. It requires that any change order or cumulative change orders greater than \$10,000 or 10% of the project whichever is smaller be approved by the School Board. The average capital project governed by these policies is greater than \$10,000,000, which means that Administration has an approval authority of less than 0.1% of a typical project. Several years ago, we proposed increasing this authority to \$50,000 or 20% whichever is smaller, but that was not approved by the Board the time. We are now proposing the following language:

At the time the School Board makes a final award or contract or at any other time deemed appropriate by the School Board, the School Board may set a fixed dollar amount as an owner's contingency and the same or a lesser amount of that contingency as that which can be used upon the approval of the Superintendent of Schools or designate. When change orders or other expenses not included in the base award exceed the fixed dollar amount established by the School Board, the Superintendent shall recommend acceptance or rejection of the changes to the School Board. The School Board shall make the final decision in such cases.

This language better reflects what the Board had done on the last several projects and allows the School Board at the time of the project to set appropriate contingencies and change order approval authorities on a project-by-project basis. This proposed language is still more prescriptive than any other Board Policy language in the State that we could identify, but provides a much more realistic and practical approach than the current language.

### **Policy and Rule 7340 – Site Selection and Acquisition**

- The current language requires that a summary of vacant properties and a review of available properties be provided to the Board annually no later than the first School Board meeting in February each year. We are proposing to change this to state that the review be provided periodically as directed by the School Board to better reflect the current practice.

### **Policy and Rule 7360 – Facilities Project Records and Reports**

- We are proposing that the following language in this policy be deleted: “The architect/engineer and/or general contractor shall make a monthly report of progress on the major construction, additions, or remodeling work. Copies of these reports shall be provided to the School Board’s Planning/Facilities/Equipment Committee.” We stopped requiring these special reports after the EBSOLA project in order to save money. The reports were nice to look at but did not serve any tangible value to Administration or the Board. We do require weekly or every other week summaries via e-mail from the contractors and/or architects as part of the construction meeting process. Administration uses written and verbal reports to keep the Planning, Facilities, and Equipment Committee and the full Board abreast of the projects in lieu of a formal report from the architects. This practice reflects in many ways the fact that KUSD has a very active construction program and that we have processes that help manage these projects well.

### **Administration Recommendation:**

The Planning, Facilities, and Equipment Committee unanimously recommended, at its August 14, 1997 meeting, that the draft facilities related Policy changes be brought to the full Board on August 28, 2007 for a first reading.

Dr. Joseph T. Mangi  
Interim Superintendent of Schools

Ms. Kathleen M. Barca  
Executive Director of School Leadership

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

POLICY 3711  
IMPROVEMENT OR MAINTENANCE PROJECTS

A Major Maintenance Projects list shall be developed annually by the Department of Facilities Services. This list shall be reviewed by the Superintendent of Schools and/or ~~designee the Executive Director of Business Services~~ for adherence or compliance with the District's Strategic Plan and Goals. This list, with estimated costs, shall be presented to the School Board's Planning, Facilities and Equipment Committee for review and comment and then to the Board no later than April 1<sup>st</sup> of each year. A contingency of not more than 5% of the total budget for major maintenance projects shall be maintained at the beginning of the year for emergent and planned project needs.

Upon approval by the Board, plans and specifications for the projects included on the list shall be developed by the Department of Facilities Services. Required quotes or bids shall be obtained in accordance with established purchasing procedures. The Board may approve special rules for specific individual projects upon recommendation of the Superintendent.

If actual ~~bids costs~~ will exceed the approved budget for an individual project, the ~~Executive Director of Business Services~~ **Superintendent of Schools or designee** may approve exceeding the budget by ~~the lesser of 10% or up to \$10,000 (\$5,000 for projects under \$50,000) prior to proceeding on the project.~~ Board approval must be obtained for amounts greater than this.

Nothing in this policy or rule shall be construed so as to limit the Superintendent's authority to respond to emergency maintenance conditions that may endanger persons, land, physical plant or equipment, with timely reporting to the Board.

LEGAL REF.: Wisconsin Statutes

Sections 101.11	[Provision of safe workplace]
115.33	[Inspection of school buildings]
120.12(1)	[Board duty; care, control and management of district property]
120.12(5)	[Board duty; repair of school buildings]
121.02(1)(i)	[Safe and healthful facilities standard]
PI 8.01(2)(i), Wisconsin Administrative Code	[Safe and healthful facilities regulations]

CROSS REF.: 3110, Annual Operating Budget

3420, Purchasing  
3600, School Safety  
3700, Facilities Management  
3710, Facilities Maintenance  
7200, Facilities Planning  
7220, Financing Capitalization  
7320, Consultant Services  
7330, Construction Contracts, Bidding and Awards  
District Strategic Plans

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 9, 1991

POLICY 3711  
IMPROVEMENT OR MAINTENANCE PROJECTS  
Page 2

REVISED: August 13, 1996  
December 17, 1996  
August 22, 2000  
July 24, 2001  
January 28, 2003  
October 28, 2003

RULE 3711

IMPROVEMENT OR MAINTENANCE PROJECTS

Major maintenance should generally be funded out of Fund 10 where possible and capacity enhancement should generally be funded out of Fund 40 where possible otherwise fund 10 will be used. In accordance with the District purchasing procedures, projects estimated to cost less than \$10,000 require approval of the Purchasing Agent. When Facilities Services employees are involved, projects estimated to exceed \$10,000 require at least three written price quotations. When it is not possible to obtain three quotations, approval of the Superintendent of Schools **or designee**, ~~upon recommendation of the Executive Director of Business Services~~ is required. Documentation must be maintained.

When an independent construction manager is utilized, contracts estimated to exceed \$10,000, but less than \$50,000, require at least three price quotations. When it is not possible to obtain three quotations, approval of the Superintendent **or designee** ~~upon recommendation of the Executive Director of Business Services~~ is required. Documentation must be maintained.

Projects estimated to exceed \$50,000 require formal bidding and approval of the **Superintendent of Schools or designee** ~~Executive Director of Business Services~~.

Notice of bids for projects in an appropriate trade publication and/or newspaper, may be done for all contracts, but is required for projects that are estimated to exceed \$50,000, unless the bidding has been limited through a formal pre-qualification process or single-source agreement.

For all major maintenance projects, individual or cumulative change orders adding less than \$10,000 **(\$5,000 for projects under \$50,000)** ~~or 10% of the project amount, whichever is the smaller amount~~, require approval of the **Superintendent of Schools or designee** ~~Executive Director of Business Services~~. Individual or cumulative change orders adding in excess of \$10,000 **(\$5,000 for projects under \$50,000)** ~~or 10% of the contract, whichever is the smaller amount~~, require the review of the Board's Planning, Facilities and Equipment Committee and the approval of the Board upon recommendation of the Superintendent **of Schools**.

Individual or cumulative change orders necessitated due to concealed conditions; e.g., sub soil, wall interior, sub roofing, that are not possible to anticipate, or where the extent of the specified work is not possible to predetermine, may be approved by the Superintendent **or designee**, and subsequently reported to the Board, if time is of the essence in order to mitigate costs and/or a delay in the completion schedule which will result in unduly disrupting District operations. This is subject to budget availability not to exceed \$25,000.

The criteria for selecting major maintenance and capital improvement on a District wide basis shall include the following:

PROJECTS PRIORITY SETTINGS

Level/Category	High (A)	Average (B)	Low (C)
Safety (1)	1A	1B	1C
Maintenance (2)	2A	2B	2C
Educational (3)	3A	3B	3C
Comfort (4)	4A	4B	4C
Enhancement (5)	5A	5B	5C
Capacity (6)	6A	6B	6C
Security (7)	7A	7B	7C



RULE 3711  
IMPROVEMENT OR MAINTENANCE PROJECTS  
Page 2

Category

Safety – Possible danger may exist; Driven by Federal and/or State regulation(s)  
Maintenance – HVAC, roof, electric, plumbing, maintenance, preventive maintenance and other related issues  
Educational – Educational delivery may be affected  
Comfort – Student/Staff comfort  
Enhancement – Issues that can wait without any significant effect to the district operations. However, they will enhance the overall school function.  
Capacity – Projects that result in adding and/or enhancing school capacity.  
Security – Building security projects (locks, card readers, camera, etc.)

Level

High – Standard, policy, regulation, recommended guidelines, liability  
Average – Public perception  
Low – No standard, no policy, no regulation

Numeric Ratings

1A=2	(1)	1B=3	(3)	1C=4	(6)
2A=3	(2)	2B=4	(4)	2C=5	(9)
3A=4	(5)	3B=5	(8)	3C=6	(12)
4A=5	(7)	4B=6	(11)	4C=7	(14)
5A=6	(10)	5B=7	(13)	5C=8	(16)

Numbers have been assigned to letters A, B and C as follows, A=1, B=2, C=3. These assigned number have been added in order to establish a unique rating number for each priority.

i.e.,  $1A = [1+A(A=1)]=2$   
 $2B = [2+B(B=2)]=4$

Capacity & Security

Numeric ratings are not applied to capacity and security projects. Capacity projects are considered individually once a year as the space needs for the coming year are reviewed **based on enrollment projections and other space related factors**.

PRIORITIZATION WITHIN CATEGORY 2

Note: This prioritization ranking is for category 2 projects.

1. Boilers/Heating
2. Plumbing
3. Electrical
4. Roofs
5. Exterior Walls/Doors
6. Indoor Air Quality
7. Lighting

RULE 3711  
IMPROVEMENT OR MAINTENANCE PROJECTS  
Page 3

8. Security
9. Energy Management/Fire Alarm/Intercom/Sound Systems
10. Air Conditioning/Other HVAC
11. Flooring/Asbestos
12. Other Asbestos
13. Asphalt/Concrete
14. Interior Walls/Doors/Ceilings
15. Cabinetry/Carpentry
16. Other

POLICY 7200  
FACILITIES PLANNING

School facilities should provide an environment for effective educational development **for all students for a diverse student population.**

Long-range plans should exist that provide a basis for meeting District facilities needs in an orderly manner and making school facilities available at the time and in the place needed. Planning of school facilities will be consistent with the best acceptable current methods for the practical implementation of educational programs. Educational, **diversity** and community needs shall be considered in the planning of school facilities.

A continuing effort shall be made to provide facilities that will enable all District students to have a suitable educational environment. Before renovating or adding to existing school buildings, careful consideration shall be given to whether present and future needs can best be met in this manner. Existing school buildings shall be evaluated in terms of instructional developments and their ability to meet future enrollment and educational needs.

The Superintendent of Schools or designee shall have primary responsibility for the development and administration of major facility construction, additions or remodeling programs. Planning of major facility construction additions or remodeling shall involve staff members and Board members. The District shall comply with federal, state and local laws, codes and ordinances relating to design and construction.

The public shall be kept informed of District facilities needs and plans.

LEGAL REF.: Wisconsin Statutes

Sections 120.10(5)	[Annual meeting power; designating building sites]
120.10(10m)	[Annual meeting power; school capitalization expansion fund]
120.12(1)	[Board duty; care, control and management of district property]
120.12(5)	[Board duty; repair of school buildings]
120.12(21)	[Board duty; consideration of effects on historic properties]
120.13(1)	[Board power; do all things reasonable for cause of education]

CROSS REF.: Policy 6010, Mission of Instructional Program  
Policy 7210, Forecasting Enrollments and Evaluating Existing Buildings  
Policy 7320, Consultant Services  
Policy 7340, Site Selection and Acquisition

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: September 25, 2001

RULE 7200  
FACILITIES PLANNING GUIDELINES

A. Long-Range Planning

1. The Superintendent of Schools or designee shall establish a Long-Range **Facilities** Planning Committee for the purpose of developing a five-year plan that will be reviewed annually to determine long-range district facility needs and be presented to the School Board **periodically as directed by the School Board.** ~~no later than the first School Board meeting in February each year.~~
2. A comprehensive long-range facilities plan should consider several factors, including the following:
  - a. The educational program to be offered.
  - b. The number and location of individuals to be served by the school system.
  - c. The space needs required beyond existing facilities.
  - d. The financial implications to the community.
  - e. The organization of attendance units.
  - f. The geographic and demographic characteristics of the District.
  - g. The adequacy of existing facilities to meet program needs.
  - h. **The minority/majority of populations within the attendance area.**

B. Instructional Design

1. Educational specifications shall be compiled by an instructional design committee appointed by the Superintendent of Schools ~~when new facilities,~~ and when deemed necessary, **when new facilities,** additions or remodels are being considered. Members of this committee will represent the various instructional and service areas of the District **and represent the Districts diverse student population (i.e. minority, special needs, majority, etc.).** The educational specifications shall be submitted to the School Board for approval and referred to the facilities design committee.
2. Specifications for educational facility construction, additions or remodeling shall include:
  - a. Program considerations
  - b. Characteristics of the community
  - c. Instructional program
  - d. Other administrative considerations, such as:
    - i. Enrollment data
    - ii. Financial considerations
    - iii. Interrelationship of facility to District
    - iv. Description of curriculum organization
    - v. Personnel requirements
    - vi. Diversity of the student population**
  - e. Relationship of spaces
  - f. Facilities required

C. Facilities Design

1. A planning committee, consisting of staff members appointed by the Superintendent of Schools or designee, Board members, and members of the community **that reflects the diverse demographics of the District** shall review educational specifications and construction plans at the various stages of development. Staff members representing the various instructional and service areas of the District, in addition to the architect/engineer, and other consultants may be invited for review of plans for specific areas.

RULE 7200  
FACILITIES PLANNING GUIDELINES  
Page 2

2. Major facilities planning shall be based on the educational specifications and/or evaluation of existing buildings. "Major facility construction, additions and remodeling" shall be defined to include any projects that (a) are new construction or remodeling which would substantially change the nature of an existing building, and (b) would require funding other than the normal, annual District budgetary provisions.
3. The Superintendent of Schools shall have decision-making authority to revise plans and specifications recommended by the planning committee to avoid cost overruns and to ensure timely completion of the project, subject to School Board approval. Approval of plans at the various stages of development shall be by School Board action.
4. A milestone schedule for the entire project shall be developed and submitted to the School Board for approval.
5. An estimate of the costs of major construction, additions or remodeling shall be submitted to the School Board and based upon information furnished by the architect/engineer and/or the general contractor/construction manager. A total project cost estimate shall be prepared and include:
  - a. Construction cost including fixed equipment and site development
  - b. Architectural services
  - c. Movable equipment
  - d. Special assessments for sewer, water and paving
  - e. Contingency

POLICY 7210  
~~FORECASTING ENROLLMENTS AND EVALUATING EXISTING BUILDINGS~~

Enrollment forecasts shall be prepared under the direction of the Superintendent of Schools, utilizing local, regional, state and national information. This information shall be used in planning school facilities and in making decisions regarding such matters as school admissions and assignment of students to schools **that reflect the diversity of the District.**

CROSS REF.: Policy 5120, Student Enrollment Reporting  
Policy 5220, Admission of Nonresident Students (Other Than Public School Open Enrollment Students)  
Policy 5320, School Attendance Areas  
Policy 5330, Assignment of Students to Schools  
Policy 5260, Full-Time Public School Open Enrollment  
Policy 7320, Consultant Services

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: September 11, 2001

RULE 7210  
FORECASTING ENROLLMENTS AND  
EVALUATING EXISTING BUILDINGS

Forecasting Enrollments

1. The Department of Educational Accountability will be responsible to the Superintendent of Schools for forecasting enrollments **delineated by race, needs, and special achievement** to be used in planning educational facilities and making decisions on such matters as school admissions and assignment of students to schools **that reflect the diversity of the District**. In forecasting enrollments, local, state and national trends and other data should be considered.
  - a. Local data includes information such as birth rate statistics, enrollments by grades and by schools, **diverse student demographic** trends of the School District, building construction permits issued, Chamber of Commerce records, annexations, and employment statistics.
  - b. National data includes information from such sources as the Bureau of Census, the Department of Health and Human Services, the Department of Education, the National Center of Educational Statistics and from federal publications.
2. District enrollment projections shall be released by the Department of Educational Accountability upon approval of the Superintendent and presented to the School Board no later than February 1<sup>st</sup> of each year.

Evaluating Existing Buildings

1. ~~A continuing effort shall be made to provide facilities, which will enable all District students to have a suitable~~ **diverse** ~~educational environment.~~
2. ~~Before renovating or adding to existing buildings, careful consideration shall be given to whether present and future needs can best be met in this manner:~~
  - a. ~~Population patterns within the School District, environmental changes, and inadequate sites are some external factors that shall be considered.~~
  - b. ~~Buildings shall be evaluated in terms of instructional developments and projections of future educational needs.~~
  - c. **Student demographics based on race, special needs and achievement levels.**

Annual Planning Report

1. ~~Upon the issuance of enrollment projections and the existing facilities ability to support the projections, a report will be presented to the School Board no later than April 1<sup>st</sup> outlining how the existing facilities would accommodate the projected enrollments and providing recommendations as related to capacity projects that may be required in event that projected enrollments would not be adequately served in the existing facilities.~~

POLICY 7220  
FINANCING CAPITALIZATION

Major construction, additions or remodeling may be financed from the general fund budget or from notes or bonds approved in a capital project or TIF referendum in accordance with state law.

Upon approval of a major construction, additions or remodeling project, ~~the Assistant Superintendent of Business, as directed by the Superintendent of Schools~~ **or designee**, shall initiate the necessary procedure for securing financing.

In evaluating financing options, the borrowing term should not be longer than the life cycle of the project. Prior to engaging such financing, administration shall develop a financing plan and present it to the Board for approval.

LEGAL REF.: Wisconsin Statutes

Sections	67.03	[Limitations on indebtedness]
	67.05	[Bond issues]
	67.12	[Temporary borrowing]
	120.10(6)	[Annual meeting power; tax for sites, buildings and maintenance]
	120.10(10)	[Annual meeting power; debt service fund]
	120.10(10m)	[Annual meeting power; school capital expansion fund]
	120.13(29)	[Board power; borrow money and issue municipal obligations]
	120.135	[Capital improvement fund]

CROSS REF.: 3100, Annual Operating Budget  
3290, Borrowing  
3291, Bonds and Promissory Notes  
3293, Debt Limitations  
3520, Maintenance of District Facilities  
3521, Improvement or Maintenance Projects  
3523, Emergency Maintenance Projects  
3550, Debt Service  
3551, Payment of Bonds  
3710, Criteria for Determining Capital Improvement Projects  
7320, Consultant Services  
7330, Construction Contracts, Bidding and Awards

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: October 22, 2002



POLICY 7311  
PRELIMINARY AND WORKING DRAWINGS

Preliminary plans and working drawings shall be developed in accordance with established District procedures and submitted to the School Board for approval. Preliminary plans shall give a clear idea of the basic design of the building, materials, built-in equipment and the approximate cost. Complete details of the building layout, design and construction materials shall be included in the working drawings.

CROSS REF.: 7200, Facilities Planning  
7221, Determination of Costs  
7310, Educational Specifications

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: September 11, 2001

RULE 7311

**GUIDELINES FOR PRELIMINARY AND WORKING DRAWINGS**

Preliminary plans shall be developed by the architect/engineer with the input of the staff and the community. These plans shall be based on the educational specifications developed for the educational facility.

Working drawings and specifications shall be prepared by the architect/engineer. The Superintendent shall make recommendations to the School Board, following a review and inspection of these documents by the Director of Facilities Services.

POLICY 7321  
ARCHITECT/ENGINEERS

In accordance with state law, a properly registered and licensed architect or engineer shall design District buildings.

The School Board shall designate an architect/engineer for major facility construction, additions or remodeling projects. Selection shall be on the basis of general qualifications including design ability, technical competence and reliability. A contract between the architect/engineer and the School Board shall be promptly executed upon selection. This contract shall define in detail the rights and obligations of both parties.

LEGAL REF.: Wisconsin Statutes  
Section 120.13(9) [Board power; employ architect or engineer]

CROSS REF.: Policy 7200, Facilities Planning  
Policy 7310, Educational Specifications  
Policy 7320, Consultant Services  
Policy 7330, Construction Contracts, Bidding and Awards  
Policy 7350, Project Administration/Supervision  
Policy 7360, Facilities Records and Reports

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: February 13, 2001  
November 13, 2001

RULE 7321

~~GUIDELINES FOR SELECTING AND HIRING~~  
~~OF AN ARCHITECT/ENGINEER~~

The process for selection of an architectural and/or engineering firm shall be:

1. Administration shall develop and distribute a request for proposal (RFP) for architectural/engineering services which will include, at a minimum, the scope of services, information on the project(s), and a copy of the American Institute of Architects (AIA) standard contract as modified by the District.

Other information that may be requested from the prospective firms in the RFP includes, but is not limited to:

- Relevant experience – including details on project such as size of school, general contractor, construction costs, etc.
  - Services firm will supply.
  - Sub-consultants that the firm is proposing using for the project(s).
  - Information on change order quantity and cost on projects they designed.
  - Legal cases between firm and clients.
  - Experience working with the applicable municipality where the school will be built.
  - Primary contact for project.
  - References from school projects.
  - Actual bid versus cost estimates for school projects.
2. All architectural and/or engineering firms as part of their proposal will either have to accept the AIA standard contract as modified by the District or identify in writing any exceptions requested. All exceptions will be required to be resolved prior to being interviewed by the School Board.
  3. Administration will narrow the field of architects/engineers to 3-5 semi-finalists to be interviewed by the School Board.
  4. Administration shall provide the School Board with copies of the semi-finalists' proposals received and a summary indicating how the semi-finalists were determined.
  5. The School Board will interview the semi-finalists at a Special Meeting. Each firm will be given a short period of time to introduce their firm and summarize their qualifications. This will be followed by each firm responding to pre-selected questions developed by the School Board and Administration.

The other semi-finalists will not be allowed to watch their competitors being interviewed, and all of the semi-finalists must remain in the building until a firm is hired by the School Board. All negotiations and discussions on the selection process will be conducted in closed session.

POLICY 7330

**CONSTRUCTION CONTRACTS, BIDDING AND AWARDS, AND CHANGE ORDERS**

Bids shall be received for major facility construction, additions or remodeling in accordance with established rules and regulations.

Bids may be withdrawn prior to the opening of bids. Withdrawals will be allowed after the opening of bids only upon proof of substantial, unintentional error or omission, based on the recommendation of the Superintendent of Schools and subject to School Board approval.

The Board shall make final award of the contract based on recommendations of the Superintendent and receipt of the protection and guarantees required by law and School Board policy and regulations. The protection and guarantees may include certificate of insurance and performance bond.

**At the time the School Board makes a final award or contract or at any other time deemed appropriate by the School Board, the School Board may set a fixed dollar amount as an owner's contingency and the same or a lesser amount of that contingency as that which can be used upon the approval of the Superintendent of Schools or designee. When change orders or other expenses not included in the base award exceed the fixed dollar amount established by the School Board, the Superintendent shall recommend acceptance or rejection of the change to the School Board. The School Board shall make the final decision in such cases.**

LEGAL REF.: Wisconsin Statutes  
Sections 779.14 [Public works; form of contract, bond or remedy]

CROSS REF.: 3326, Payment for Supplies, Equipment or Services  
3520, Maintenance of District Facilities  
3521, Improvement or Maintenance Projects  
3523, Emergency Maintenance Projects  
3710, Criteria for Determining Capital Improvement Projects  
7331, Protection and Guarantees  
7332, Change Orders  
7370, Equipment and Furniture

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: February 13, 2001  
October 22, 2002

RULE 7330

BIDDING AND AWARDING OF CONSTRUCTION CONTRACTS

1. The Director of Facilities shall be responsible for handling bidding in accordance with established rules and regulations.
2. Advertisements and Solicitation of Bids  
The advertisement and solicitation of bids shall include proper instructions on such items as bid security and deposit for plans. The amount of the plan deposit shall be determined by the extent of the project and shall be included in the advertisement and specification. Advertisement and solicitation of bids may be made in various trade publications or newspapers for competitive bidding.
3. Submission of Bids  
All bids shall be submitted in a sealed envelope with an indication of the work classification for which the bid is submitted and shall be in accordance with the bid specifications. All alternative bids submitted by a bidder shall be in accordance with the bid specifications.
  - a. All bids shall be properly signed by an authorized partner or authorized officer of the company. All partners shall sign the bid if being submitted by a partnership, or by the president on bids submitted by a corporation and stamped with their corporate seal. If others sign the bid, a power-of-attorney affidavit shall be attached to the bid evidencing authority to sign the bid in the name of the person for whom the bid is signed.
  - b. All bids shall be accompanied by a bid security in an amount determined by the Superintendent of Schools or designee payable to the District. Acceptable bid securities are: bid bond executed by the bidder and a surety company, certified check or money order.
  - c. Each bidder shall submit a complete list of sub-contractors with his/her proposal on the form included in the bid specification. No change of sub-contractors shall be permitted by the successful contractor without the written approval of the Superintendent of Schools or designee.
  - d. Bids shall be mailed or delivered to the office or area as designated by the bid specifications before the scheduled opening of bids.
4. Bid Substitution  
Substitution bids as suggested by the bidder may be stated on the bid form if listed separately and as a deduction from the base bid for the School Board's consideration. Substitutions shall not be used to determine the low bidder unless all bidders have submitted the same substitution, in which case the substitution will be considered a specified alternate. All substitute bids shall be studied and may be considered as a change order from the successful contractor.
5. Withdrawal of Bids  
Prior to the bid closing time and date, a bidder may withdraw the bid upon request to the Purchasing Agent. Subsequent to the bid closing time and date, a bidder may withdraw the bid only in accordance with Board policy. A request for a withdrawal of a bid after the bid closing time and date shall be submitted in writing to the Director of Facilities outlining the necessity and reason for the request. Withdrawal of a bid may result in forfeiture of the contractor's bid bond.

RULE 7330  
BIDDING AND AWARDING OF CONSTRUCTION CONTRACTS

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6. Opening of Bids

Bids shall be opened in accordance with Board policy.

7. Awarding of Contracts

- a. Design-Bid-Build Method - The contract shall be awarded to the lowest responsible and qualified bidder, except that the Board reserves the right to accept or reject any or all bids presented or to accept in part or as a whole any bid advantageous to the Board. The low bidder shall be determined solely on the basis of the base bid and specified alternates as accepted by the Board. However, should all contractors in any phase of the work submit the same substitution in the same manner, this substitution will be considered to be a specified alternate in awarding of the contract to the lowest bidder. Regulations concerning low bidder shall be made a part of the instructions to bidders in all specifications.
- b. Negotiated or Design-Build Method – In the event that a building project is engaged utilizing a negotiated or design-build method, the administrative staff shall pre-qualify firms determined to be most capable and present these firms to the Board for interview and selection using a process similar to that described in Rule 7321 for hiring architects. When either of these methods are selected, the bidding policies described in item 3 are waived in the selection of subcontractors to the general contractor. It is implicit within these methods that the general contractor or construction manager may use the most appropriate means of obtaining the best overall price and value for the District.

POLICY 7331  
PROTECTION AND GUARANTEES

The contractor shall furnish the necessary protection and guarantees in accordance with School Board policy, state law and established rules and regulations.

LEGAL REF.: Wisconsin Statutes  
Section 779.14 (Public works; form of contract, bond or remedy)

CROSS REF.: Policy 7330, Construction Contracts, Bidding and Awards

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: September 11, 2001



**GUIDELINES FOR PROTECTION AND GUARANTEES**

The contractor shall furnish a bid security in an amount determined by the ~~Assistant Superintendent of Business~~ **Superintendent of Schools or designee**; a certificate of insurance indicating the liability and workers' compensation insurance as required by the bid documents, and all maintenance, workmanship and materials guarantees in writing, as designated by the bid documents.

The contractor shall abide by all local, state and federal regulations as designated by the bid documents, including provision of the performance bond as required by state law.

The School Board shall assume responsibility for the purchase of builders' risk insurance for materials and equipment used in the building process, not including contractor's owned, leased or rented equipment used for construction.

POLICY 7340  
SITE SELECTION AND ACQUISITION

The Superintendent of Schools shall make recommendations to the School Board concerning future school building sites. Sites shall be selected for future construction based on accessibility, environment, suitability for school program, availability of utilities, suitability for construction, **diverse student demographics** and attractiveness. Such sites shall be submitted to various planning commissions for approval.

The Board shall purchase or take options on possible school sites based on the long-range facilities plans of the District. In accordance with state law, the School Board shall use the power of condemnation, if necessary, in the best interests of the District.

The Superintendent of Schools **or designee** shall provide the School Board with a summary of existing school district vacant properties and a review of available properties ~~annually no later than the first School Board meeting in February each year~~ **periodically as directed by the School Board.**

LEGAL REF.: Wisconsin Statutes

Sections 120.10(5)	[Annual meeting power; designate sites for district buildings]
120.10(5m)	[Annual meeting power; authorize board to acquire, purchase or condemn real estate/facilities necessary for school district purposes]
120.13(18)	[Board power; acquisition of property for ecological, agricultural
120.13(20)	[Board power; options to purchase real property]

CROSS REF.: Policy 7200, Facilities Planning  
Policy 7220, Facilities Capitalization

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: September 11, 2001

RULE 7340

~~GUIDELINES FOR SITE SELECTION AND ACQUISITION~~

A. Site Selection

1. The need and general location of school sites shall be evaluated and recommended by the Superintendent of Schools **or designee**.
  - a. School sites shall conform to applicable state and federal guidelines.
  - b. Soil conditions, including soil test borings where necessary, shall be considered in site selection. Any necessary environmental assessments shall also be considered.
  - c. The selection of a school site may be subject to a complete topographical survey of the property by a licensed surveyor.
  - d. Before final selection by the School Board, the City of Kenosha, Village of Pleasant Prairie, or Town of Somers planning staff should be consulted with respect to use of the property for institutional purposes and consideration of state law and local ordinances.
2. Prior to proceeding with site acquisition, the District shall present to the electorate at an annual or special meeting for approval of purchase.

B. Site Acquisition

1. Legal documents for the option or purchase of a site shall be prepared for the District by an attorney as requested by the Superintendent of Schools or designee. Following examination of the abstract of title or other title evidence, the attorney shall prepare a written opinion of the site.
2. The procedure and extent of negotiations and purchase of a site shall be directed by the School Board through the Superintendent of Schools or designee.
3. Formal contracts shall exist in the acquisition of sites.

POLICY 7350  
PROJECT ADMINISTRATION/SUPERVISION

The architect/engineer shall be responsible to the Superintendent of Schools or designee for the major facility construction, additions or remodeling project as specified in the contract, including providing for regular observation and inspection of the project.

CROSS REF.: Policy 7321, Architect/Engineer  
Policy 7330, Construction Contracts, Bidding and Awards  
Policy 7360, Facilities Project Records and Reports  
Policy 7500, Acceptance of Completed Construction Project

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: September 11, 2001

RULE 7350

~~GUIDELINES FOR PROJECT ADMINISTRATION/SUPERVISION~~

1. The Director of Facilities Services is assigned by the Superintendent of Schools to represent the District in matters involving the architect or engineer and project administration. All communications with the architect or engineer shall be channeled through the Director of Facilities Services.
2. The observation of the major facility construction, additions or remodeling project shall be performed by a qualified member of the architectural/engineering firm who is approved by the Director of Facilities Services. The architect/engineer shall give immediate written notice to the contractor and the Superintendent or designee when work is not being performed in accordance with contracts, plans and specifications or when work is not being performed as scheduled.

POLICY 7360  
FACILITIES PROJECT RECORDS AND REPORTS

The architect/engineer shall maintain necessary records, as required in accordance with the contract, to substantiate payment by the School Board for services rendered.

~~The architect/engineer and/or general contractor shall make a monthly report of progress on the major construction, additions or remodeling work. Copies of these reports shall be provided to the School Board's Planning/Facilities/Equipment Committee.~~

Any unusual conditions shall be reported immediately by the architect/engineer to the Superintendent of Schools or designee.

CROSS REF.: Policy 3326, Payment for Supplies, Equipment or Services  
Policy 7321, Architect/Engineer  
Policy 7350, Project Administration/Supervision

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: September 11, 2001

POLICY 7400  
NAMING OR RENAMING DISTRICT BUILDINGS

The School Board shall be responsible for naming or renaming buildings in the District.

A Building Naming Committee may be appointed to present recommendations to the School Board for suitable names for District buildings. **Representation of the District's demographic will be reflected in the committee.** Name recommendations shall be made in accordance with established District guidelines.

LEGAL REF.: Wisconsin Statutes  
Section 120.12(1) (Care and management of school property)

CROSS REF.: Policy 1131, Memorials/Dedications within Schools

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: January 12, 1999  
September 11, 2001

RULE 7400

~~GUIDELINES FOR~~ NAMING OR RENAMING DISTRICT BUILDINGS

1. At the request of the School Board, a Building Naming Committee shall advise on the naming or renaming of District buildings within 30 days of referral. Committee members shall include the School Board President, the Superintendent of Schools, and community representatives appointed by the Superintendent
2. The duties of the Building Naming Committee shall include compiling a list of name recommendations and setting up guidelines and criteria for the selection of name recommendations.
3. The committee may use the following sources for the suggestion of building names:
  - a. Public participation
  - b. Student participation
  - c. Previous file of suggested names

A permanent file of previously suggested names shall be maintained by the Superintendent of Schools.

4. When considering potential building names, the Committee shall keep in mind the following requirements:
  - a. Person or place names may be used from the following categories:

(1) Geographic areas within the District	(8) Industry
(2) Arts	(9) Inventions
(3) Business	(10) Labor
(4) Education	(11) Military Services
(5) Government	(12) Philanthropy
(6) History	(13) Professions
(7) Humanitarianism	(14) Science
	(15) Service to the District
	(16) Cultural Significance
  - b. A person's name may be recommended only if the candidate has been dead for at least two years prior to the nomination. Consideration for nominations, which may be solicited from the public, must be limited to candidates of exemplary moral character, who have made outstanding contributions, who have historical significance, who have performed service to the community or humanity, or who have displayed outstanding leadership. First consideration shall be given to local persons, but additional consideration may be given to state, national and international persons.

Based on the above criteria and the permanent file of previously suggested names, the Committee shall present a list of building name recommendations to the School Board.



POLICY 7410

NAMING AN AREA WITHIN OR ON A DISTRICT SITE

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

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

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

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

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

ADMINISTRATIVE REGULATION: None

AFFIRMED: May 14, 2002

REVISED:

POLICY 7500  
ACCEPTANCE OF COMPLETED PROJECT

The School Board may accept a major construction, additions or remodeling project when final inspection has found construction to be completed in accordance with the plans, specifications and building codes.

CROSS REF.: Policy 7350, Project Administration/Supervision  
Policy 7360, Facilities Project Records and Reports  
Policy 7411, Advertisements and Solicitations  
Policy 7417, Withdrawal of Bids  
Policy 7418, Awarding Contracts

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 10, 1991

REVISED: September 11, 2001

**GUIDELINES FOR ACCEPTANCE OF COMPLETED PROJECT**

The architect/engineer shall prepare a complete list of all items related to the construction of the building and site which have not been completed in accordance with the plans, specifications and building codes. A copy of the inspection list shall be sent to the Director of Facilities Services.

All warranties, guarantees, operating manuals or spare parts, as required by the specifications, shall be submitted to the Director of Facilities Services prior to acceptance of the project. The above shall be included in the inspection list if such items have not been previously submitted.

The architect/engineer shall notify the Director of Facilities Services when all items on the inspection list have been completed.

Upon final review and inspection by the Director of Facilities Services, a recommendation shall be made to the Superintendent of Schools for acceptance of the project.

The contractor and architect/engineer shall be entitled to final payment following acceptance of the project.

**KENOSHA UNIFIED  
SCHOOL DISTRICT NO.1**



**LONG RANGE FACILITIES  
PLANNING COMMITTEE**

**REPORT TO SCHOOL BOARD  
August 2007**

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## **INTRODUCTION**

Board Policy 7200, Facilities Planning, calls for the establishment of a long-range planning committee for the purpose of developing a five-year plan that will be reviewed annually to determine long-range district facilities needs. At the October 9, 2001 Board of Education meeting, Administration recommended and the Board approved the formation of a Long Range Facilities Planning Committee. Because of the existing capacity issues and the knowledge that comprehensive long-range planning hadn't been performed in a long time, the Board recommended that the committee present a three-year plan to the Board as its first report.

The Committee provided the Board a comprehensive three-year plan that addressed the most pressing facilities – related needs of the District in April of 2002. The Board used portions of that report to develop a referendum scope, which eventually failed in November of 2003. The second report of the Committee was presented to the Board in October of 2004. The Board used that report which included both 3-year and 6-year recommendations in developing the scope for the successful November 2005 referendum, which included the new Charles Nash Elementary School, additions/renovations to Prairie Lane Elementary School and athletic additions to Bradford and Tremper High Schools. In addition, that report also recommended a high school capacity project, which the Board is currently pursuing as a spring 2008 referendum.

The Committee has continued to meet at least twice a year since that time and is presenting its latest update to the Board with this report. This report reflects the continued development of the Long Range Planning Committee process in that it is looking at a much longer window than that initial 3-year plus plan presented in April of 2002. The purpose of this report is to provide a road map for future referendum activities both short-term and long-term.

## **COMMITTEE ROSTER**

### **Ray Rivera**

Nicholas Alioto  
Kathleen Barca  
Patrick Finnemore  
Anthony G. Garza  
Phil Godin  
Donald K. Holland  
Marc Hujik  
Jeff Labahn  
Linda Langenstroer  
Emil Matera  
William Morris  
Gilbert Ostman  
Scott Pierce  
Thomas Reiherzer  
Deb Strecker  
Tim Thompson  
Jeff Valeri  
Damon Weiss  
Michael Wells  
Jean Werbie

### **LULAC Representative\***

Chamber of Commerce Representative  
KUSD  
KUSD  
Community Representative  
Community Representative  
City of Kenosha  
School Board Member  
City of Kenosha  
KUSD  
Taxpayers Alliance Representative  
Town of Somers  
School Board Member  
KUSD  
Non-Education Union Representative  
PTA/PTO Counsel Representative  
NAACP Representative  
Community Representative  
KEA Representative  
Kenosha Area Business Alliance Representative  
Village of Pleasant Prairie

**\*CHAIRPERSON**

## **ENROLLMENT PROJECTIONS**

As part of our October 2004 report, we began providing 10-year enrollment projections in addition to the 3-year projections normally provided to the Board by the Department of Educational Accountability. This section contains the latest 3-year projections provided to the Board last fall. It also includes the most recent projections for 2007-08 taking into account the new charter schools and the elementary boundary changes. In addition, we are again providing 10-year District wide K-5, 6-8 and 9-12 projections.



**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1**  
**Actual Building Enrollment and Projected Enrollment**

School	Actuals						Projections			* Program Capacity
	0102	0203	0304	0405	0506	0607	0708	0809	0910	
							(Pre Total sch)	(Pre Total sch)	(Pre Total sch)	
Bain	313	221	220							
Bose	342	338	351	329	337	339	351 (23)	359 (23)	360 (23)	306
Columbus	228	240	219	238	239	238	230 (24)	235 (24)	224 (24)	252
Durkee	172	177	185	167	158	160	166	170	173	144
Edward Bain School of Language and Art				691	774	757	797 (95)	821 (95)	857 (95)	749
Forest Park	475	453	456	457	478	506	503 (20)	515 (20)	517 (20)	420
Frank	382	436	474	484	496	464	461 (28)	465 (28)	458 (28)	546
Grant	301	316	300	329	324	329	326 (10)	327 (10)	314 (10)	273
Grewenow	330	368	359	360	380	386	411 (19)	428 (19)	444 (19)	336
Harvey	395	424	432	449	440	446	450 (40)	465 (40)	472 (40)	399
Jefferson	334	348	331	328	341	351	368 (28)	373 (28)	383 (28)	336
Jeffery	380	394	391	400	389	400	381	368	344	399
KSOL	351	363	336							
Lincoln El	284	288	295	282	261	278	279 (11)	286 (11)	294 (11)	399
McKinley El	276	279	288	250	275	270	266	288	252	280
Pleasant Prairie	627	659	658	713	694	726	716	756	768	567
Prairie Lane	345	372	378	377	416	454	487	536	555	357
Roosevelt	391	405	393	404	396	370	371	370	377	333
Somers	562	584	587	598	602	639	679	694	719	546
Southport	455	454	467	494	457	456	431 (16)	424 (16)	415 (16)	525
Stocker	576	569	600	543	608	661	716	782	811	567
Strange	444	455	464	487	517	505	536 (38)	547 (38)	537 (38)	483
Vernon	580	555	527	471	477	495	496 (20)	523 (20)	536 (20)	545
Whittier	539	558	564	573	540	559	576 (56)	619 (56)	637 (56)	588
Wilson	229	224	202	238	224	264	270	269	272	249
<b>TOTAL (Elem)</b>	<b>9,311</b>	<b>9,481</b>	<b>9,477</b>	<b>9,662</b>	<b>9,823</b>	<b>10,053</b>	<b>10,266 (428)</b>	<b>10,578 (428)</b>	<b>10,717 (428)</b>	<b>9599</b>
Bullen	968	721	808	824	880	826	854	818	851	825
Lance	1,076	994	980	956	991	1,017	1,005	985	1,015	1010
Lincoln	920	840	818	850	806	794	783	747	769	945
Mahone		818	881	839	880	906	903	904	927	1035
McKinley	868	700	670	642	609	587	594	593	604	705
Washington	770	709	698	642	604	611	608	617	622	775
<b>TOTAL (Middle)</b>	<b>4,602</b>	<b>4,782</b>	<b>4,855</b>	<b>4,753</b>	<b>4,760</b>	<b>4,741</b>	<b>4,747</b>	<b>4,664</b>	<b>4,788</b>	<b>5295</b>
Bradford	2,027	1,973	2,036	2,102	2,270	2,448	2,498	2,529	2,580	1944
Indian Trail	977	1,134	1,096	1,116	1,154	1,111	1,072	1,088	928	1239
LakeView	244	184	238	263	311	347	370	394	398	400
Reuther	482	602	676	753	678	619	654	659	645	695
Tremper	2,100	2,194	2,315	2,384	2,402	2,439	2,443	2,440	2,427	2195
<b>TOTAL (High)</b>	<b>5,830</b>	<b>6,087</b>	<b>6,361</b>	<b>6,618</b>	<b>6,815</b>	<b>6,964</b>	<b>7,037</b>	<b>7,030</b>	<b>6,978</b>	<b>6473</b>
Headstart	383	370	369	381	381	376	381	381	381	n/a
Hillcrest	75	53	64	63	57	59	59	59	59	n/a
Brompton	109	100	92	92	95	101	102	102	102	n/a
Paideia	73	61	66	67	67	67	68	67	66	n/a
Dimensions of Lea	193	192	192	193	198	203	205	205	205	n/a
Phoenix Project	24	20	28	30	20	21	21	21	21	n/a
<b>TOTAL (Special)</b>	<b>857</b>	<b>796</b>	<b>811</b>	<b>826</b>	<b>818</b>	<b>827</b>	<b>836</b>	<b>835</b>	<b>834</b>	
<b>DISTRICT</b>	<b>20,600</b>	<b>21,146</b>	<b>21,504</b>	<b>21,859</b>	<b>22,216</b>	<b>22,585</b>	<b>22,886</b>	<b>23,107</b>	<b>23,317</b>	
<i>Increase</i>		546	358	355	357	369	301	221	210	

Preschool numbers count as 1 toward total enrollment but should be considered 1/2 time when addressing capacity issues. **Note that Preschool projections are included in the total projection for each elementary school.**

\* Does not include portable classrooms

\*\* These capacity values are based on 25 students/classroom.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

Grade Level Enrollment Comparison From Year to Year

Year	Head-start	Peers	Pre-Reg (P5)	Pre-Spec (EC/SP)	Total Pre/Head	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Year to Year Difference	
																				% Students	# Students
Actual	1993-94				860	1308	1452	1416	1366	1303	1344	1241	1421	1273	1318	1199	1488	889	17678	18243	3.20%
	1994-95				541	1535	1526	1415	1450	1378	1343	1347	1300	1393	1305	1334	1435	941	18243	18702	2.52%
	1995-96				680	1492	1627	1448	1416	1449	1370	1366	1407	1300	1389	1317	1560	881	18702	19046	1.84%
	1996-97				683	1445	1577	1587	1423	1409	1467	1368	1340	1396	1284	1459	1650	958	19046	19345	1.57%
	1997-98				633	1475	1534	1638	1570	1420	1376	1471	1426	1347	1474	1579	1485	917	19345	19565	1.14%
	1998-99				613	1432	1572	1558	1628	1548	1435	1405	1487	1412	1441	1642	1293	1099	19565	19657	0.47%
	1999-00				612	1474	1476	1535	1525	1626	1566	1452	1411	1461	1760	1480	1283	986	19657	20158	2.55%
	2000-01				649	1484	1514	1502	1587	1562	1630	1581	1479	1436	1836	1562	1300	1056	20158	20600	2.19%
	2001-02	383	94	24	675	1475	1494	1535	1537	1600	1592	1667	1620	1495	1931	1446	1472	1061	20600	21146	2.65%
	2002-03	370	87	85	735	1494	1534	1511	1581	1569	1638	1629	1709	1598	1990	1538	1480	1130	21146	21504	1.69%
	2003-04	369	90	107	772	1578	1501	1535	1512	1587	1577	1659	1637	1719	2051	1596	1638	1142	21504	21859	1.65%
	2004-05	361	82	118	804	1651	1585	1480	1541	1564	1632	1595	1662	1662	2098	1472	1889	1234	21859	22216	1.63%
	2005-06	381	93	141	845	1654	1693	1583	1488	1578	1585	1641	1583	1681	2096	1751	1734	1304	22216	22585	1.66%
	2006-07	376	84	128	804	1706	1683	1715	1630	1527	1596	1592	1670	1627	2123	1694	1882	1336	22585	22886	1.33%
Projected	2007-08	381	84	128	809	1639	1758	1694	1744	1677	1555	1607	1610	1685	2055	1696	1854	1503	22886	23407	0.97%
	2008-09	381	84	128	809	1701	1677	1785	1714	1804	1698	1562	1628	1628	2127	1633	1861	1480	23407	23917	0.91%
	2009-10	381	84	128	809	1661	1748	1696	1808	1772	1833	1708	1585	1648	2056	1706	1799	1488	23917	23960	1.04%
	2010-11	381	84	128	809	1713	1697	1758	1726	1853	1794	1833	1722	1616	2060	1689	1922	1369	23960	24227	1.47%
	2011-12	381	84	128	809	1732	1749	1707	1789	1769	1876	1794	1848	1756	2020	1692	1902	1462	24227	24578	1.45%
	2012-13	381	84	128	809	1751	1769	1760	1737	1834	1791	1876	1809	1884	2195	1659	1906	1447	24578	24937	1.46%
	2013-14	381	84	128	809	1770	1788	1779	1791	1780	1857	1791	1892	1844	2355	1803	1869	1450	24937	25351	1.66%
	2014-15	381	84	128	809	1789	1808	1799	1811	1836	1802	1857	1806	1929	2305	1935	2031	1422	25351	25563	0.91%
	2015-16	381	84	128	809	1808	1827	1818	1830	1856	1858	1802	1872	1841	2411	1894	2179	1545	25563	25863	0.91%
	2016-17	381	84	128	809	1827	1847	1838	1850	1876	1879	1858	1817	1909	2301	1981	2133	1658	25863	26322	2.32%

Diagonal Increases (+) or Decreases (-)

	Year	Head-start	Peers	Pre-Reg (P6)	Pre-Spec (EC/SP)	Total Pre/Head	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	Diagonal Increases (+) or Decreases (-) are calculated by determining the differences in enrollment by moving grade levels of students from one year to the next. For example, the difference between the Kindergarten class of 1993-94 (1308 students) and the grade 1 class of 1994-95 (1526 students) is 16.67%, located in the grade 1 cell for 1994-95.
Actual	1993-94							16.67%	-2.55%	2.40%	0.89%	3.07%	0.22%	4.75%	-1.97%	2.51%	1.21%	19.68%	-36.76%	3.20%	
	1994-95							5.99%	-5.11%	0.07%	-0.07%	-0.58%	1.71%	4.45%	0.00%	-0.29%	0.92%	16.94%	-38.61%	2.52%	
	1995-96							5.70%	-2.46%	-1.73%	-0.49%	1.24%	-0.15%	-1.90%	-0.78%	-1.23%	5.04%	25.28%	-38.59%	1.84%	
	1996-97							6.16%	3.87%	-1.07%	-0.21%	-2.34%	0.27%	4.24%	0.52%	5.59%	22.98%	1.78%	-44.42%	1.57%	
	1997-98							6.58%	1.58%	-0.61%	-1.40%	1.06%	2.11%	1.09%	-0.98%	6.98%	11.40%	-18.11%	-25.99%	1.14%	
	1998-99							3.07%	-2.35%	-2.12%	-0.12%	1.16%	1.18%	0.43%	-1.75%	24.65%	2.71%	-21.25%	-23.74%	0.47%	
	1999-00							2.71%	1.76%	2.06%	2.43%	0.25%	0.96%	1.86%	1.77%	25.67%	-11.25%	-12.16%	-18.33%	2.55%	
	2000-01							0.67%	1.39%	2.33%	2.11%	1.92%	2.27%	2.47%	1.08%	34.47%	-21.24%	-5.76%	-18.36%	2.19%	
	2001-02							4.09%	1.14%	3.00%	2.08%	2.36%	2.32%	2.52%	-1.36%	33.11%	-20.36%	3.04%	-23.23%	2.65%	
	2002-03							0.47%	0.07%	0.07%	0.38%	0.51%	1.28%	0.48%	0.58%	28.35%	-19.80%	6.50%	-23.36%	1.69%	
	2003-04							0.44%	-1.40%	0.39%	3.44%	2.84%	0.51%	0.16%	1.53%	22.05%	-28.23%	18.36%	-24.66%	1.65%	
	2004-05							2.54%	-0.13%	0.54%	2.40%	1.34%	0.55%	-0.13%	1.14%	26.11%	-16.54%	17.80%	-30.97%	1.63%	
	2005-06							1.75%	1.30%	2.97%	2.62%	1.14%	0.44%	1.77%	2.76%	26.28%	-19.18%	7.46%	-22.95%	1.66%	
2006-07																					

## KENOSHA UNIFIED SCHOOL DISTRICT NO.1

### UPDATED PROJECTIONS WITH NEW ELEMENTARY BOUNDARIES, APPROVED GUIDANCE TRANSFERS, AND KTEC TRANSFERS

	Total	K-5	Pre
<b>Elementary</b>			
Bose	346	323	23
Columbus	229	205	24
Durkee	160	160	0
EBSOLA	811	716	95
Forest Park	497	477	20
Frank	477	449	28
Grant	288	278	10
Grewenow	340	321	19
Harvey	450	410	40
Jefferson	317	298	19
Jeffery	363	354	9
Lincoln	284	273	11
McKinley	250	250	0
Nash	499	499	0
Pleasant Prairie	548	548	0
Prairie Lane	482	482	0
Roosevelt	359	359	0
Somers	534	534	0
Southport	460	444	16
Stocker	518	518	0
Strange	513	475	38
Vernon	520	500	20
Whittier	565	509	56
Wilson	280	280	0
<b>Total</b>	<b>10,090</b>	<b>9,662</b>	<b>428</b>

<b>Middle</b>	
Bullen	843
Lance	999
Lincoln	761
Mahone	893
McKinley	580
Washington	600
<b>Total</b>	<b>4676</b>

# KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

## DISTRICT

	Grade P - 5		Grade 6-8		Grade 9-12		Special Schools	Total Enrollment	Change (+) or (-)
	Enrollment	Capacity	Enrollment	Capacity	Enrollment	Capacity			
Actual 1998-99	9,299		4,210		5,445		611	19,565	
Actual 1999-00	9,358		4,229		5,461		609	19,657	+92
Actual 2000-01	9,316		4,359		5,675		808	20,158	+501
Actual 2001-02	9,311		4,602		5,830		857	20,600	+442
Actual 2002-03	9,481		4,782		6,087		796	21,146	+546
Actual 2003-04	9,477		4,855		6,361		811	21,504	+358
Actual 2004-05	9,662		4,753		6,618		826	21,859	+355
Actual 2005-06	9,823		4,760		6,815		818	22,216	+357
Actual 2006-07	10,053		4,741		6,964		827	22,585	+369
<b>Proj 2007-08</b>	<b>10,266</b>	<b>10,223</b>	<b>4,747</b>	<b>5,295</b>	<b>7,037</b>	<b>6,473</b>	<b>836</b>	<b>22,886</b>	<b>+301</b>
<b>Proj 2008-09</b>	<b>10,578</b>	<b>10,223</b>	<b>4,664</b>	<b>5,295</b>	<b>7,030</b>	<b>6,473</b>	<b>835</b>	<b>23,107</b>	<b>+221</b>
<b>Proj 2009-10</b>	<b>10,717</b>	<b>10,223</b>	<b>4,788</b>	<b>5,295</b>	<b>6,978</b>	<b>6,473</b>	<b>834</b>	<b>23,317</b>	<b>+210</b>
<b>Proj 2010-11</b>	<b>10,740</b>	<b>10,223</b>	<b>5,018</b>	<b>5,295</b>	<b>6,968</b>	<b>6,473</b>	<b>834</b>	<b>23,560</b>	<b>+243</b>
<b>Proj 2011-12</b>	<b>10,821</b>	<b>10,223</b>	<b>5,245</b>	<b>5,295</b>	<b>7,005</b>	<b>6,473</b>	<b>834</b>	<b>23,905</b>	<b>+345</b>
<b>Proj 2012-13</b>	<b>10,840</b>	<b>10,223</b>	<b>5,416</b>	<b>5,295</b>	<b>7,136</b>	<b>6,473</b>	<b>834</b>	<b>24,226</b>	<b>+321</b>
<b>Proj 2013-14</b>	<b>10,964</b>	<b>10,223</b>	<b>5,374</b>	<b>5,295</b>	<b>7,406</b>	<b>6,473</b>	<b>834</b>	<b>24,578</b>	<b>+352</b>
<b>Proj 2014-15</b>	<b>11,043</b>	<b>10,223</b>	<b>5,438</b>	<b>5,295</b>	<b>7,621</b>	<b>6,473</b>	<b>834</b>	<b>24,936</b>	<b>+358</b>
<b>Proj 2015-16</b>	<b>11,197</b>	<b>10,223</b>	<b>5,363</b>	<b>5,295</b>	<b>7,958</b>	<b>6,473</b>	<b>834</b>	<b>25,352</b>	<b>+416</b>
<b>Proj 2016-17</b>	<b>11,316</b>	<b>10,223</b>	<b>5,431</b>	<b>5,295</b>	<b>8,002</b>	<b>6,473</b>	<b>834</b>	<b>25,583</b>	<b>+231</b>

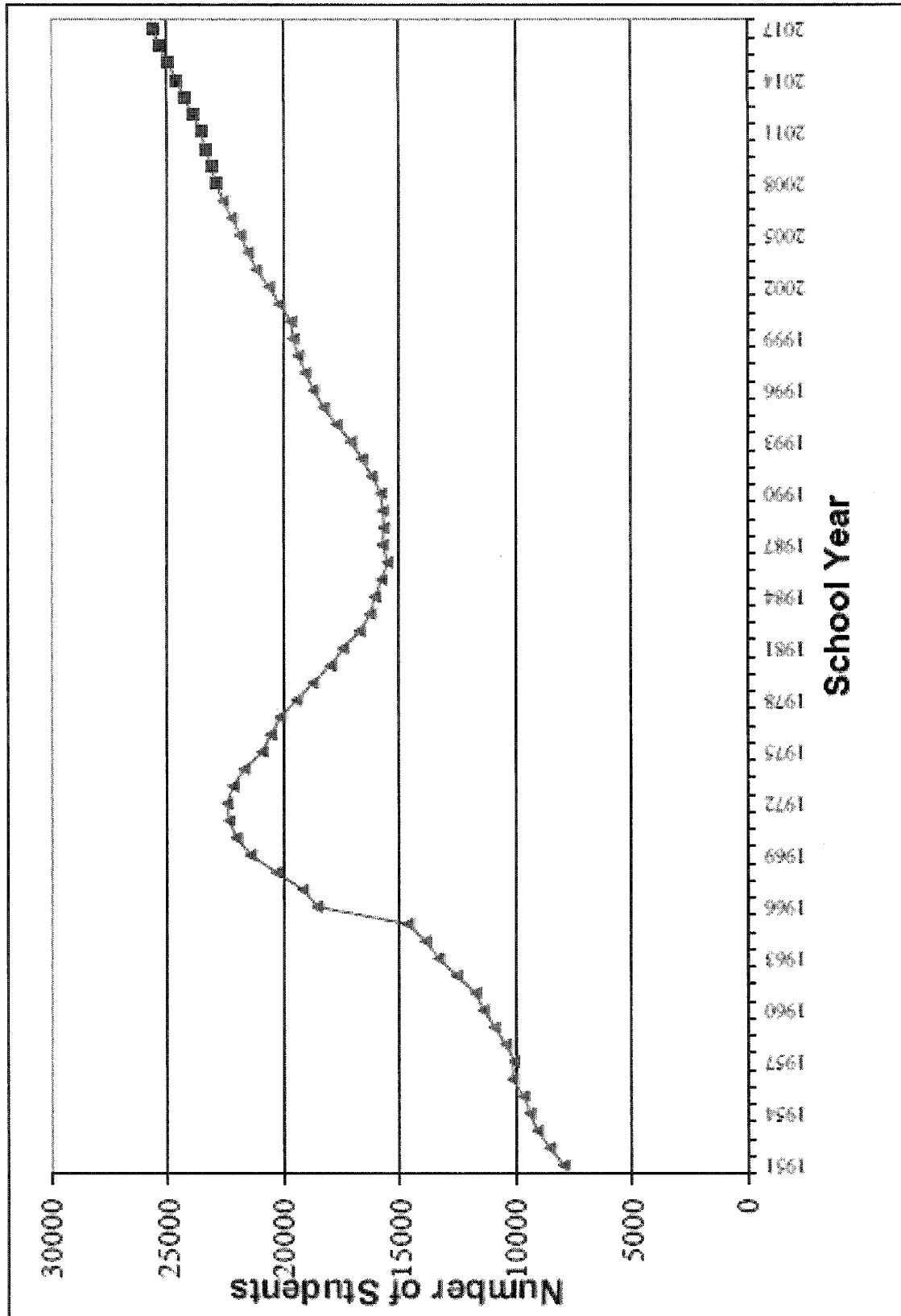
*CAUTION: The reported enrollment projections are based on trends and current data. They are subject to change as additional statistics become available.*

Elementary capacity includes addition to Prairie Lane Elementary, the new Nash Elementary, and the Durkee/Lincoln replacement School.

## **ENROLLMENT VERSUS CAPACITY**

This section provides enrollment histories for the District. It also graphically shows a comparison of the 10-year enrollment projections versus existing and proposed program capacities for the District. These graphs will be revisited in a later section of the report.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Historical Student Enrollment



School Years 2008 thru 2017 are projections.

Kenosha Unified School District No. 1  
**Facilities Services Dept.**

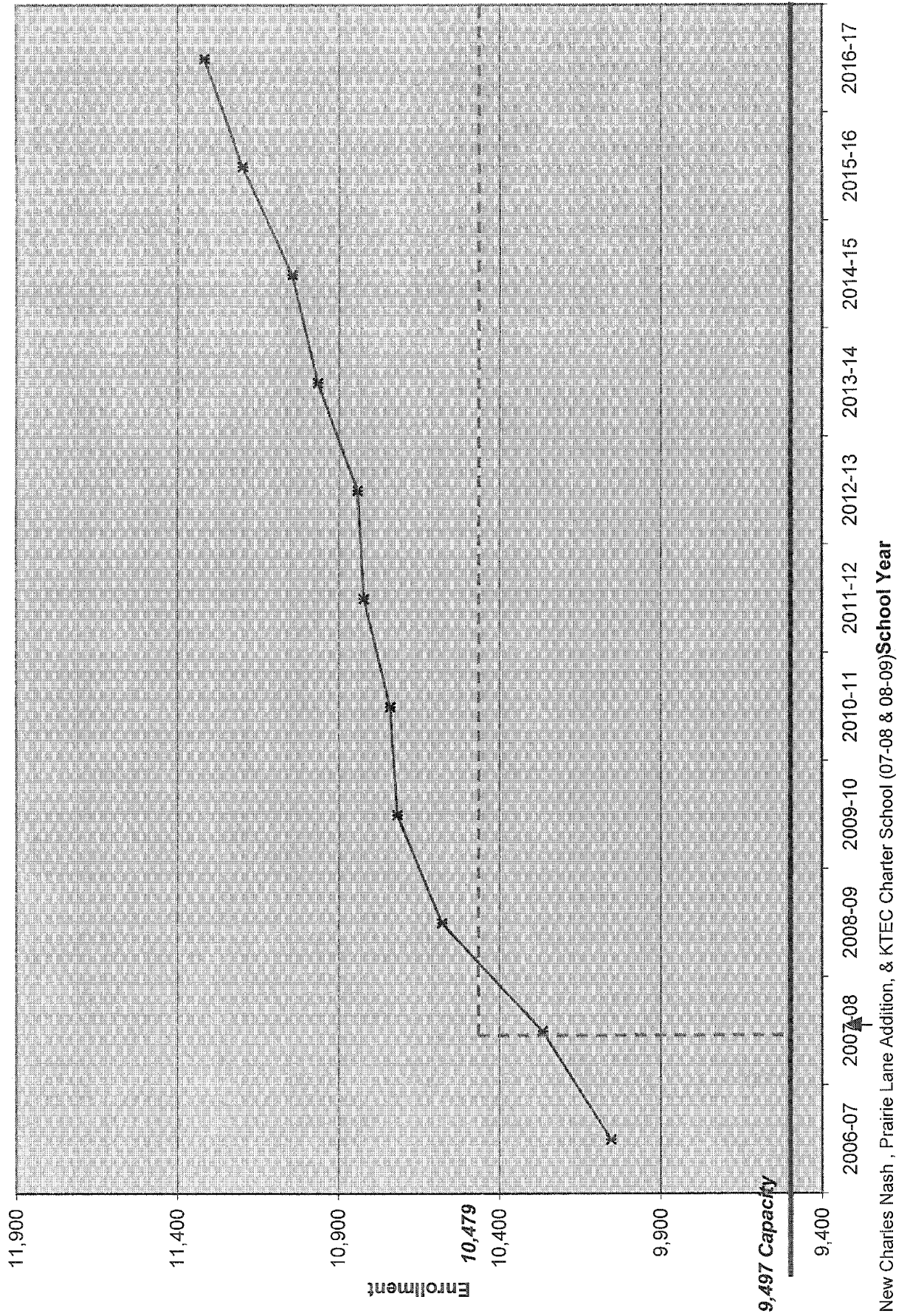
**15 YEAR ENROLLMENT INCREASE SUMMARY &  
ENROLLMENT PROJECTION ESTIMATES  
May 25, 2007**

1988-89 Enrollment: 15,703  
2006-07 Enrollment: 22,585

<u>School Year</u>	<u>Increase From Previous Year</u>
89-90	+ 101
90-91	+ 380
91-92	+ 406
92-93	+ 475
93-94	+ 613
94-95	+ 565
95-96	+ 459
96-97	+ 342
97-98	+ 305
98-99	+ 216
99-00	+ 92
00-01	+ 501
01-02	+ 442
02-03	+ 546
03-04	+ 358
04-05	+ 355
05-06	+ 357
06-07	<u>+ 369</u>
TOTAL:	+6,882

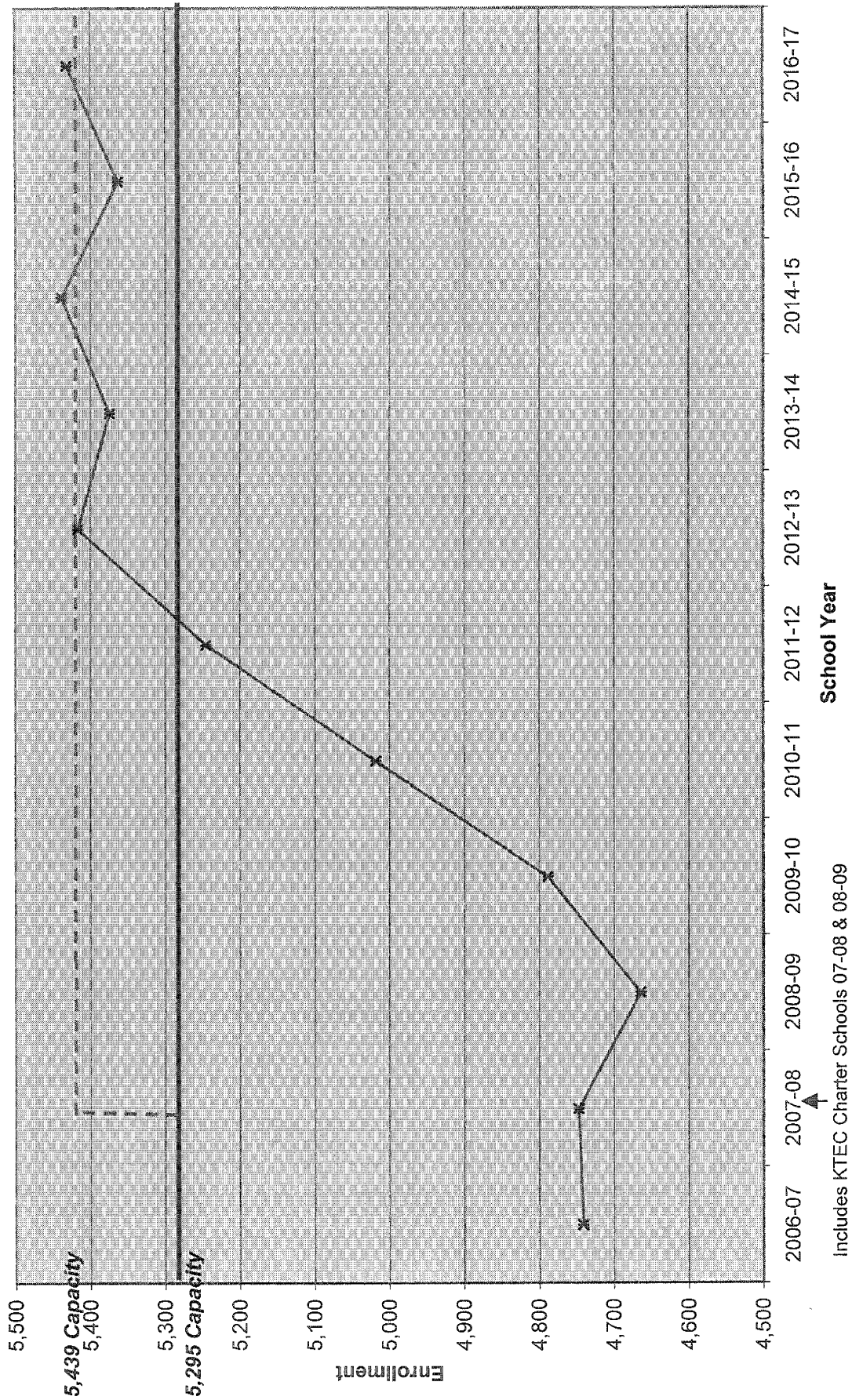
<b>18 year average</b>	<b>382.3 students/year</b>
<b>10 year average</b>	<b>354.1 students/year</b>
<b>5 year average</b>	<b>397.0 students/year</b>

# P - 5 Enrollment / Capacity

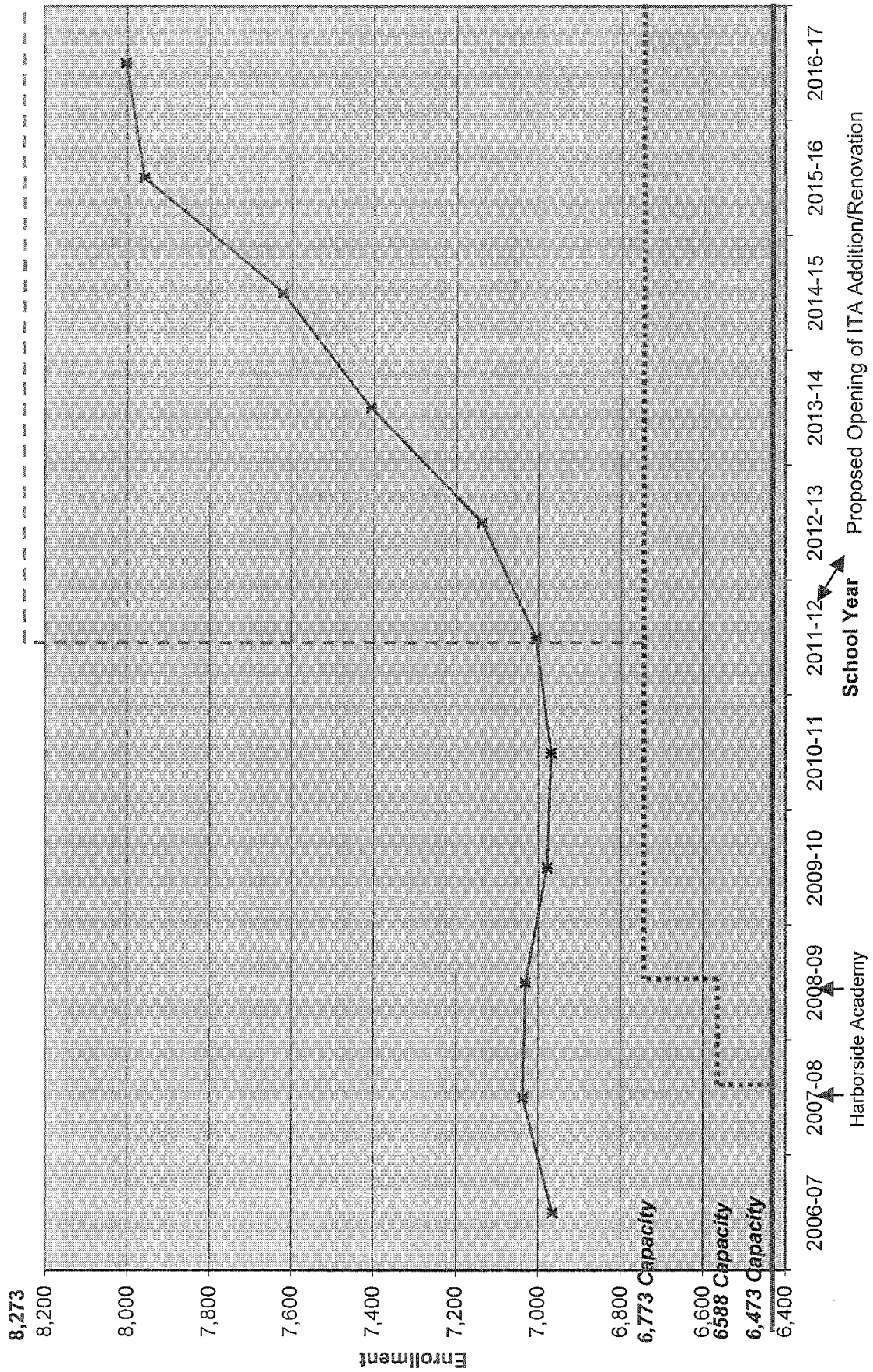




# Grade 6 - 8 Enrollment



## Grade 9 - 12 Enrollment



## **ASSESSMENT OF PROJECTED BUILD-OUT**

This plan is an overview evaluation to help provide an understanding of what the District might look like when the entire District boundary has been developed and what locations the District should be considering for new schools in the future. The evaluation that follows was performed to estimate the number of new schools needed when build-out occurs.

The estimated build-out number is based on the amount of undeveloped land either currently zoned residential or proposed to be zoned residential minus 20% for roads, divided by the estimated density of homes on the land multiplied times the estimated number of the new KUSD students per home.

Example:

Barnes Creek Neighborhood in the Village of Pleasant Prairie

Acreage available for residential development = 415.78 acres

Minus 20% for roads = 332.63 acres

Estimated minimum lot size – 12,000 sf

This neighborhood would yield an estimated 507 additional KUSD students

The estimates below are based on the available land beyond what KUSD already has assumed in the current three-year enrollment projections.

### **Village of Pleasant Prairie:**

From table generated by Jean Werbie:

- Total Acreage Available for Residential Development Minus Land Needed for Roads, Etc.: 4,690.6 acres
- Approx. Number of Dwelling Units: 16,277
- Estimated Number of KUSD Children: 6,836

## City of Kenosha:

From table generated by Jeff Labahn:

- Total Acreage Available for Residential Development Minus Land Needed for Roads, Etc.: 1,102.48 acres
- Approx. Number of Dwelling Units: 4,619
- Estimated Number of KUSD Children: 1,940

## Town of Somers:

From preliminary land-use map provided by Bill Morris:

Type/Density of Use	Available SF Of Land	Available Acreage	Acreage Minus 20%	Est. Lot Size	Approx # of Units	Estimated # of KUSD Students
Multi Family	16,150,000	370.75	296.6	6200 sf	2,084	875
Residential District 2	190,880,000	4,382.0	3,505.6	0.5 acre	7,011.2	2,945
Residential District 3	221,120,000	5,076.2	4,061.0	1.0 acre	4,061	1,706
Total	428,150,000	9,829.0	7,863.2		13,156	5,526

## Totals:

Enrollment projection for 2006-07	22,534
Estimated Number of KUSD Children – Village:	6,836
Estimated Number of KUSD Children – City:	1,940
Estimated Number of KUSD Children – Town:	5,526

<b>Total</b>	<b>36,836</b>
--------------	---------------

## Estimated Number of Additional Schools Needed:

This estimate is based on the status quo for capacity of each of the existing KUSD schools, i.e. current class size policy, no additions to existing schools, no replacements of existing schools with larger schools, etc. Obviously, this is not a reasonable assumption; however, at this point in the process it is the only reasonable assumption to make and it serves the current intent of this effort, which is to give the committee a general idea of what the needs may be.

### Assumptions:

1. The percentage of total students in elementary, middle and high school levels remain at similar levels – Approx. 46% ES, 23% MS, and 31% HS- Ignoring the specials.
2. New School Capacities:
  - Elementary – 600 students
  - Middle – 900 students
  - High – 1,600 students

This results in the following estimated number of new schools:

Projected Total	36,836
Current Capacity	- 21,367
	15,469 additional students

ES:  $(0.46) \times (15,469) = 7,115/600$  students per school = 11.85 or 12 schools

MS:  $(0.23) \times (15,469) = 3,558/900$  students per school = 3.95 or 4 schools

HS:  $(0.31) \times (15,469) = 4,795/1600$  students per school = 2.99 or 3 schools

- Elementary – 12
- Middle – 4
- High – 3

### **PROPOSED FUTURE SCHOOL SITES:**

The next step was to use the planning tool maps to identify desired locations for the projected number of new schools needed when build-out occurs. Attached are three future planning maps showing the general areas for the proposed school locations for elementary, middle, and high schools after build-out occurs. Locations were chosen based on where existing schools are and where the growth is expected to occur. We have meet with planners from the three municipalities to identify locations and in some case specific sites for the future schools. The following is a summary of the proposed sites for the 12 elementary, 4 middle and 3 high schools based on the zones shown on the planning maps.

#### **Elementary School Sites:**

Current estimate is that we will need 12 additional elementary schools when complete KUSD community build-out occurs. Using the maps prepared for the Long Range Facilities Planning Committee, here are the proposed locations of these schools:

**Zone 1 – SE Area (5 sites):**

1. Stahl Site – East side of 39<sup>th</sup> Avenue, South of 108<sup>th</sup> Street - District owned property
2. Tobin Creek Site – North side of 116<sup>th</sup> Street, West of Sheridan Road - District owned property
3. Fillichio Property – South side of Highway ML, East of Green Bay Road - 16 acres in area by Big Oaks Golf Course
4. Mills Property – North of 104<sup>th</sup> Street, West of Sheridan Road - Barnes Creek Neighborhood Plan
5. Archdiocese of Milwaukee – East side of 39<sup>th</sup> Avenue, South of 93<sup>rd</sup> Street – Large undeveloped property

**Zone 2 – Due West Area (2-3 sites):**

6. Whitecaps Site – District owned property - Charles Nash Elementary School will open in September of 2007
7. TBD – Working with Village of Pleasant Prairie to identify a site

**Zone 3 – NE Area (2-3 sites):**

8. CSI/Infusino Site – District owned property
9. Hillcrest Site – District owned property (Or trade for other property in zone)
10. Either site identified by Clink and the Town of Somers on Highway A east of Green Bay Road or Thompson Site in City of Kenosha

**Zone 4 – NW Area (2-3 sites):**

11. Site identified by Clink and the Town of Somers on Highway L east of Highway H
12. Site to be identified by Clink and the Town of Somers north of Highway E

**Middle School Sites:**

Current estimate is that we will need 4 additional middle schools when complete KUSD community build-out occurs. Using the maps prepared for the Long Range Facilities Planning Committee, here are the proposed locations of these schools:

**Zone 1 – South Area (1 site):**

13. Stahl Site – East side of 39<sup>th</sup> Avenue, South of 108<sup>th</sup> Street - District owned property

**Zone 2 – SW Area (1 site):**

14. Highpoint Neighborhood – NE of 63<sup>rd</sup> Avenue and Highway 165 – Neighborhood plan being developed that will include a middle school site adjacent to a Village Park

**Zone 3 – West Area (1 site):**

15. Site identified by Clink and the Town of Somers on Highway H north of Highway L

**Zone 4 – NW Area (1 site):**

16. Site to be identified by Clink and the Town of Somers north of Highway E

**High School Sites:**

Current estimate is that we will need 3 additional high schools when complete KUSD community build-out occurs. Using the maps prepared for the Long Range Facilities Planning Committee, here are the proposed locations of these schools:

**Zone 1 – West Area (1 site):**

17. Indian Trail Site – District owned property

**Zone 2 – South Area (1 site):**

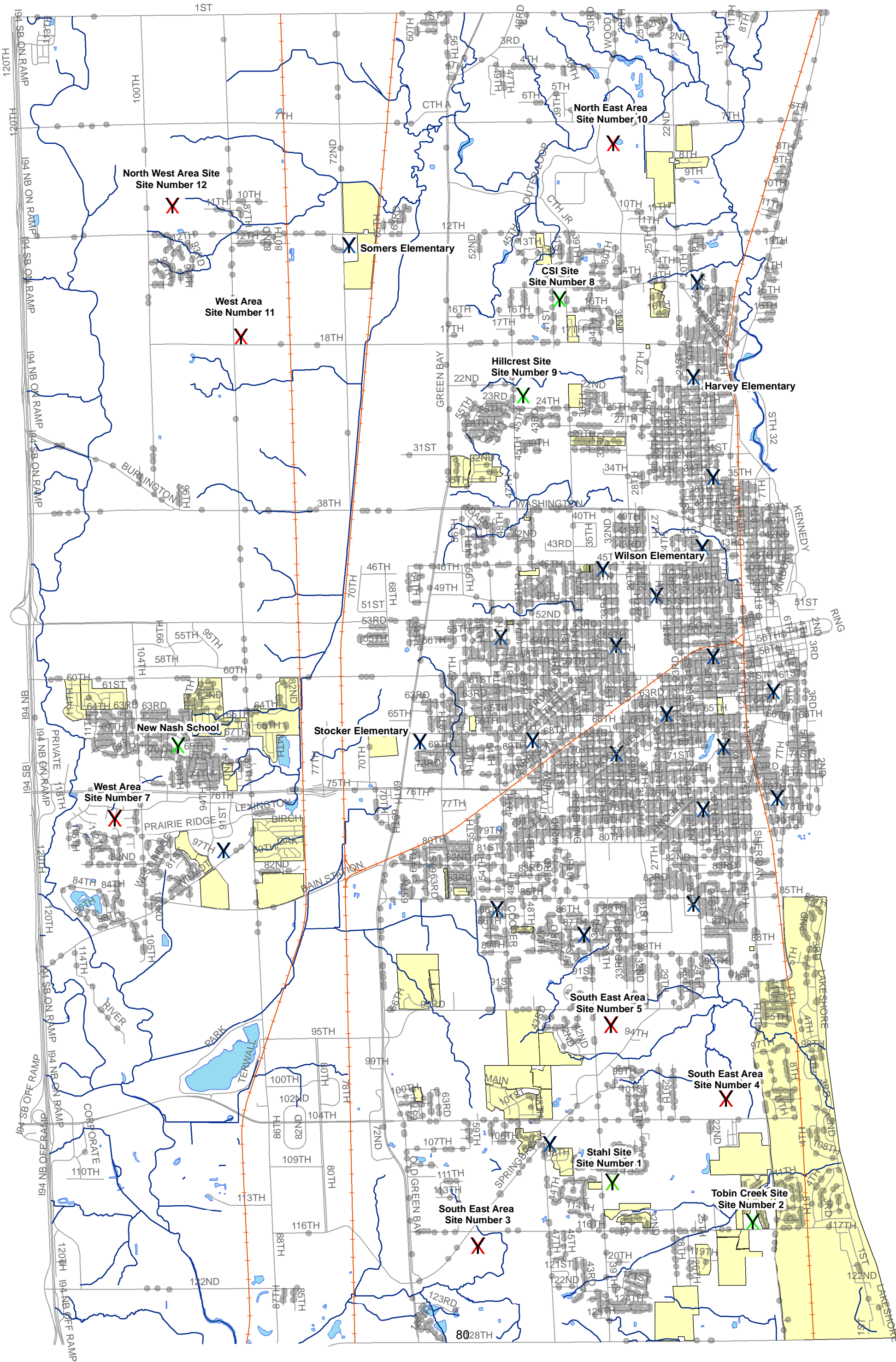
18. Kevek Property – West side of Highway H, North of Prairie Springs Park and Lake Andrea

**Zone 3 – North Area (1 site):**

19. Site to be identified by Clink and the Town of Somers north of Highway E

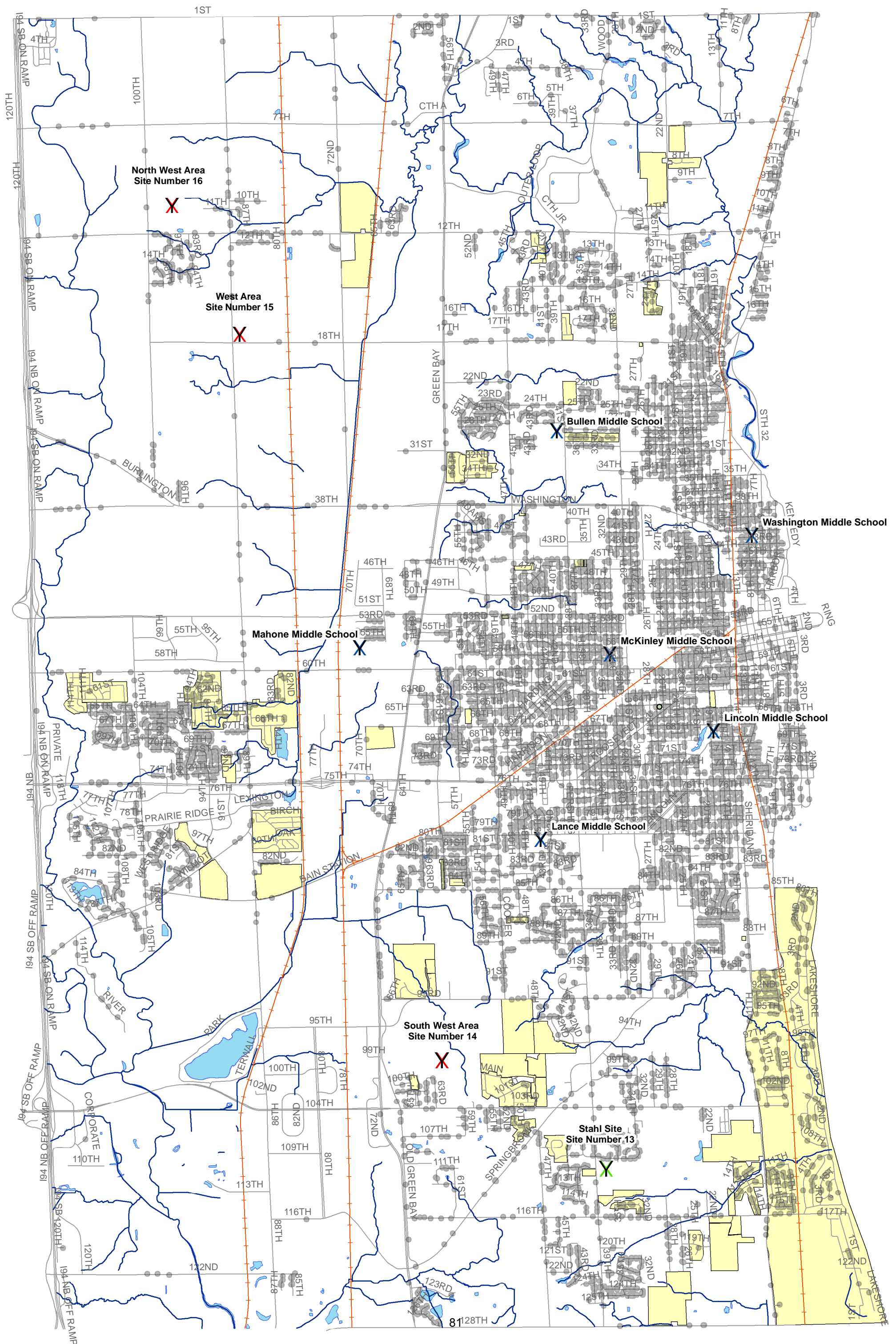


# Proposed Elementary School Sites





# Proposed Middle School Sites





This map displays the Lakeview area in Minneapolis, MN, highlighting school districts and high schools. The map includes labels for North Area Site Number 19, South Area Site Number 18, Bradford High School, Indian Trail Academy, Reuther Central High School, and Tremper High School. It also shows various streets, parks, and landmarks.

**North Area Site Number 19** is marked with a red 'X' in the upper left quadrant. **South Area Site Number 18** is marked with a red 'X' in the lower left quadrant. **Bradford High School** is marked with a blue 'X' in the center. **Indian Trail Academy** is marked with a green 'X' in the center. **Reuther Central High School** is marked with a green 'X' in the upper right quadrant. **Tremper High School** is marked with a blue 'X' in the lower right quadrant.

The map also shows various streets, including 1ST, 2ND, 3RD, 4TH, 5TH, 6TH, 7TH, 8TH, 9TH, 10TH, 11TH, 12TH, 13TH, 14TH, 15TH, 16TH, 17TH, 18TH, 19TH, 20TH, 21ST, 22ND, 23RD, 24TH, 25TH, 26TH, 27TH, 28TH, 29TH, 30TH, 31ST, 32ND, 33RD, 34TH, 35TH, 36TH, 37TH, 38TH, 39TH, 40TH, 41ST, 42ND, 43RD, 44TH, 45TH, 46TH, 47TH, 48TH, 49TH, 50TH, 51ST, 52ND, 53RD, 54TH, 55TH, 56TH, 57TH, 58TH, 59TH, 60TH, 61ST, 62ND, 63RD, 64TH, 65TH, 66TH, 67TH, 68TH, 69TH, 70TH, 71ST, 72ND, 73RD, 74TH, 75TH, 76TH, 77TH, 78TH, 79TH, 80TH, 81ST, 82ND, 83RD, 84TH, 85TH, 86TH, 87TH, 88TH, 89TH, 90TH, 91ST, 92ND, 93RD, 94TH, 95TH, 96TH, 97TH, 98TH, 99TH, 100TH, 101ST, 102ND, 103RD, 104TH, 105TH, 106TH, 107TH, 108TH, 109TH, 110TH, 111TH, 112TH, 113TH, 114TH, 115TH, 116TH, 117TH, 118TH, 119TH, 120TH, 121ST, 122ND, 123RD, 124TH, 125TH, 126TH, 127TH, 128TH, 129TH, 130TH, 131ST, 132ND, 133RD, 134TH, 135TH, 136TH, 137TH, 138TH, 139TH, 140TH, 141ST, 142ND, 143RD, 144TH, 145TH, 146TH, 147TH, 148TH, 149TH, 150TH, 151ST, 152ND, 153RD, 154TH, 155TH, 156TH, 157TH, 158TH, 159TH, 160TH, 161ST, 162ND, 163RD, 164TH, 165TH, 166TH, 167TH, 168TH, 169TH, 170TH, 171ST, 172ND, 173RD, 174TH, 175TH, 176TH, 177TH, 178TH, 179TH, 180TH, 181ST, 182ND, 183RD, 184TH, 185TH, 186TH, 187TH, 188TH, 189TH, 190TH, 191ST, 192ND, 193RD, 194TH, 195TH, 196TH, 197TH, 198TH, 199TH, 200TH, 201ST, 202ND, 203RD, 204TH, 205TH, 206TH, 207TH, 208TH, 209TH, 210TH, 211ST, 212ND, 213RD, 214TH, 215TH, 216TH, 217TH, 218TH, 219TH, 220TH, 221ST, 222ND, 223RD, 224TH, 225TH, 226TH, 227TH, 228TH, 229TH, 230TH, 231ST, 232ND, 233RD, 234TH, 235TH, 236TH, 237TH, 238TH, 239TH, 240TH, 241ST, 242ND, 243RD, 244TH, 245TH, 246TH, 247TH, 248TH, 249TH, 250TH, 251ST, 252ND, 253RD, 254TH, 255TH, 256TH, 257TH, 258TH, 259TH, 260TH, 261ST, 262ND, 263RD, 264TH, 265TH, 266TH, 267TH, 268TH, 269TH, 270TH, 271ST, 272ND, 273RD, 274TH, 275TH, 276TH, 277TH, 278TH, 279TH, 280TH, 281ST, 282ND, 283RD, 284TH, 285TH, 286TH, 287TH, 288TH, 289TH, 290TH, 291ST, 292ND, 293RD, 294TH, 295TH, 296TH, 297TH, 298TH, 299TH, 300TH, 301ST, 302ND, 303RD, 304TH, 305TH, 306TH, 307TH, 308TH, 309TH, 310TH, 311ST, 312ND, 313RD, 314TH, 315TH, 316TH, 317TH, 318TH, 319TH, 320TH, 321ST, 322ND, 323RD, 324TH, 325TH, 326TH, 327TH, 328TH, 329TH, 330TH, 331ST, 332ND, 333RD, 334TH, 335TH, 336TH, 337TH, 338TH, 339TH, 340TH, 341ST, 342ND, 343RD, 344TH, 345TH, 346TH, 347TH, 348TH, 349TH, 350TH, 351ST, 352ND, 353RD, 354TH, 355TH, 356TH, 357TH, 358TH, 359TH, 360TH, 361ST, 362ND, 363RD, 364TH, 365TH, 366TH, 367TH, 368TH, 369TH, 370TH, 371ST, 372ND, 373RD, 374TH, 375TH, 376TH, 377TH, 378TH, 379TH, 380TH, 381ST, 382ND, 383RD, 384TH, 385TH, 386TH, 387TH, 388TH, 389TH, 390TH, 391ST, 392ND, 393RD, 394TH, 395TH, 396TH, 397TH, 398TH, 399TH, 400TH, 401ST, 402ND, 403RD, 404TH, 405TH, 406TH, 407TH, 408TH, 409TH, 410TH, 411ST, 412ND, 413RD, 414TH, 415TH, 416TH, 417TH, 418TH, 419TH, 420TH, 421ST, 422ND, 423RD, 424TH, 425TH, 426TH, 427TH, 428TH, 429TH, 430TH, 431ST, 432ND, 433RD, 434TH, 435TH, 436TH, 437TH, 438TH, 439TH, 440TH, 441ST, 442ND, 443RD, 444TH, 445TH, 446TH, 447TH, 448TH, 449TH, 450TH, 451ST, 452ND, 453RD, 454TH, 455TH, 456TH, 457TH, 458TH, 459TH, 460TH, 461ST, 462ND, 463RD, 464TH, 465TH, 466TH, 467TH, 468TH, 469TH, 470TH, 471ST, 472ND, 473RD, 474TH, 475TH, 476TH, 477TH, 478TH, 479TH, 480TH, 481ST, 482ND, 483RD, 484TH, 485TH, 486TH, 487TH, 488TH, 489TH, 490TH, 491ST, 492ND, 493RD, 494TH, 495TH, 496TH, 497TH, 498TH, 499TH, 500TH, 501ST, 502ND, 503RD, 504TH, 505TH, 506TH, 507TH, 508TH, 509TH, 510TH, 511ST, 512ND, 513RD, 514TH, 515TH, 516TH, 517TH, 518TH, 519TH, 520TH, 521ST, 522ND, 523RD, 524TH, 525TH, 526TH, 527TH, 528TH, 529TH, 530TH, 531ST, 532ND, 533RD, 534TH, 535TH, 536TH, 537TH, 538TH, 539TH, 540TH, 541ST, 542ND, 543RD, 544TH, 545TH, 546TH, 547TH, 548TH, 549TH, 550TH, 551ST, 552ND, 553RD, 554TH, 555TH, 556TH, 557TH, 558TH, 559TH, 560TH, 561ST, 562ND, 563RD, 564TH, 565TH, 566TH, 567TH, 568TH, 569TH, 570TH, 571ST, 572ND, 573RD, 574TH, 575TH, 576TH, 577TH, 578TH, 579TH, 580TH, 581ST, 582ND, 583RD, 584TH, 585TH, 586TH, 587TH, 588TH, 589TH, 590TH, 591ST, 592ND, 593RD, 594TH, 595TH, 596TH, 597TH, 598TH, 599TH, 600TH, 601ST, 602ND, 603RD, 604TH, 605TH, 606TH, 607TH, 608TH, 609TH, 610TH, 611ST, 612ND, 613RD, 614TH, 615TH, 616TH, 617TH, 618TH, 619TH, 620TH, 621ST, 622ND, 623RD, 624TH, 625TH, 626TH, 627TH, 628TH, 629TH, 630TH, 631ST, 632ND, 633RD, 634TH, 635TH, 636TH, 637TH, 638TH, 639TH, 640TH, 641ST, 642ND, 643RD, 644TH, 645TH, 646TH, 647TH, 648TH, 649TH,

## **10-YEAR CAPACITY NEEDS**

The first thing that most people notice when looking at the graphs in the Enrollment Versus Capacity Section is that even with the current and proposed projects, there will be the need for additional projects in the not-to-distance future. This section of the report begins to address what the project needs will be at each level.

### **Elementary Schools:**

Currently we are several hundred elementary students over capacity, but the additional space related to the new Charles Nash, the additions to Prairie Lane, and the new KTEC charter school will create a small amount of excess capacity for the coming school year. When the Nash and Prairie Lane projects were proposed it was hoped that they would be a six-year solution (from 2004). Because of higher elementary enrollments than were projected three years ago these projects are going to fall short of that 6-year solution prediction. Over the past couple of years class sizes have increased due in part to space issues and those larger class sizes help with the growing enrollment but program capacity has not been adjusted as that is still based on Board Policy.

Based on the current enrollment projections there appears to be a slight flattening of elementary enrollment after the 2008-09 school year for a 4-year period. After that enrollment growth is projected to increase at a faster rate again. It is recommended that additional elementary capacity be constructed in time for that increased growth expected in 2013-14. A referendum would be needed some time by the fall of 2011 to have schools constructed by 2013-14. There are a variety of project options to address this, one of which is the Hillcrest option evaluated later in this report. Whether Hillcrest is part of the plan or not, the Board should consider two projects and not one for the next elementary referendum. There are several reasons, the most notable being:

- To create excess capacity and not just build capacity to meet the needs at that time
- To minimize the quantity and extent of the related boundary change. If just a north side school is built we would have a clockwise shift of boundaries, only to see that shift back a few years later when a south side school would be built to address the next elementary space needs.
- If two schools were designed and constructed at exactly the same time, we would realize measurable cost savings.

The graph in this section shows the capacity versus enrollment if two 567 student capacity elementary schools are built in 2013-14.

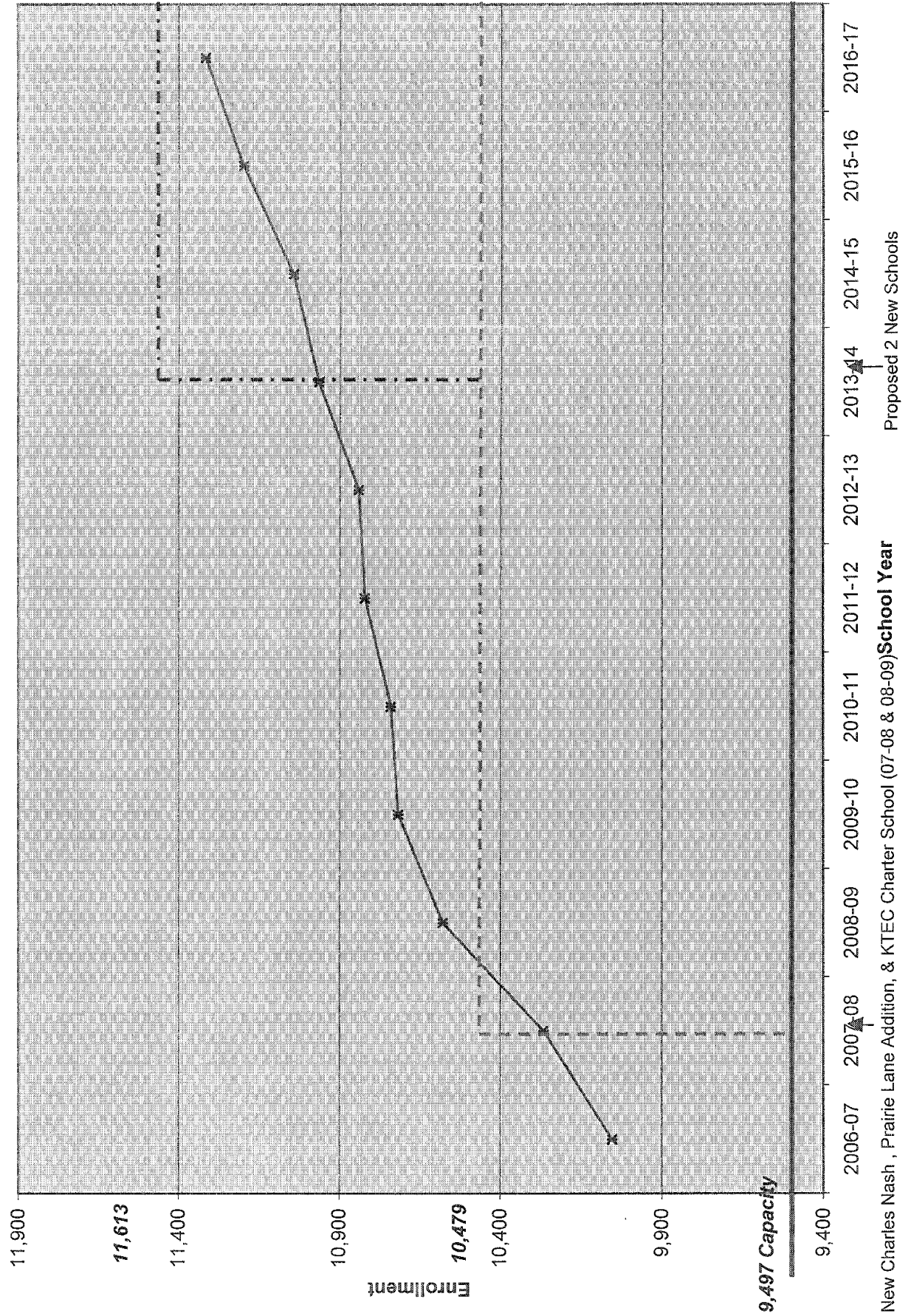
### **Middle Schools:**

The current projections would have middle school enrollment marginally exceeding capacity for the first time since Mahone Middle School was built in the year 2014-15. At this early stage it would be premature to recommend new middle school capacity be added in the next 10-years. Middle schools will be discussed in greater detail later in this report.

**High Schools:**

Although the final scope of the proposed spring 2008 referendum to address high school capacity has not been finalized, it is expected to add space for approximately 1500 students. It is expected that enrollment in the academy programs at Indian Trail will decrease somewhat once that project is complete, but the capacity would still be there. It is expected that this project would meet the high school space needs through at least 2016-17.

# P - 5 Enrollment / Capacity





## **10-YEAR BUILDING REPLACEMENT / RENOVATION NEEDS**

With the construction of the Durkee/Lincoln replacement school, the two oldest schools in the District that have not undergone a major renovation will be replaced. This will leave Columbus Elementary, McKinley Middle and Washington Middle as the oldest schools in the District that have not been replaced or renovated significantly.

### **Columbus Elementary School:**

Year Built: 1910  
Additions Built: 1954  
Program Capacity: 252

Columbus was not operated as an elementary for several years when the District enrollment was down, but reopened when space was needed to help address enrollment growth. It is land-locked and sits on only 1.31 acres of land. The replacement of Columbus has been discussed since the first report from our Committee 6 years ago and remains a topic at the Board level as well. The Durkee/Lincoln replacement school was designed with a future 6 classroom addition in mind to help in-part replace Columbus. That addition is on hold but could be added by the Board at a later date. In addition, the new elementary boundaries were created around the possibility that Columbus may one day be closed. The most likely scenario would have Columbus close when the next new elementary capacity is added. The previous section recommended that occur in 2013-14. It may be appropriate at that time to construct the 6 classroom addition to the Durkee/Lincoln replacement school as well as two new schools.

### **McKinley Middle School:**

Year Built: 1921  
Additions Built: 1952, 1974  
Program Capacity: 705  
Site Size: 2.6 acres

### **Washington Middle School:**

Year Built: 1920  
Additions Built: 1966  
Program Capacity: 775  
Site Size: 3.75 acres

McKinley and Washington are sister schools and are both in need of either renovation or replacement in the near future. Over the past few years, major maintenance money has been spent on both buildings, but those funds are primarily limited to maintenance needs and are limited in scope. The timing of the renovation or replacement of these schools is a little more difficult to recommend than Columbus. One option would be to pursue something prior to the next needed middle school boundary change. Due to increasing enrollments at Bullen, Lance and Mahone it may not be practical to do this however. A more likely option would be to address these schools around financing opportunities such as debt retirement and other budget issues. It is recommended that the Board commission our Committee and the Facilities Department to pursue options with respect to the long-term replacement or renovation of these two schools.

## **HILLCREST SCHOOL EVALUATION**

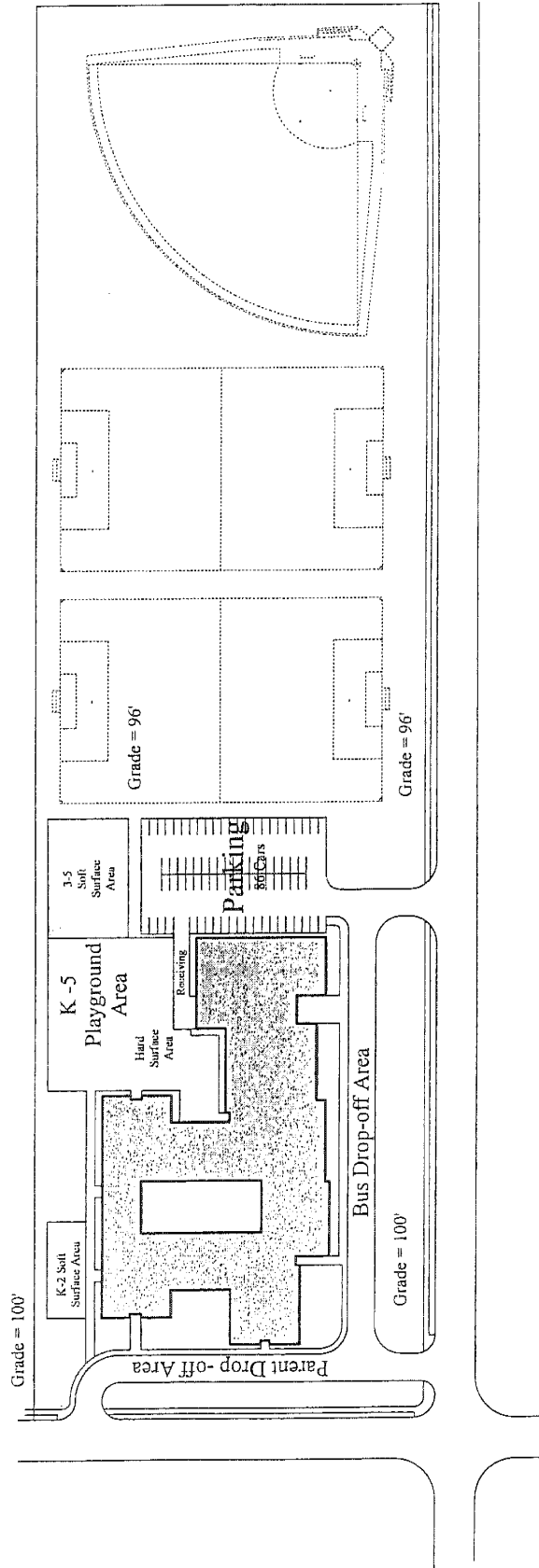
Our Committee evaluated the possibility of converting Hillcrest School into an elementary school as part of our 2001 and 2004 reports. Both of those studies are attached. In both cases this project was not pursued at that time due in large part to the need to have a plan to serve the current Hillcrest programs. The Board has asked for an evaluation of Hillcrest again and they hired Zimmerman Design Group to work on this evaluation. Zimmerman has completed an initial evaluation, which follows the copies of the 2001 and 2004 reports.

# Hillcrest Elementary School

Kenosha Unified School District No. 1

Scale : 1" = 200'-0"





Bray Associates

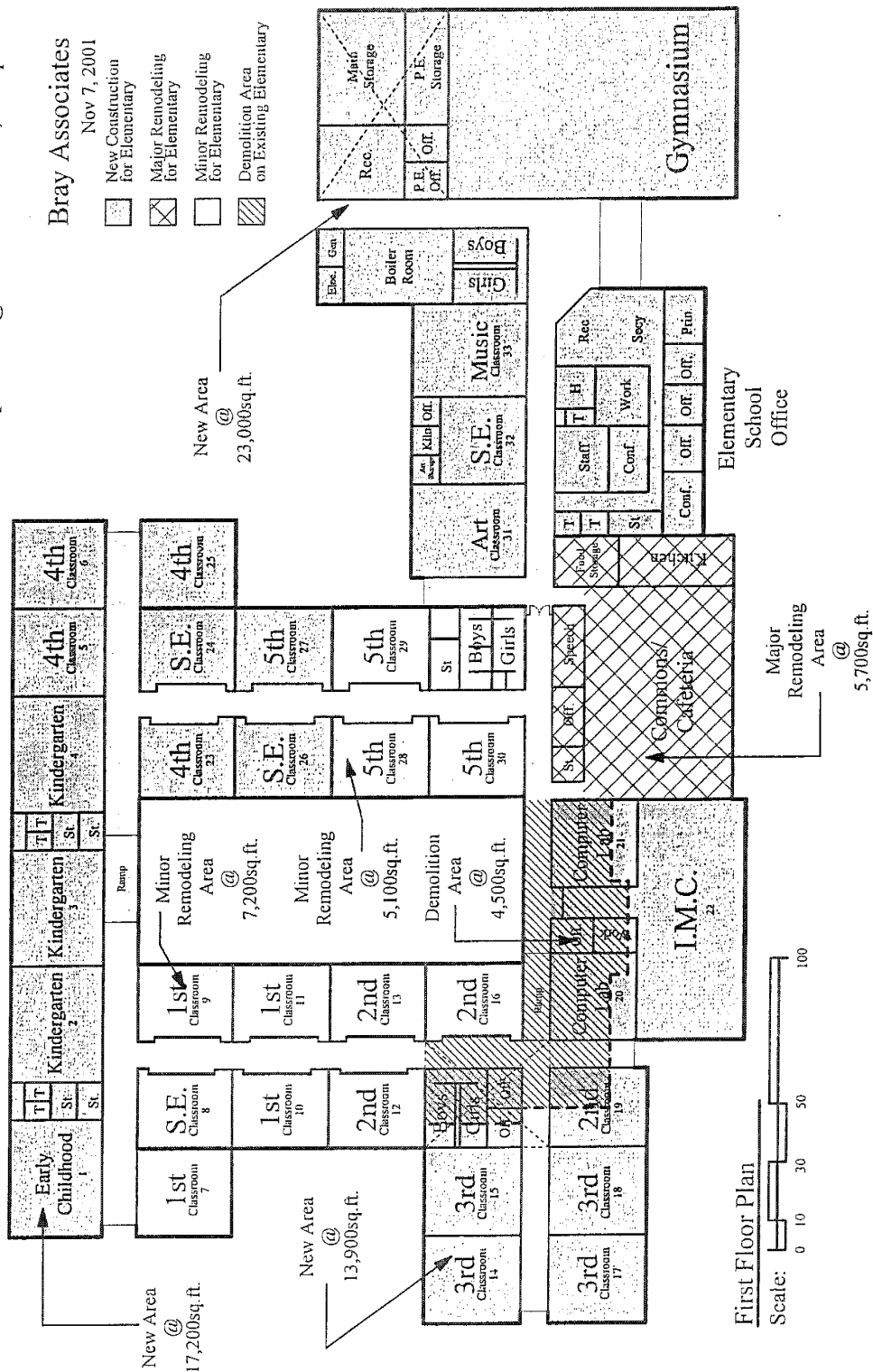




**Option #2 @ Total Area of 79,300sq.ft.**

Nov 7, 2001

	New Construction for Elementary
	Major Remodeling for Elementary
	Minor Remodeling for Elementary
	Demolition Area on Existing Elementary



DISTRICT FACILITIES STUDY FOR  
 KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
 KENOSHA, WISCONSIN  
 PROJECT NO. 2528

Bray Associates Architects, Inc.  
 Sheboygan, Wisconsin

December 12, 2001

**COST ANALYSIS - Hillcrest Elementary School, 4-Track  
 600 Students (33 Classrooms)**

**Square Footage**

- New Construction 54,100 sq.ft.
- Renovation 5,700 sq.ft.
- Modernization 12,300 sq.ft.

**General Construction**

New	\$ 3,246,000.00	
Renovation	136,800.00	
Demolition	67,500.00	
Modernization	<u>153,750.00</u>	
		\$ 3,604,050.00
		960,000.00

**HVAC**

**Plumbing / Fire Protection**

New	\$ 405,750.00	
Renovation	15,675.00	
Modernization	<u>33,825.00</u>	
		455,250.00

**Electrical**

New	\$ 589,149.00	
Renovation	65,550.00	
Modernization	30,750.00	
Code issues	10,000.00	
Upgrades		
New electric service (w/ surge)	\$ 50,000.00	
Replace old panelboards	10,000.00	
Additional exterior lighting	2,000.00	
New emergency generator set	40,000.00	
Extend existing system	5,000.00	
Provide new phone switch (PBX type)	40,000.00	
Provide new intercom & clock system	20,000.00	
New TV distribution	10,000.00	
New data & phone wiring	<u>30,000.00</u>	
		<u>207,000.00</u>
		902,449.00

District Facilities Study for Kenosha Unified School District No. 1  
 Cost Analysis - Hillcrest Elementary School, 4-Track (Page 2)  
 December 12, 2001

**Site Work**

Erosion control				\$ 10,000.00	
Clearing / grubbing				-	
Earthwork					
Topsoil spread / disking	10,000 cu.yd.	@ \$	2.50	25,000.00	
Unclassified excavation	10,000 cu.yd.	@ \$	5.00	<u>50,000.00</u>	
					\$ 85,000.00

**Hard surfaces**

Base	5,812 ton	@ \$	12.00	\$ 69,744.00	
Asphalt pavement	1,877 ton	@ \$	40.00	75,080.00	
18" concrete curb	2,400 ln.ft.	@ \$	12.00	28,800.00	
Site concrete sidewalks	13,300 sq.ft.	@ \$	3.25	43,225.00	
Striping & signage	2,500 ln.ft.	@ \$	0.50	1,250.00	
Concrete pavement	4,000 sq.ft.	@ \$	4.00	<u>16,000.00</u>	
					234,099.00

**On-site infrastructure**

Water service	150 ln.ft.	@ \$	35.00	\$ 5,250.00	
Gate valve	1	@ \$	2,500.00	2,500.00	
Storm sewer				49,000.00	
Sanitary sewer	150 ln.ft.	@ \$	25.00	3,750.00	
Site lighting				<u>28,000.00</u>	
					88,500.00

**Landscape**

Landscape				\$ 40,000.00	
Place topsoil	1,500 cu.yd.	@ \$	4.50	6,750.00	
Seeding / restoration / crimp mulch	1.50 acres	@ \$	2,350.00	<u>3,525.00</u>	
					50,275.00

**Site incidentals**

New entrance sign feature	1 allowance	@ \$	20,000.00	\$ 20,000.00	
Equipment	1 lump sum	@ \$	65,000.00	65,000.00	
Wood chips	415 cu.yd.	@ \$	30.00	12,450.00	
Fabric	950 sq.yd.	@ \$	2.00	1,900.00	
Underdrain	500 sq.ft.	@ \$	20.00	10,000.00	
Flagpole	1 lump sum	@ \$	2,300.00	2,300.00	
Bike racks	1 lump sum	@ \$	7,800.00	7,800.00	
Signage	1 lump sum	@ \$	8,000.00	8,000.00	
Benches	10	@ \$	465.00	4,650.00	
Basketball standards	4 sets	@ \$	2,500.00	<u>10,000.00</u>	
					<u>142,100.00</u>

**Fixed / Specialty Equipment**

Casework - new classrooms (234 ln.ft.)	\$ 70,200.00	
Casework - new art / music	35,000.00	
Computer classrooms (2)	24,000.00	
Chalk / tackboards - new addition (1,012 ln.ft.)	55,660.00	
Chalk / tackboards - remodeling (440 ln.ft.)	24,200.00	
Art room kiln (1)	4,500.00	
IMC equipment (allowance)	60,000.00	
Food service equipment (serving)	75,000.00	
All new corridor lockers (525)	60,375.00	
Kindergarten cubicles (100)	9,500.00	
		599,974.00

<b>Fixed / Specialty Equipment (cont'd)</b>		
Basketball backstops / wall pads (10)	40,000.00	
Gymnasium bleachers (600)	51,000.00	
Gymnasium floor (6,500 sq.ft.)	55,250.00	
Administration / student services / staff (allowance)	<u>25,000.00</u>	
		<u>589,685.00</u>
Subtotal	\$ 7,111,408.00	
<b>Architectural / Engineering Fees</b>	\$ 391,200.00	
<b>Reimbursables</b>	75,000.00	
<b>Contingency</b>	213,400.00	
<b>Loose Furnishings &amp; Equipment</b>	426,700.00	
<b>Assessment Costs</b>	<u></u>	<u>1,106,300.00</u>
<b>TOTAL</b>		<b>\$ 8,217,708.00</b>

P:\PROJECTS\2500-50\2528\COSTS\BUDGET\BC06JR01.XLS

**PROJECT CLASSIFICATION:** Elementary School Capacity

**PROJECT NAME:** Addition & Conversion of Hillcrest into a 550 Student Capacity Elementary School

**CAPACITY ADDED:** 550 Students

**WILL MEET CAPACITY NEED FOR:** ☒ 3 Years ☒ 6 Years

**PROJECT COST:** \$6,771,000

**PROJECT COST/CAPACITY ADDED:** \$12,311 / Student

**ESTIMATED COMPLETION DATE:** August 2007  
(Based on a Spring 2005 Referendum.)

**DESCRIPTION:** Approximate 35,000 square foot addition including 15 classrooms, library main office, and cafeteria. Minor renovation of existing space including finishes, lighting, air conditioning, and ADA compliance.

**POSITIVES:**

- Location is in residential area that is continuing to grow.
- District owns 16 acres and existing building. Site is already zoned as institutional.
- Addition projects have generally shorter design, approval, and construction schedules than new schools.
- Project is less expensive than a new school providing the same number of new elementary seats.
- There would initially be a minimal annual bussing savings for students within walking distance of this location; however the savings could be more substantial if and when additional residential sidewalks would be added in this neighborhood.

### CONCERNS:

- The District would have to relocate the Hillcrest program to another location. There is more than likely some cost associated with this relocation, examples could include conversion of the old Bain school for an estimated \$635,000, to make ADA compliant or leasing the former St. George School at \$24,000/month.
- The boiler at Hillcrest was replaced in the summer of 2002. Due to the size of the addition, a new heating system would be needed rendering this boiler essentially useless.

### IMPACT ON BUILDING OVERCROWDING RATINGS:

If a 2005 referendum included a major addition/renovation project at Hillcrest to convert it to a 550-student elementary school, it is expected that the school would be ready for the 2007-08 year. The first table below shows the overall number of elementary students over capacity projected for the 2007-08 school year. Since individual school projections are only available through the 2006-07 school year, the second table shows the number of students over capacity at the 5 red schools projected for 2006-07.

#### Elementary Schools

07-08 Enrollment	9,942
Capacity (w/o portables)	-9,599
	<hr/>
	+ 343 over capacity

#### Red Schools

BOSE	+ 94
SOMERS	+ 82
STOCKER	+ 107
PL. PRAIRIE	+ 172
PR. LANE	+ 127
	<hr/>
	+ 582 vs. capacity
	+ 461 vs. capacity including portables

It is unlikely that the City and Village would accept the portables remaining at Bose, Pleasant Prairie and Prairie Lane upon a successful referendum; therefore, the new school with a capacity of 550 students would be full, as would all 5 red schools upon the opening of the new school. In fact, there would be a projected excess of 32 students beyond capacity amongst the 6 schools. Based on this, all of the red schools, the existing yellow schools, and the new school would be yellow if this were the only project.

### **Overcrowding Ratings**

<b>RED (0)</b>	<b>YELLOW (10)</b>	<b>GREEN (14)</b>
	New School (Hillcrest)	All The Rest
	Bose	
	Somers	
	Stocker	
	Pl. Prairie	
	Pr. Lane	
	Harvey	
	Grant	
	Strange	
	Forest Park	

#### **ATTACHMENTS:**

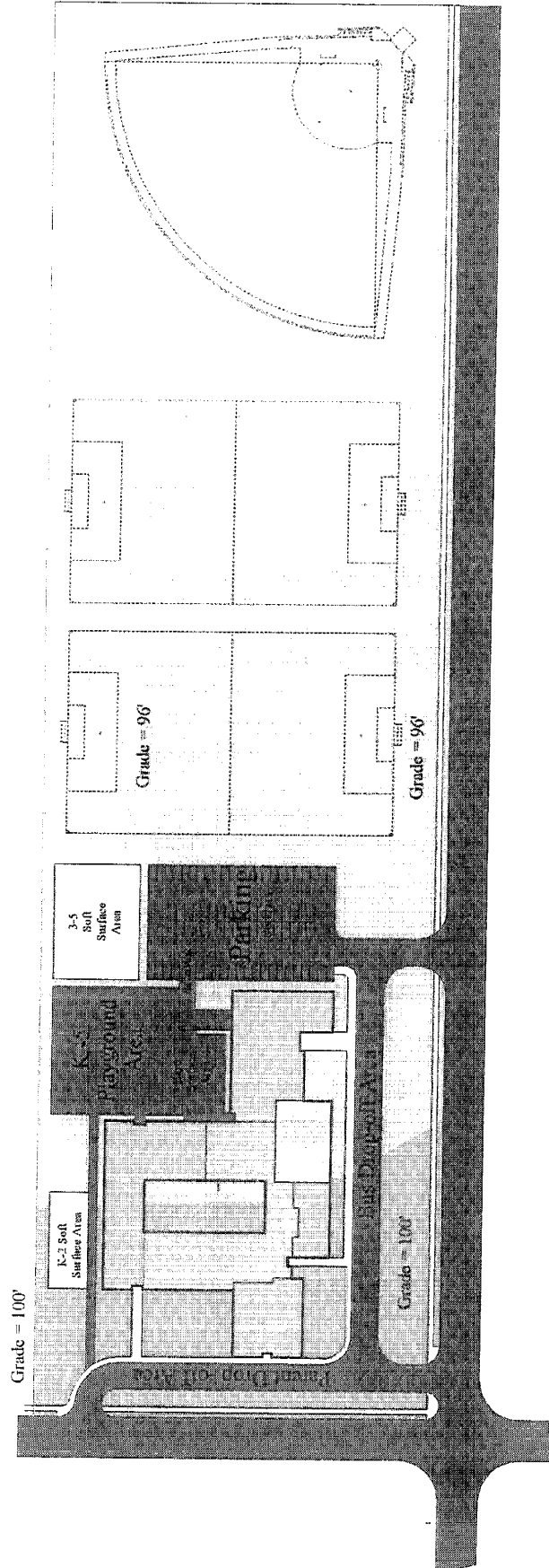
- Conceptual Site Plan
- Conceptual Floor Plan
- Cost Estimate
- District Space Impact Map

# Hillcrest Elementary School

Kenosha Unified School District No. 1



Scale : 1" = 200'-0"

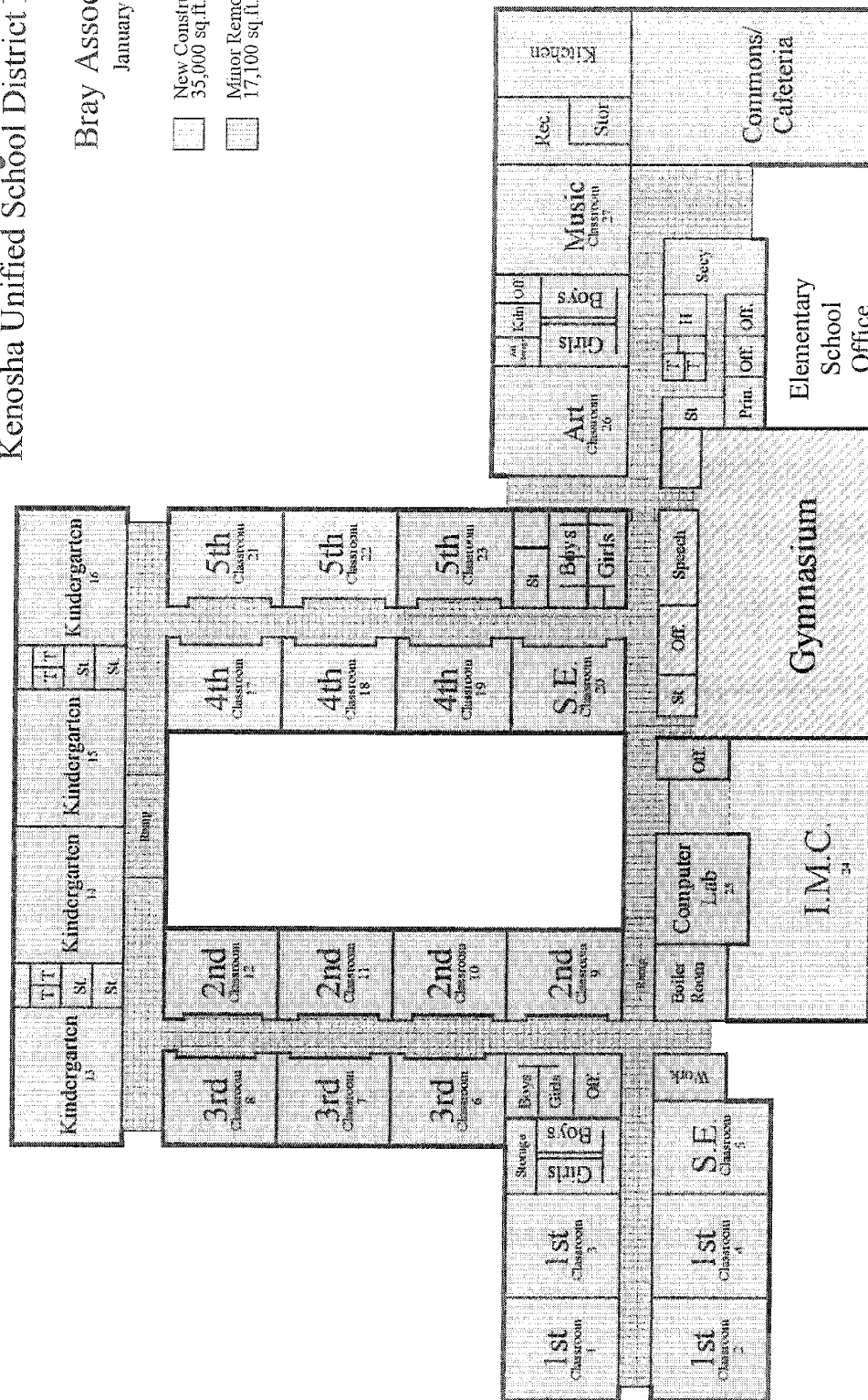
Bray Associates





Bray Associates  
January 5, 2003

	<b>New Construction</b> 35,000 sq.ft.
	<b>Minor Remodeling</b> 17,100 sq.ft.



## First Floor Plan

Scale: 0 10 30 50 100

HILLCREST ELEMENTARY SCHOOL ADDITION / CONVERSION TO ELEMENTARY SCHOOL  
KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
KENOSHA, WISCONSIN  
PROJECT NO. 2709

Bray Associates Architects, Inc.  
Sheboygan, Wisconsin

January 5, 2004 / Revised August 19, 2004

COST ANALYSIS

■ FOUR-TRACK ELEMENTARY SCHOOL (550 Students, 27 Classrooms)

Construction Costs

General conditions			\$	4.43	
Excavation				2.18	
Concrete				9.44	
Masonry				19.20	
Steel				10.13	
Carpentry - no casework				2.59	
Insulation				4.35	
Doors / windows				6.58	
Finishes				10.66	
Specialties				<u>0.86</u>	
Estimated cost	35,000 sq.ft.	@	\$	70.42	\$ 2,464,700.00

Plumbing / Fire Protection

Estimated cost	35,000 sq.ft.	@	\$	8.50	297,500.00
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HVAC \$ 600,000.00

Hot water unit ventilators in classrooms; each new unit ventilator will contain a cooling coil for future air conditioning  
Roof mounted heating, ventilating and air conditioning unit for new IMC and computer lab  
Roof mounted heating, ventilating and air conditioning unit for school office area  
Indoor AHU for art and music; unit will contain space for future cooling coil  
Indoor AHU for commons / cafeteria; unit will contain space for future cooling coil  
Existing classrooms 19, 20 and 23 plus the adjacent toilet rooms are served by an old furnace system; this system should be removed and replaced with hot water unit ventilators as part of this project  
This would be an ideal time to eliminate steam in the building. The existing steam boiler, installed in 2002, was sized to eventually serve area currently served by the furnace plus some new construction. Current plan for new construction exceeds the capacity of the steam boiler. Steam is currently being used in the area to be demolished and in classrooms 6 and 9. Existing gymnasium is served by hot water from a steam heat exchanger.

Add air conditioning to existing building				<u>160,000.00</u>	760,000.00
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Hillcrest Elementary School Addition / Conversion to Elementary School  
 Cost Analysis (Page 2)  
 January 5, 2004 / Revised August 19, 2004

**Electrical**

Estimated cost	35,000 sq.ft.	@	\$	13.00	\$	455,000.00
Renovation / code issues						
New electric service (w/ surge)						65,000.00
Replace old panelboards						15,000.00
Additional exterior lighting						3,500.00
New emergency generator set						50,000.00
Provide new intercom and clock system						20,000.00
New TV distribution						10,000.00
New data and phone wiring						<u>30,000.00</u>

648,500.00  
 427,500.00

**Renovation**

17,100 sq.ft. @ \$ 25.00

**Site Work**

Erosion control	1 lump sum	@	\$	10,000.00	\$	10,000.00
Clearing / grubbing						-
Earthwork						
Topsoil stripping	10,000 cu.yd.	@	\$	3.00		30,000.00
Unclassified excavation	10,000 cu.yd.	@	\$	8.00		<u>80,000.00</u>

\$ 120,000.00

**Hard surfaces**

Base	7,730 tons	@	\$	12.00	\$	92,760.00
Asphalt pavement	11,600 sq.yd.	@	\$	10.00		116,000.00
18" concrete curb	2,400 ln.ft.	@	\$	15.00		36,000.00
Site concrete sidewalks	13,300 sq.ft.	@	\$	4.00		53,200.00
Striping and signage	2,500 ln.ft.	@	\$	1.00		2,500.00
Concrete pavement	4,000 sq.ft.	@	\$	5.00		<u>20,000.00</u>

320,460.00

**On-site infrastructure**

Water service	150 ln.ft.	@	\$	35.00	\$	5,250.00
Gate valve	1	@	\$	2,500.00		2,500.00
Storm sewer / treatment unit	1 lump sum	@	\$	120,000.00		120,000.00
Sanitary sewer	150 ln.ft.	@	\$	35.00		5,250.00
Site lighting	1 lump sum	@	\$	36,000.00		<u>36,000.00</u>

169,000.00

**Site incidentals**

Wood chips	415 cu.yd.	@	\$	30.00	\$	12,450.00
Fabric	950 sq.yd.	@	\$	2.00		1,900.00
Underdrain	500 sq.ft.	@	\$	20.00		10,000.00
Flagpole	1 lump sum	@	\$	2,300.00		2,300.00
Bike racks	1 lump sum	@	\$	7,800.00		7,800.00
Signage	1 lump sum	@	\$	8,000.00		8,000.00
Benches	10	@	\$	465.00		4,650.00
Basketball standards	4 sets	@	\$	2,500.00		<u>10,000.00</u>

57,100.00

**Landscape**

Landscaping (allowance)					\$	50,000.00
Place topsoil	1,500 cu.yd.	@	\$	5.00		7,500.00
Seeding / restoration / crimp mulch						<u>7,000.00</u>

64,500.00

Hillcrest Elementary School Addition / Conversion to Elementary School  
 Cost Analysis (Page 3)  
 January 5, 2004 / Revised August 19, 2004

**Fixed / Specialty Equipment**

Casework - new classrooms (276 ln.ft.)	\$ 82,800.00	
Casework - new art / music	24,500.00	
Computer classroom (1)	12,000.00	
Chalk / tackboards - new addition	55,660.00	
Chalk / tackboards - remodeling	24,200.00	
Art room kiln (1)	4,500.00	
IMC equipment (allowance)	40,000.00	
Food service equipment (serving)	60,000.00	
All new corridor lockers (450)	67,500.00	
Kindergarten cubicles (100)	12,500.00	
Administration / student services / staff (allowance)	25,000.00	
		408,660.00
Subtotal	\$ 5,737,920.00	

**Architectural / Engineering Fees**

**Reimbursables**

**Contingency**

**Loose Furnishings / Equipment**

**Assessment Costs**

\$ 258,300.00	
75,000.00	
200,000.00	
500,000.00	
-	
	1,033,300.00

**TOTAL CONSTRUCTION COST** **\$ 6,771,220.00**

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## **2007 ZIMMERMAN REPORT**

May 2, 2007

Kenosha Unified School District No.1

### **Facility Tour & Field Observations for Hillcrest Academy School**

Attendees: John Setter & Kevin Christoun (KUSD), Doug Barnes & Greg Strand (ZIMM)

#### **Overview**

Hillcrest School Building construction dates to 1950's, and consists of the original building and one addition constructed recently after opening.

The building is sited on the west portion of a rectangular east-west site, with the central and northern portion open for fields and green space.

The building & site comprise approximately 16 acres.

Site and building are district owned and zoned "Institutional".

Site access for traffic is good, parking & hard surface paving appear adequate.

Current facility use is an Academy School for students with special educational/behavioral needs. Existing capacity is ok for current use with more space/classrooms than needed.

Existing rooms/spaces include:

- School Offices
- Classrooms (10)
- Gym (small) with stage, storage.
- Small commons/cafeteria with adjacent serving room
- Toilets rooms (4 total with 2 remodeled for ADA upgrades/compliance)
- Mechanical room, storage rooms, misc. support spaces.

#### **Building Exterior**

Masonry: Masonry exterior of generally face brick w/ some exposed cmu (north side) on cmu back up (interior block wall). Typical wall construction of this period would exclude any air space or insulation product between the brick & back-up cmu, but this is not verified.

Glazing: Original design had extensive window openings for natural day lighting. Original window replacement (existing windows) with new windows and metal composition panels was reported to have been installed approximately 1980 +/- . Existing windows are metal-framed single glazed (non-insulated) system set within exterior solid composite panels (composition unknown). Frames are likely not thermally broken to resist heat/cold transfer.

Additional notes:

- Original glazed openings replaced by approximately 75- 85% solid panel system and 15 – 20% glazed windows (approximate installation 1980 +/-).
- Existing windows single glazed (non-insulated).
- Window screens (exterior) are generally missing.
- Windowsills are questionable for water retention/infiltration concerns.

- Windowsills & flashing are metal.

Doors: Existing doors, frames, and transom framing are original wood construction - with the exception of one hollow metal frame observed. Doors are in fair to poor shape and in need of replacement.

Soffits/Eaves: Sheet metal exterior fascia and soffits. Metal fascia & trim appear to be in generally good condition.

Roof: Membrane roof system replaced/installed approximately 2001, and is considered by staff to be in generally good condition. Roof deck structure is cast-in-place concrete supported by cast-in-place concrete and/or steel beams, supported by masonry interior bearing walls and exterior masonry piers. Steel supporting columns were not observed, but may be present within exterior "curtain wall", masonry piers or interior walls. Roof structure over gym is metal joist (small joists) on steel beam framing system. Amount/thickness of roof deck insulation is unknown but likely minimal. Additional roof notes include:

- Many roof downspouts observed to be missing (reportedly stolen)
- Roof deck structure is generally cast-in-place concrete deck and beam framing.
- Roof considered to be in generally good condition.
- Roof insulation composition/amount un-verified.

#### Building Interior

Walls: Generally concrete masonry unit (cmu) construction (painted)

Floors: Slab on grade cast-in-place concrete with finished flooring of:

- Vinyl composition tile (vct) over concrete in corridors and public spaces.
- Classrooms generally carpet over vct/concrete.
- Toilet rooms ceramic tile & base over concrete.
- Cast-in-place floor deck over garage/gym stage.

Ceilings – Acoustic tile (12x12") adhered to underside of concrete roof deck or furring on underside of deck.

Lighting – Generally surface mounted or suspended fluorescent strip light fixtures.

#### Site

12-acre +/- site with light to moderate grades sloping down to the south.

Residential neighborhoods on North, West, and South sides, with agricultural to the East.

Ample parking and hard surface area.

Ample green space for elementary school potential use (fields & play space).

Main site access route from 47<sup>th</sup> Street (north-south).

#### Comments/observations from walk-thru tour

Building is well maintained and clean.

Current occupancy is well below capacity.

Upgrades to 2 of 4 toilet facilities for ADA (American's with Disabilities Act) accessibility were completed in 2002 +/-.

Ramp in main corridor does not comply per ADA requirements – slope too steep.

Mechanical room and pipe tunnels experience water infiltration and standing water.

Exposed spaces have been abated for asbestos, but concealed spaces/conditions have not.

Heavy use of surface mounted electrical conduits & piping due to solid roof & wall construction.

Building has three mechanical systems in place: steam, hot water & furnace.

Existing glazing systems not insulated or thermally broken (not thermally efficient).

Concerns for water infiltration & condensation build up behind/within exterior composite wall panels (not observed or verified).

Many exterior downspout conductors missing (stolen).

Some exterior brick "step" cracking observed (not excessive for age of building).

Some building corner brick damaged by vehicle traffic

Lower garage/storage has experienced water drainage issues in past; landscape berms installed to divert some water/help drainage condition.

Site paving in fair condition.

May 29, 2007

Kenosha Unified School District No.1

## **Facility Assessment for Hillcrest School Building & Site**

### Observations and Notes on Existing Building & Site

Hillcrest School Building construction dates to 1950's and was originally built as a modest size elementary school, with an addition being completed shortly after initial construction. The building & site of approximately 16 acres are district owned and zoned institutional. Current facility function/use is for students with special educational/behavioral needs as an "Academy" school. Existing capacity is ok for current use with more space/classrooms than needed. Partial upgrades to toilet facilities for ADA accessibility were added approximately 2002. Building was observed to be clean and well maintained for a facility of its age.

The school is sited on the west 1/5 end of a 16-acre rectangular east-west site. Main traffic route/access to the site is on the west side from the north-south 47<sup>th</sup> Avenue, with secondary access from 24<sup>th</sup> street on the south side. North boundary is currently agricultural use (farm field), and east boundary is residential development. Surrounding development is generally residential, and is experiencing current and projected growth. Site has average to good visibility, and adequate space to grow for an elementary school space requirements/program.

The existing Hillcrest building has "classrooms" to accommodate approximately 200 – 225 students maximum. Classrooms are adequate in size, but smaller than would be programmed for new classroom space. Existing rooms & spaces include:

<u>Existing rooms/spaces</u>	<u>Assessment &amp; Comments</u>
School Offices	Location ok; inadequate size for future needs
Classrooms (10)	Adequate size; remodeling updates recommended
Gym (small) & stage	Small gym; adequate for reuse/conversion; stage non-accessible
Commons/cafeteria	Inadequate size; acoustics poor; lacks storage
Serving/Kitchen	Poor function/space; small; equipment upgrades needed
Toilets rooms (4 total)	2 rooms upgraded per ADA; more needed
Mechanical room	Inadequate size & systems for expansion
Storage	More/better storage needed

To expand the existing Hillcrest building to accommodate a projected K-5 grade enrollment of 550+/- students, a single large or multiple smaller additions would need to be added. Projections for this are based on:

Enrollment: 550 students  
Grade Levels: K-5 (6 levels)  
Estimated average per 6 grade levels: 91.67 students per grade  
Estimated per class size if 3 classrooms per grade: 30.55 students per classroom  
Estimated per class size if 4 classrooms per grade: 22.92 students per classroom



Projected new classroom need at 4 classrooms (sections) per grade: 24 classrooms  
 Projected new classroom need at 25 students per grade average: 22 classrooms  
 Existing classrooms at Hillcrest: 10 classrooms (not all function as classrooms)

The following new classrooms, special instruction rooms, educational and miscellaneous rooms or spaces would be required or anticipated to be added in addition to the existing building:

<u>Projected New Rooms/Spaces for Addition</u>	<u>No. of Rooms Added</u>	<u>Total Projected</u>
Entry Vestibule (supervised entry)	1	1
School Offices & support spaces	1 (office "suite")	1 (suite)
Classrooms	12 – 14	19 - 24
Classrooms – Special Ed./Instruction	2 – 3	2 - 3
Specialty Classroom – Art	1	1
Specialty Classroom – Music	1	1
Computer Classroom	1	1
Library/IMC	1 (or remodeled space)	1
Commons/Cafeteria	1 (or remodeled space)	1
Gymnasium	1	1
Toilet Rooms	2 -4	6 - 8
Mechanical/Receiving/Support	No./size per program	
Storage rooms/spaces	No./size per program requirements	

Note that existing spaces may lend themselves to conversion to new program spaces, but options at Hillcrest are limited due to construction type. Conversion of the gym space to a commons/ cafeteria, library, or office suite space has potential.

Projected or anticipated remodeling projects, expenditures and concerns for renovation and remodeling of the existing Hillcrest Building include:

#### Exterior

Replacement of existing windows and composite exterior panel infill framing system  
 Replacement of existing windowsills  
 Tuck-pointing of exterior masonry (cracks, missing/failing mortar joints, etc.)  
 Replacement of missing downspouts  
 Re-grading for improved site drainage for basement, mechanical room & pipe tunnels  
 Asphalt patching/replacement  
 Replace/upgrade exterior lighting

#### Interior

Abatement of potential remaining existing asbestos or hazardous materials.  
 Removing/rebuilding existing corridor ramp for accessibility  
 Removing/rebuilding school offices  
 Replacement of vinyl tile flooring (vct) in corridors, cafeteria  
 Floor coverings for classrooms  
 Painting

### MEP Systems and Services

Consolidation of mechanical systems (elimination of steam, furnace)  
Replacement of north classroom(s) heating system (furnace) – add unit ventilators  
Replacement of north toilet room heating system (furnace)  
Provide air conditioning for the existing building  
Replace/upgrade interior lighting  
Replace/upgrade fire alarms/life safety  
Replace/upgrade electrical service, electrical panel boards  
Replace/upgrade electrical distribution to classrooms  
Replace/upgrade intercom/clock system  
Replace/upgrade data & phone services  
Replace/upgrade television/cable service & distribution

The decision to add onto, replace, or discard the Hillcrest School building will depend on combined consideration for project budget, space needs, time frame for availability, and final plan function to meet the curriculum and mission of the school district.

Option 1 - Build new K-5 school on Hillcrest site (demolish existing) or alternate site.

#### Advantages

- School design can be “pro-active” to meet site, curriculum and program function needs (not limited/compromised by existing building)
- Design of equal/comparable quality to other newer district schools
- More efficient/functional site design (current & future development)
- More energy efficient building construction
- Lower building life cycle/operational costs
- More efficient space and circulation plan
- Larger and equal size classrooms
- Improved security and controlled building access
- More standard/appropriate educational space design
- Equal MEP systems/ability for all classrooms
- ADA accessibility
- Design for improved community use
- Faster/less complicated construction process

#### Disadvantages

- More expensive than addition/remodeling (higher initial cost)
- Displacement of existing occupancy/program

Option 2 - Build an addition(s) to and remodel Hillcrest School:

#### Advantages

- Less expensive than all new construction (up-front construction cost)
- Potential to occupy/utilize existing building during construction (possible).
- Existing building construction is “solid” (fire resistive construction)

#### Disadvantages

- Existing construction type limits remodeling/expansion options (flexibility)
- More timely & expensive design process than new construction

- Existing construction location limits site development and function
- Existing building is not thermally efficient (lacks insulation)
- New design must be “reactive” to existing building and systems limitations
- Existing construction does not meet code for structural design (seismic/load design)
- Existing structure may not support imposed loads from new additions (snow loads, etc.)
- Remodeling of exterior facade will be extensive (replace all windows/panels)
- Extensive interior remodeling and MEP system upgrades
- Fire protection (sprinklers) required to be installed
- New mechanical, electrical, plumbing (MEP) & fire protection systems difficult to retro-fit/install due to existing construction type – solid walls & low ceilings (no interstitial spaces to conceal runs of new mechanical, electrical, and plumbing systems)

## **Conclusions:**

The location and size of the Hillcrest site are well suited to an elementary school function. Good site access, visibility, and continued residential growth in this area of the district make the Hillcrest site a viable location option for a new or expanded elementary school. Expansion of the existing building to help meet the district’s space needs is possible, but not optimal and would only be recommended if dictated by construction cost budget.

Expansion and remodeling would likely be the least expensive initial cost (not significantly less expensive), but would also involve a longer and more expensive design process, and would likely hold a longer construction schedule than “all new” construction. Required fire protection, mechanical, plumbing, and electrical upgrades or replacement of systems and services will be challenging and extensive. The existing low ceilings (acoustic tiles tight to the bottom of roof deck structure) and lack of interstitial space, concrete roof deck, and solid masonry wall construction make retro-fitting of new MEP systems difficult and/or unsightly (exposed). It would be strongly recommended that the entire exterior window and solid window panel system be replaced. Existing classrooms, corridors, and remaining spaces will need upgrades for ADA compliance. Issues with water infiltration in the lower level, mechanical room and pipe tunnels should be addressed (cause /solution undetermined at this time).

New adjacent construction of additions could be prohibited or limited by the structural design and capacity of the existing structure. A structural design analysis would need to be conducted to determine what, if any, new loads (snow drift loads for example) could be imposed on the structure by an adjacent addition. Most building of this period would not be designed for seismic code design (required as of 2002) or to accommodate any new weight loading criteria per existing codes, and would likely require reinforcing of the existing structural systems near locations of building additions. Existing classrooms are of adequate size for reuse, but will be smaller than new design recommended classroom sizes. Classrooms will require moderate to extensive remodeling to upgrade the rooms

and infrastructure to meet code and systems requirements, and will be less thermally efficient than new construction.

**Recommendation:**

Optimal plan would be to raze (demolish) the existing building and replace with a new K-5 school, or construction of a new K-5 school on an alternate site nearby in the north district. Design and function of a new school would more appropriately respond to the site, curriculum, present and long term needs of the district. A new design would be “proactive” to the needs of the students and program, and not “reactive” or limited by the existing structure and space configuration. The age of the existing building and lack of any “major” remodeling or upgrades since its construction, and lack of any high quality interior spaces or design features notable for preservation, place it in a life-cycle time frame window for major renovation or removal.

District space needs for immediate, short range, and long-range population growth projections show the need for additional elementary school space. Current and projected residential development in the north and south district sections show an urgent need for educational space in these district areas in particular. A new elementary K-5 “model” school designed to function at either the Hillcrest site or others in the district would offer economy of scale for design, operation and maintenance, and familiarity as well as a sense of “equality” in educational space and experience for the district as a whole.

May 29, 2007

Kenosha Unified School District No.1

### **Potential Options for Hillcrest School Building & Site**

Based on the provided enrollment projections there is a need for a facility of more than double the existing Hillcrest building size. To accommodate a capacity of 550 +/- students as projected, options for consideration involving the Hillcrest site include:

1. No expansion to existing building. Remodel & upgrade building systems as needed and utilize facility for current Academy use or other district program.
2. Sell building and site (abandon site) & develop district owned site(s) nearby.
3. Lease building & site – reserve option for future use. Note that occupancy zoning is “Institutional” and may limit lease options.
4. Demolish existing building. Hold site for future district educational space needs or development. Develop fields for athletics.
5. Demolish existing building. Construct new K-5 school on site.
6. Retain building and build an addition. Construct new single level or multi-story addition on one side/end. Remodel existing as needed or required per code.
7. Retain building and add multiple wings/additions. Construct single level multiple new wing additions to existing, utilizing existing building as a central “hub”.

\*Note: Above options are listed for consideration only and not ranked by preference.

### **Recommendations for Hillcrest School Building & Site**

Based on observations of the condition of the existing building and site, and information provided on enrollment needs and demographics to date, recommendations for consideration of the Hillcrest site would be as follows:

- A. Demolish existing Hillcrest School building and build new K-5 elementary school on Hillcrest site for 550+/- students to satisfy enrollment needs and curriculum.
- B. Build new K-5 elementary school on nearby site in this district area. Utilize Hillcrest site for other immediate district program needs or future school district needs or construction.
- C. Construct new additions to, and undertake major and minor remodeling as needed within, the existing Hillcrest School building to accommodate 550+/- students.

## **EXECUTIVE SUMMARY / RECOMMENDATIONS**

The following are the key issues/recommendations of this third report of the Long Range Facilities Planning Committee for the Board's consideration.

1. New School Site Land Acquisition:

- A total of 7 elementary, 3 middle and 2 high school sites will need to be purchased over the next few decades.
- Sites should be purchased based on a priority that will be determined over the next several months in a cooperative effort between the Board, the City of Kenosha, the Village of Pleasant Prairie, and the Town of Somers.
- The Board needs to identify means to fund the acquisition of land whether it be via referendum, general operating funds, TIF funds, or other options.
- The Board should explore the possibility of getting options to purchase land with landowners to hold properties for future purchase.

2. Elementary Capacity Referendum:

- A referendum will be needed by the fall of 2011 to construct 2 new elementary schools that would open in time for the 2013-2014 school year.

3. Columbus Elementary School Retirement:

- Retirement of Columbus Elementary School should be planned for the 2013-14 school year when the two new schools are built.
- At that same time, the six classroom addition at the Durkee/Lincoln replacement school should be considered to support the retirement of Columbus
- The retirement of Columbus at the same time new schools are opened will help cover a portion of the costs of operating the new schools.

4. Long-Term Replacement / Renovation of McKinley & Washington Middle Schools:

- It is recommended that the Board commission this Committee and the Facilities Department to perform a study regarding the long-term replacement or renovation of McKinley and Washington Middle Schools.
- This study should be completed and included in the 2008 report of this Committee to the Board.

5. Hillcrest School Evaluation:

- The Board has hired the Zimmerman Design Group to evaluate the feasibility of constructing an elementary school at the Hillcrest site.
- Zimmerman will present their findings to the Board when this report is reviewed in August.
- Options include: (1) renovating and adding onto Hillcrest and converting the school to an elementary school, (2) demolishing the existing school and constructing a new school on the Hillcrest site, (3) leaving the existing school and constructing a separate elementary school on the same site, (4) leave the existing school and sell off the excess land, and (5) make no changes at this time.

- If the Board decides to construct an elementary school at the Hillcrest site, it should be tied into the elementary capacity referendum in item (2) above.
- A decision on Hillcrest should be made in the next year and it should be announced to the public.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

August 28, 2007

**DRAFT INDOOR AIR QUALITY POLICY**

**Background:**

In 2001, the Facilities Department developed an indoor air quality (IAQ) strategy to promote providing safe and healthy environments for our students, staff and the public that use our buildings. This strategy has evolved into a program over the years that we believe rivals any school district program that exists in the State and maybe the entire country. Facilities Department staff members have been asked many times over the years to present our IAQ program at conferences and we have provided information to school districts, universities, and other organizations across the country as they developed programs of their own. A great deal of the background of our program has been documented on the facilities home page of the KUSD website; however, we have never formalized our program. Because so much of the history and background of the program existed only in the knowledge base of existing Facilities Department staff members, we felt it was important to document that information in a formal program in the event that a staff member would leave the District.

Attached is proposed School Board Policy 3653 and Revision 0 of the KUSD Indoor Air Quality Program for review. The Policy and the program were written to not be overly prescriptive, but instead to provide some formal requirements that provide direction to the District for now and in the future. Greater details will continue to exist on the website and within the Facilities Department practices, but they will now have formal direction governing them.

**Administration Recommendation:**

The Planning, Facilities, and Equipment Committee unanimously recommended, at its August 14, 2007 meeting, that the draft indoor air quality Policy and program be brought to the full Board on August 28, 2007 for a first reading.

Dr. Joseph T. Mangi  
Interim Superintendent of Schools

Ms. Kathleen M. Barca  
Executive Director of School Leadership

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



**POLICY 3653**  
**INDOOR AIR QUALITY**

All District facilities shall be operated in compliance with federal, state and local laws, ordinances and regulations. This includes providing healthy indoor air quality environments for all users of the facilities.

The District shall have an Indoor Air Quality Program that supports providing healthy environments and that provides a mechanism to address indoor air quality concerns. The Director of Facilities Services shall be responsible for the development and maintenance of the District Indoor Air Quality Program.

**LEGAL REF.: Wisconsin Statutes**

<b>Sections</b>	<b>101.11</b>	<b>[Provision of safe workplace]</b>
	<b>101.123</b>	<b>[Smoking prohibited]</b>
	<b>120.12(1)</b>	<b>[Board duty; care, control and management of district property]</b>
	<b>121.02(1)(i)</b>	<b>[Safe and healthful facilities standard]</b>
	<b>254.22</b>	<b>[Indoor air quality]</b>
<b>PI 8.01(2)(i), Wisconsin Administrative Code [Safe and healthful facilities regulations]</b>		

**CROSS REF.: 3600 School Safety**

**3651 Hazardous Chemicals**

**3710 Facilities Maintenance**

**3711 Improvement or Maintenance Projects**

**7200 Facilities Planning**

**ADMINISTRATIVE REGULATIONS: None**

**AFFIRMED:**

**REVISED:**

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

## **INDOOR AIR QUALITY PROGRAM**

### **Program Mission:**

The Kenosha Unified School District is committed to providing a work environment that is free of recognized hazards and to investigating complaints that may be related to poor indoor air quality (IAQ). Though specific regulations have not been developed for IAQ in the work place, the Facilities Department considers recommendations from the American Conference of Governmental Industrial Hygienists (ACGIH), American Industrial Hygiene Association (AIHA), and the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) as the basis for our program.

### **Program Guidelines:**

Acceptable indoor air quality is air in which there are no known contaminants at harmful concentrations as determined by the Facility Department and with which a substantial majority of people exposed do not express dissatisfaction.

In our School District we do occasionally receive IAQ complaints by building occupants. Most IAQ complaints are related to mucous membrane and/or respiratory irritation, headache, or fatigue. Office workers may report irritation of mucous membranes of the eye, nose, and throat. In such cases, eye symptoms include itching, redness, and irritation. Respiratory symptoms include nasal congestion, itching, coughing, and runny nose. Throat symptoms include feelings of dryness and irritation. However, these symptoms are not unique to IAQ issues. In most cases there are no definitive signs or laboratory tests available to differentiate building air quality related symptoms from other causes such as pollen, engine exhausts or other allergens.

### **Prevention of Indoor Air Quality Problems:**

Many Indoor Air Quality issues can be avoided with timely maintenance and repair of building Heating Ventilating and Air Conditioning (HVAC) systems and rapid response to water intrusion into a building. Water damaged areas must be dried in 24 hours to prevent the initiation of fungal growth. Building occupants

should notify Facility Services as soon as possible of plumbing; roof and foundation leaks or HVAC malfunctions. Facility Services places a high priority and responds quickly to Indoor Air Quality related problems.

### **Facility Services Indoor Air Quality Investigation:**

Evaluation of building related complaints requires the cooperative effort of the complainant and Facilities Services. Following the initial complaint, Facility Services will interview the complainant to determine if his or her symptoms are potentially related to Indoor Air Quality problems. When such a potential exists, Facility Services will conduct an Indoor Air Quality investigation with appropriate Facilities Services staff. The investigation may lead to plans for remediation.

#### **A. Identification of IAQ Problems**

1. Make sure that all vents are clear of clutter and that airflow is present. Many times, obstructions will cut down on the amount of air into an area and therefore decrease air quality. Notify the custodian and the principal of the problem. Many times the custodian may be able to address and fix the problem immediately. If the custodian cannot fix the problem, have the custodian fill out a work order as to the problem. Be as specific as possible to help facilitate a solution. If the problem requires immediate response, make sure that the custodian calls in the problem to the Facilities Department. We will respond to all emergencies calls ASAP.
2. If the Environmental Service Workers are surveying an area and an employee or building user believes there is a problem, they should let the Environmental Service Workers know of the potential problem. The Environmental Service Workers will submit their findings and any potential problems will generate a work order to investigate and fix a problem area.

#### **B. On-Site IAQ Investigation**

When notified and if warranted, the Environmental Service Workers will conduct an initial on-site investigation. The following conditions will typically be evaluated:

- Location of outside air intake(s)
- Immediate outside environment
- Ventilation rate
- Operation and maintenance of HVAC system
- Relative humidity
- Temperature
- Carbon dioxide level
- Carbon monoxide level
- Signs of water intrusion including plumbing, roof and foundation leaks

Environmental Service Workers will also evaluate the work area and building for probable sources of contaminants, such as chemical use and storage; general housekeeping; recent renovations and/or new furnishings, activities in work area, and the building HVAC system. Some investigations will require the assistance of other crews in the Facilities Services Department.

### **C. Limitations of IAQ Investigations**

Sampling methodologies and acceptable limits have been established for many contaminants. However, occupants may continue to experience discomfort at contaminant levels below standards for occupational exposure since individual sensitivities vary.

Sampling and measuring indoor mold contamination on surfaces is of limited value because mold is found in virtually all environments, and because no consensus or regulatory standards have been established. One of the problems with establishing standards is that individual sensitivity to mold varies greatly.

Because of the small number of occupants and uncontrolled conditions, epidemiological studies are of no or very limited value.

### **Testing Program:**

Kenosha Unified School District Indoor Air Quality checks are done annually by the Environmental Service Workers during the late fall and winter months on all occupied spaces within the district. All data that is collected by the Environmental Service Workers is then posted on the Facilities web site. The Maintenance Supervisor directs the HVAC department to investigate any areas with CO<sub>2</sub> levels greater than 700 ppm above background (1000-1100 ppm depending on outside levels). Upon HVAC's completion of an issued work order on those areas, the ESW crew revisits the affected areas and re-samples to ensure that all levels are within District specifications.

**TEST SAMPLE PAGE:****INDOOR AIR ANALYSIS: BAIN****DATE: 3/12/07**

ROOM	TEMP	HUM % RH	CARBON DIOXIDE PPM	CARBON MONOXIDE PPM	# OF OCCU.	DOOR OPEN OR SHUT	WINDOWS OPEN OR SHUT	AHU UNIVENT	COMMENTS
OUTSIDE	43.0	55.0	299	0.0					
1000	70.5	20.5	566	0.0	68	O	S	AHU	
1020	71.1	20.8	543	0.0	3	S	S	AHU	
1024	70.9	20.6	505	0.0	2	O	S	AHU	
1026	71.0	21.0	524	0.0	2	O	S	AHU	
1028	70.2	20.3	519	0.0	2	S	S	AHU	
1032	69.7	20.1	520	0.0	2	S	S	AHU	
1034	69.8	20.1	538	0.0	2	S	S	AHU	
1036	69.6	21.3	529	0.0	2	S	S	AHU	
1038	70.6	20.0	651	0.0	2	S	S	AHU	
1052	70.9	21.0	581	0.0	2	S	S	AHU	
1060	69.3	23.2	478	0.0	2	S	S	AHU	
1080	67.6	24.1	705	0.0	2	S	S	AHU	
1110	69.6	18.3	532	0.0	2	S	S	AHU	
1112	70.7	18.5	554	0.0	2	S	S	AHU	
1114	71.8	18.9	547	0.0	2	S	S	AHU	
1116	70.9	19.1	542	0.0	2	S	S	AHU	
1122	71.0	19.6	596	0.0	2	S	S	AHU	
1124	69.7	18.7	534	0.0	2	S	S	AHU	
1126	70.2	20.0	502	0.0	2	S	S	AHU	

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

August 28, 2007

**DRAFT INTEGRATED PEST MANAGEMENT POLICY**

**Background:**

Over the years, the Facilities Department has refined our pest management strategies to comply with Environmental Protection Agency (EPA) and the State of Wisconsin rules and guidelines. We have also worked with State agencies to proactively develop strategies that reflect what is commonly referred to as an Integrated Pest Management (IPM) Program. The IPM name was coined to describe a philosophy and strategy that promotes safety in dealing with structural and landscape pests.

A great deal of the background of the program we developed has been documented in various Facilities Department processes; however, we have never formalized our program. Because so much of the history and background of the program existed only in the knowledge base of existing Facilities Department staff members, we felt it was important to document that information in a formal program in the event that a staff member would leave the District.

Attached is proposed School Board Policy 3652 and Revision 0 of the KUSD Integrated Pest Management Program for review. The Policy and the program were written to not be overly prescriptive, but instead to provide some formal requirements that provide direction to the District for now and in the future. Greater details will continue to exist within the Facilities Department practices, but they will now have formal direction governing them.

**Administration Recommendation:**

The Planning, Facilities, and Equipment Committee unanimously recommended, at its August 14, 1997 meeting, that the draft Integrated Pest Management Policy and program be brought to the full Board on August 28, 2007 for a first reading.

Dr. Joseph T. Mangi  
Interim Superintendent of Schools

Ms. Kathleen M. Barca  
Executive Director of School Leadership

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

**POLICY 3652**  
**INTEGRATED PEST MANAGEMENT**

All District facilities shall be operated in compliance with federal, state and local laws, ordinances and regulations. This includes implementing an Integrated Pest Management Program to control pests in a safe manner.

The District shall have an Integrated Pest Management Program that provides direction for the control of structural and landscape pests. The Director of Facilities Services shall be responsible for the development and maintenance of the District Integrated Pest Management Program.

**LEGAL REF.: Wisconsin Statutes**

<b>Sections</b>	<b>94.715</b>	<b>[Pest management for schools]</b>
	<b>101.11</b>	<b>[Provision of safe workplace]</b>
	<b>120.12(1)</b>	<b>[Board duty; care, control and management of district property]</b>
	<b>121.02(1)(i)</b>	<b>[Safe and healthful facilities standard]</b>
	<b>PI 8.01(2)(i), Wisconsin Administrative Code [Safe and healthful facilities regulations]</b>	

**CROSS REF.: 3600 School Safety**  
**3651 Hazardous Chemicals**  
**3710 Facilities Maintenance**

**ADMINISTRATIVE REGULATIONS: None**

**AFFIRMED:**

**REVISED:**

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

## **INTEGRATED PEST MANAGEMENT PROGRAM**

### **Program Mission:**

Structural and landscape pests can pose significant problems to people, property, and the environment. Pesticides can also pose risks to people, property, and the environment. It is therefore the policy of the Kenosha Unified School District to incorporate Integrated Pest Management (IPM) procedures for control of structural and landscape pests.

### **Pests:**

Pests are populations of living organisms (animals, plants, or microorganisms) that interfere with use of the school site for human purposes. Strategies for managing pest populations will be influenced by the pest species and whether those species poses a threat to people, property, or the environment.

### **Pest Management:**

Pests will be managed to:

- Reduce any potential human health hazard or to protect against a significant threat to public safety.
- Prevent loss of or damage to school structures or property.
- Prevent pests from spreading into the community, or to plant and animal populations beyond the site.
- Enhance the quality of life for students, staff, and others.

### **Integrated Pest Management Procedures:**

IPM procedures will determine when to control pests and whether to use mechanical, physical, chemical, cultural, or biological means. IPM practitioners depend on current, comprehensive information on the pest and its environment and the best available pest control methods. Applying IPM principles prevents unacceptable levels of pest activity and damage by the most economical means and with the least possible hazard to people, property, and the environment.



The choice of using a pesticide will be based on a review of all other available options and a determination that these options are not acceptable or are not feasible. Cost or staffing considerations alone will not be adequate justification for use of chemical control agents, and selected non-chemical pest management methods will be implemented whenever possible to provide the desired control. It is the policy of Kenosha Unified School District to utilize IPM principles to manage pest populations adequately. The full range of alternatives, including no action, will be considered.

When it is determined that a pesticide must be used in order to meet important management goals, whenever possible the least hazardous material will be chosen. The application of pesticides is subject to the Federal Insecticide, Fungicide and Rodenticide Act (7 United States Code 136 et seq.), School District policies and procedures, Environmental Protection Agency regulations in 40 Code of Federal Regulations, Occupational Safety and Health Administration regulations, and state and local regulations.

#### **Education:**

Staff, students, facility personnel, and the public will be educated about potential school pest problems and the IPM policies and procedures to be used to achieve the desired pest management objectives.

#### **Pesticide Storage:**

Pesticides will be stored and disposed of in accordance with the EPA-registered label directions and state regulations. Pesticide must be stored in an appropriate, secure site not accessible to students or unauthorized personnel.

#### **Pesticide Applicators:**

Pesticide applicators must be educated and trained in the principles and practices of IPM and the use of pesticides approved by this School District, and they must follow regulations and label precautions. Applicators should be certified and comply with the Kenosha Unified School District IPM policy and this program.

#### **IPM Strategies for Indoor Sites:**

##### **Typical Pests:**

Mice, rats, cockroaches, ants, flies, wasps, hornets, yellow jackets, spiders, microorganisms, termites, carpenter ants, and other wood-destroying insects. Although beneficial as predators, wasps, hornets, yellow jackets, and spiders can be troublesome.

**Entryways:**

Entryways for pests can include but are not limited to the following. (Doorways, overhead doors, windows, holes in exterior walls, openings around pipes, electrical fixtures, or ducts):

- Keep doors shut when not in use.
- Place weather stripping on doors.
- Caulk and seal openings in walls.
- Install or repair screens.
- Install air curtains if applicable.
- Keep vegetation, shrubs, and wood mulch at least 1 foot away from structures.

**Classrooms and Offices:**

- Allow food and beverages only in designated areas.
- If indoor plants are present, keep them healthy. When small insect infestations appear, remove them manually.
- Keep areas as dry as possible by removing standing water and water damaged or wet materials
- In the science lab, store animal foods in tightly sealed containers and regularly clean cages. In all areas, remove dust and debris. Adherence to the Kenosha Unified School District policy on animals in the classroom is mandatory.
- Routinely clean lockers and desks a minimum of twice per year.
- Frequently vacuum carpeted areas.
- If students get head lice, consult with your local health department and have their parents contact a physician. Discourage students from exchanging hats or caps at school.

**Food Preparation and Serving Areas:**

Food preparation and serving areas can include but are not limited to the following. (Cafeteria, main kitchen, teachers' lounge, home economics kitchen, snack area, vending machines, and food storage rooms):

- Store food and waste in containers that are inaccessible to pests. Containers must have tight lids and be made of plastic, glass, or metal. Waste should be removed at the end of each day.
- Create inhospitable living conditions for pests by reducing availability of food and water--remove food debris, sweep up

all crumbs, fix dripping faucets and leaks, and dry out wet areas.

- Improve cleaning practices, including promptly cleaning food preparation equipment after use and removing grease accumulation from vents, ovens, and stoves. Use caulk or paint to seal cracks and crevices.
- Capture rodents by using mechanical or glue traps. (Note: Place traps in areas inaccessible to children. Mechanical traps, including glue boards, used in rodent control must be checked daily. Dispose of killed or trapped rodents within 24 hours.)

### **Rooms and Areas With Extensive Plumbing:**

Rooms and areas with extensive plumbing can include but are not limited to the following. (Bathrooms, rooms with sinks, locker rooms, dishwasher rooms, home economics classrooms, science laboratories, swimming pools, and greenhouses):

- Promptly repair leaks and correct other plumbing problems to deny pest's access to water.
- Routinely clean floor drains, strainers, and grates. Seal pipe chases.
- Keep areas dry. Avoid conditions that allow formation of condensation. Areas that never dry out are conducive to molds and fungi. Increasing ventilation may be necessary.
- Store paper products or cardboard boxes away from moist areas and direct contact with the floor or the walls. This practice also allows for ease in inspection.

### **Maintenance Areas:**

Maintenance areas can include but are not limited to the following. (Boiler room, mechanical room, janitorial-housekeeping areas, and pipe chases):

- After use, promptly clean mops and mop buckets; dry mop buckets and hang mops vertically on rack above floor drain.
- Allow eating only in designated eating areas.
- Clean trash cans regularly, use plastic liners in trashcans, and use secure lids.
- Keep areas clean and as dry as possible, and remove debris.

## **IPM Strategies for Outdoor Sites:**

### **Typical Pests:**

Turf pests--broad-leaf and grassy weeds, insects such as beetle grubs or sod webworms, diseases such as brown patch, and vertebrates such as moles. Ornamental plant pests--plant diseases, and insects such as thrips, aphids, Japanese beetles, and bag worms.

### **Playgrounds, Parking Lots, Athletic Fields, Loading Docks, and Refuse Dumpsters:**

- Regularly clean trash containers and gutters and remove all waste, especially food and paper debris.
- Secure lids on trash containers.
- Repair cracks in pavement and sidewalks.
- Provide adequate drainage away from the structure and on the grounds.

### **Turf:**

Turf can include but are not limited to the following. (Lawns, athletic fields, and playgrounds):

- Maintain healthy turf by selecting a mixture of turf types (certified seed, sod, or plugs) best adapted for the area.
- Raise mowing height for turf to enhance its competition with weeds; adjust cutting height of mower, depending on the grass type; sharpen mower blades; and vary mowing patterns to help reduce soil compaction.
- Water turf infrequently but sufficiently during early morning hours to let turf dry out before nightfall; let soil dry slightly between waterings.
- Provide good drainage, and periodically inspect turf for evidence of pests or diseases.
- Allow grass clippings to remain in the turf (use a mulching mower or mow often) or compost with other organic material.
- Have the soil tested to determine pH and fertilizer requirements.
- Use a dethatcher to remove thatch. Do this in early fall or early spring when the lawns can recover and when overseeding operations are likely to be more successful.
- Time fertilizer application appropriately, because excessive fertilizer can cause additional problems, including weed and disease outbreaks. Apply lime if necessary. Use aeration to

place soil on top of thatch so that microbes from soil can decompose thatch.

- Seed over existing turf in fall or early spring.

### **Shrubs and Trees:**

- Apply fertilizer and nutrients to annuals and perennials during active growth and to shrubs and trees during dormant season or early in the growing season.
- If using a fertilizer, use the correct one at the suitable time, water properly, and reduce compaction.
- Prune branches to improve plants and prevent access by pests to structures.
- Use the appropriate pest-resistant variety and properly prune for growth and structure.
- Correctly identify the pest in question.
- Use pheromone traps as a timesaving technique for determining the presence and activity periods of certain pest species.
- Select replacement plant material from among the many disease-resistant types being developed by plant breeders throughout the country.
- Remove susceptible plants if a plant disease recurs and requires too many resources, such as time, energy, personnel, or money.

### **Applying Pesticides Judiciously:**

Many different kinds of pesticides are currently available for use against urban and structural pests. An appropriate application uses the least toxic and most effective and efficient technique and material. Due to their potentially toxic nature, these materials should be applied by qualified applicators in a manner to ensure maximum efficiency, with minimal hazard. Pesticides should be applied only when occupants are not present in areas where they may be exposed to materials applied.

The following general recommendations should minimize exposure to people and other non-target species when the application of pesticides is being considered:

- Read and follow all label instructions.
- Choose a pesticide that is labeled for the specific site, intended for the pest you are trying to control, and as target specific as possible, rather than broad spectrum.
- Use a spot-treatment method of application when pesticide treatments are required. Treat only the obviously infested plants in an area. This procedure helps conserve predators and parasites needed to reduce future pest populations and increases the time between pest outbreaks.

- Limit the use of sprays, foggers, or volatile formulations. Instead use bait and crack and crevice application when possible. Look for crack and crevice label instructions on how to apply the pesticide. These treatments maximize the exposure of the pest to the pesticide while minimizing pesticide exposure for the occupants.
- Place all rodenticides either in locations not accessible to children and non-target species or in tamper resistant bait boxes. Outdoors, place bait inside the entrance of an active rodent burrow, and then collapse the burrow entrance over the bait to prevent non-target species' access. Securely lock or fasten shut the lids of all bait boxes. Place bait in the baffle-protected feeding chamber of the box. Never place bait in the runway of the box.
- Apply only when occupants are not present or in areas where they will not be exposed to the material applied. Note any re-entry time limits listed on the label, and be aware that some residues can remain long after application.
- Use proper protective clothing or equipment when applying pesticides.
- Properly ventilate areas after pesticide application.
- Notify students, staff, and interested parents of upcoming pesticide applications if that is part of the school pest management policy. Pay particular attention to those individuals that may be at higher risk.
- Keep copies of current pesticide labels, consumer information sheets, and Material Safety Data Sheets (MSDS) easily accessible.

### **Storing Pesticides:**

Store pesticides off site or in buildings that are locked and inaccessible to all undesignated personnel. Be sure adequate ventilation is provided for the pesticide storage area. Store herbicides separately to avoid potential damage to plants from the absorption of vapors onto other pesticides stored nearby. Avoid storing pesticides in places where flooding is possible or in open places where they might spill or leak into the environment. Store flammable liquids away from an ignition source. Check for state recommendations and requirements for pesticide storage.

If pesticides are stored in occupied buildings, take special care to ensure that the air in the occupied spaces does not get contaminated. Place a notice outside the designated storage area. Store all pesticides in their original containers, and secure lids tightly. Make sure that childproof caps are properly fastened. However, even closed pesticide containers may release toxic chemicals to the air through volatilization. Therefore, store pesticides only in spaces that are physically separated and closed off from occupied spaces and where there is adequate exhaust ventilation (i.e., the air is vented directly to the outside). In addition, precautions are needed to ensure that the air in the storage space has no chance of mixing with the air in the central ventilation system. Mix only the amount of pesticide needed for the immediate application.

### **Posting and Notification:**

Notify students and staff of impending pesticide applications. The policy should be explained so that it will not be misinterpreted to imply that more pesticides are being applied than necessary. Posting notices around the school and sending notices home to those parents who wish to be informed in advance of pesticide applications can accomplish notification. Schools should post notices in areas to be treated or that have been treated. The Facilities office will be prepared and be available to provide more specific information to concerned parents and others. A voluntary registry of individuals who could be adversely affected by exposure to pesticides can be kept at the school health or administrative offices. Information on how to contact the local poison control center and emergency personnel should be kept readily accessible.

### **Evaluating Results and Record Keeping:**

A complete and accurate pest management log should be maintained for each property and kept in the Facilities Office and at each School. The logbook should contain the following items:

- A copy of the Pest Management Plan and service schedule for the property.
- A copy of the current EPA-registered label and the current MSDS for each pesticide product used on school property.
- Pest surveillance data sheets, which record, in a systematic fashion, the type and number of pests or other indicators of pest population levels revealed by the monitoring program for the site. Examples include date, number, location, and rodent species trapped or carcasses removed as well as date, number, and location of new rat burrows observed.
- A diagram noting the location of pest activity, including the location of all traps, trapping devices, and bait stations in or around the site.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

August 28, 2007

WAIVER OF POLICY 1330  
USE OF SCHOOL DISTRICT FACILITIES

First Step Services, Inc., a transitional day shelter serving the homeless, is requesting a waiver of user fees for use of District facilities. Specifically, First Step Services, Inc. is requesting a waiver of fees for use of the Reuther High School Auditorium on a Saturday to be determined for a fundraising event to raise awareness of the homeless and raise money to continue their efforts to help the less fortunate. Building rental charges for five hours at \$83 is \$415 and five hours of custodial overtime would be \$245.25 if the use of the building is not during the normal time a custodian is present.

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."

**RECOMMENDATIONS**

At is August 14, 2007 meeting, the Audit/Budget/Finance Committee voted to forward to the Board a recommendation for approval of the waiver request with the stipulation that a refundable clean up deposit be charged in this instance and in the future. Administration recommends that the Board approve the recommendation of the Audit/Budget/Finance Committee for a waiver of the user fees for First Steps, Inc. as noted and implementation of a refundable \$100 clean up fee for groups/organizations utilizing School District facilities.

Mr. Joseph Mangi  
Interim Superintendent of Schools



# First Step Services, Inc.



Transitional Day Shelter  
*Serving The Homeless*

RECEIVED

JUN 28 2007

June 22, 2007

Unified School Board  
3600-52<sup>nd</sup> St.  
Kenosha, WI 53140

SUPERINTENDENT  
OF SCHOOLS

To Whom It May Concern:

My name is April L. Thomas. I am the new Executive Director of First Step Services, Inc. Transitional Day Shelter Serving The Homeless. Tracy Sanchez is the Co-Founder and CEO. We have a new and operational Board of Directors.

We are a Federally recognize 501 C/3 non-profit charitable organization in Kenosha, WI.

We are currently the only Day Shelter operating in Kenosha, WI which is open seven days a week. Monday to Saturday 8:00a.m.-2:00p.m. and on Sunday's 9:00a.m.-2:00p.m. Winter hours we are a Warming Shelter and we are open Monday to Saturday 7:00a.m.-4:00p.m. and on Sundays 8:00a.m. - 4:00p.m.

We provide a safe haven during the day. Two nutritional meals a day, (breakfast & lunch) The daily newspaper and telephone for employment and job searches. When funds are available we also provide State ID's and bus tokens. Through donations we offer our clients clothing and personal hygiene. After they are employed and found housing we follow up with a care package which consist of household items, cleaning supplies, food, and furniture when available. These are just a few things we offer our clients.

We accept all donations, and what we cannot use we network with other agencies who just might need that very item.


We would like to put on a play at Ruether High School on September 29, 2007. It is a fundraiser to raise the awareness of the homeless and to raise money to continue our efforts to help the less fortunate. The play is called "HOW I BECAME HOMELESS". We will also be selling food. The way we need your help is if you can waive the fees.

I was told the fee was \$81.00 an hour and the custodial fee was I believe \$32.00 an hour depending on how many custodial persons they send. We were hoping that you could waive the fee or give us a discount. We need the hours of 5:00p.m.-10:00p.m. That is enough time to be able to set up, do the play, and to clean up. I had called several schools

and one of them told me to write to you to see if you could help us. We truly do need your help in this matter. Could you take time out of your busy schedule to give this matter your thoughts and concerns. Thank you for your time and effort in this matter.

If you have any concerns or comments please call me at 262-605-8859 or come and visit us at 1017-63<sup>rd</sup> St. Kenosha, WI 53143

Sincerely,

A handwritten signature in cursive script that reads "April L. Thomas".

April L. Thomas  
Executive Director

1017-63<sup>rd</sup> Kenosha, WI 53143  
Telephone/Fax 262-605-8859  
Email: [thefirststeptrandayshelter03@yahoo.com](mailto:thefirststeptrandayshelter03@yahoo.com)

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

August 28, 2007

**CHILDREN AT RISK 2007-2008 PLAN**

**Background**

School districts in the state are eligible to apply for additional state aid reimbursement if they report 30 or more dropouts during the academic year. Kenosha Unified School District has applied and received this funding to help meet the needs of at risk students for many years. The state of Wisconsin requires that the district's plan to service children at risk of not graduating from high school be brought to the Board of Education for approval prior to August 15 on an annual basis. The Department of Public Instruction also requires a single-page report, PI-2375, that documents the number of students identified by the district according to state-established criteria and includes the number of those identified students who meet certain measurable objectives that signify continuing progress for these same students. Individual students are not identified to the state on this report. The district receives categorical aid for implementing a plan that helps students meet the following objectives: staying in school, improving attendance, earning credits, graduating, and improving skills in mathematics and reading. The Department of Public Instruction measures success for students who are able to meet three of these five criteria.

**Definition**

Wisconsin Statutes, Section 118.153, defined Children at Risk as:

Pupils in grades 5 to 12 who are at risk of not graduating from high school because they failed the high school graduation test under §118.30 (lm) (d), are dropouts, or are two or more of the following:

- One or more years behind their age group in the number of credits attained,
- Two or more years behind their age group in basic skill levels,
- Habitual truants, as defined in §118.16 (1) (a),
- Teenage Parents,
- Adjudicated delinquents,
- 8<sup>th</sup> grade pupils whose score in each subject area on the examination administered under §118.30 (lm) (am) was below the basic level, 8<sup>th</sup> grade pupils who failed the examination under §118.30 (lm) (am), and 8<sup>th</sup> grade pupils who failed to be promoted to the 9<sup>th</sup> grade.

**Children at Risk Plan**

The district offers various programs and services to assist students to meet the objectives of staying in school, improving attendance, earning credits, graduating, and improving skills in mathematics and reading. In the fall, each school is provided with a list of students who are

enrolled at their site who meet the state definition of children at risk. Throughout the year this listing is a working document for the school to monitor the services that are provided to help each student meet the attendance and achievement goals. At the end of the year the lists from all schools are to be returned to the Office of Student Support so that data can be gathered and analyzed to identify services that are helping students to stay enrolled and make progress toward high school graduation.

### **Categorical Aid**

Annually in August, any district that applies for aid under this section in the previous school year submits a report to DPI documenting the number of students who achieved each of these objectives:

1. The pupil's attendance rate was at least 70%.
2. The pupil remained in school.
3. The pupil, if a high school senior, received a high school diploma or passed the high school graduation examination administered under §118.30 (1m) (d).
4. The pupil earned at least 4.5 academic credits or a prorated number of credits if the pupil was enrolled in the program for less than the entire school year.
5. The pupil has demonstrated, on standardized tests, grades, or other appropriate measures, a gain in reading and mathematics commensurate with the duration of his or her enrollment in the program.

DPI views success as a student meeting three of these objectives. This report is to verify that the plan is successfully assisting students who have been identified as at risk and funding is dependent upon the number of students who have achieved three or more of the objectives. The district has applied for and received funding for a number of years; the most recent years' amounts are listed for your information.

<b>School Year</b>	<b>Categorical Aid Received</b>
2006-2007	\$159,972
2005-2006	\$217,832
2004-2005	\$282,060
2003-2004	\$235,697
2002-2003	\$225,982
2001-2002	\$325,047
2000-2001	\$334,523
1999-2000	\$270,979
1998-1999	\$198,590

### **At Risk Student Data**

The Offices of Educational Accountability and Student Support have compiled data that allows the district to closely examine which services appear to be helping identified students to succeed. This report was presented to the Board earlier this year. The database includes criteria a student

met to be identified as at risk, which of the state's measures of success the student has attained, and which services or programs those students were enrolled in. As such, a clearly defined system of longitudinal assessment of services and programs is now in place.

Some of the specific student information regarding academic achievement, credit attainment, graduation, and attendance is currently being compiled for the 2006-2007 school year. The data are needed to complete the DPI report, PI-2375, due at the end of August.

### **Evaluation of Link to Strategic Plan**

The Children at Risk 2007-2008 Plan is directly tied to Strategy 7 of the Strategic Plan which states:

We will work effectively with our disengaged students and those who are impacted negatively by social influences, which are interfering with learning in order to improve attendance, achievement and the graduation rate.

### **Recommendation**

Administration recommends that the Children at Risk 2007-2008 Plan and required reports be approved and submitted to the Department of Public Instruction.

Mr. Joseph Mangi  
Interim Superintendent of Schools

Sonya Stephens  
Executive Director of Educational Accountability

Joseph Kucak  
Coordinator of Student Support

Linda Langenstroer  
Research Coordinator

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**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1**  
**Kenosha, Wisconsin**

**August 28, 2007**

**Charters for Kenosha School of Technology Enhanced Curriculum and Kenosha eSchool**

**Purpose**

To modify the existing Charter Contracts for Kenosha eSchool and Kenosha School of Technology Enhanced Curriculum (KTEC) so as to meet the charter school requirements and guidelines as set forth by the United States Department of Education and the Wisconsin Department of Public Instruction (DPI).

**Process**

This past May of 2007 the Board of Education approved the Charter Contracts of Kenosha eSchool and KTEC and the applications for implementation grants to be submitted to the Wisconsin Department of Public Instruction by June 1, 2007. On August 3, 2007 the District received notice from the DPI that the charter school grant applications are still under review and that modifications need to be made to the Charter Contracts and grant applications and the documents resubmitted on or before October 1, 2007 if the Charter Schools desire to be considered in the current funding round. It is the desire that Kenosha eSchool and KTEC receive grant funding in the current round. Therefore, the required modifications have been made to the Charter Contracts and grant applications and Board of Education action is necessary.

**Recommendation**

It is recommended that the Board of Education approve the modified Charter Contracts and grant applications for Kenosha eSchool and Kenosha School of Technology Enhanced Curriculum as presented.

Joseph Mangi  
Interim Superintendent of Schools

William R. Hittman  
Principal/Director  
LakeView Technology Academy

Dr. Angela Andersson  
Principal  
Kenosha School of Technology Enhanced Curriculum



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Kenosha Unified School District No. 1  
Kenosha, Wisconsin

August 28, 2007

Kenosha School of Technology Enhanced Curriculum Charter Contract

This agreement is made as of the ~~3<sup>rd</sup> day of April 2007~~ 28<sup>th</sup> day of August 2007 by and between the Board of Education for the Kenosha Unified School District No. 1 (“Board”) and the Kenosha School of Technology Enhanced Curriculum (“KTEC”).

**Terms of the Contract**

The term of the Kenosha School of Technology Enhanced Curriculum Charter Contract shall be a period of five (5) years commencing on the 1<sup>st</sup> day of July, 2007.

It is understood and agreed that the Kenosha School of Technology Enhanced Curriculum will follow all of the established District Policies and Procedures, unless stipulated differently in other provisions in this contract or provided by law.

**1. Kenosha School of Technology Enhanced Curriculum Sponsors.** The sponsors will be Dr. Angela Andersson, Ph.D., Valisa Harmon, Sarah McMillian, Lynette Powers and James Ryan.

**2. Persons in Charge and Administrative Services.**

The person responsible for administrative leadership of the Kenosha School of Technology Enhanced Curriculum will be Dr. Angela Andersson. She will serve as full-time Principal/Director of the school. Dr. Andersson will work closely with the Governance Board to ensure that the educational goals of KTEC are carried out. She will be responsible to the Board of Education for meeting the terms of the contract, for financial accountability, serving as an instructional leader, overseeing instruction and staff development, managing the building, hiring of all personnel, and handling student discipline. Dr. Andersson will also be responsible for overseeing secretarial/clerical procedures such as attendance and health records. She will also oversee the administration of assessment and evaluation programs and all staff. If the Principal/Director should leave her position, central office personnel in consultation with the KTEC Governance Board will choose a replacement.

**3. Educational Program**

**A. Grades covered by The Kenosha School of Technology Enhanced Curriculum.** KTEC will educate students in grades kindergarten through eighth grade. Enrollment will be approximately 26 students or less per class with class sizes smaller in primary grades, Kindergarten through second.

**B. Mission.** Kenosha School of Enhanced Technology Curriculum (KTEC) is a caring and adaptive K-8 learning community that promotes academic excellence through the use of 21<sup>st</sup> Century skills and “cutting edge” technology. By engaging students in meaningful learning opportunities that promote creativity, independent learning, responsibility and self-confidence, they will be prepared for success.

This school will integrate technology into the curriculum to engage students in learning with higher order thinking skills. Technology education is an identified educational priority identified in Wisconsin Statutes 118.01. Technology has revolutionized how people around the world work, play, and communicate. Studies show that the meaningful integration of technology into the curriculum can enhance student learning. Integrating technology in the curriculum also helps students improve the skills that are necessary to succeed in a future dominated by technology.

These Twenty- first Century skills include:

- Digital Age Literacy
- Effective Communication
- High Productivity
- Inventive Thinking

**B. Curriculum.** The curriculum at the Kenosha School of Technology Enhanced Curriculum will cover the standards and benchmarks of Kenosha Unified School District while the school reserves the right to reorder to better suit the needs of KTEC students. Curriculum materials and teaching strategies will be chosen by the staff of KTEC in conjunction with the mission of the school and aligned with the mission of the Kenosha Unified School District.

Technical reading, writing, and literacy will be taught beginning in the primary grades. This is consistent with the educational priority of emphasizing the building of reading skills as identified in Wisconsin Statutes. At KTEC, students will learn about research skills beginning in Kindergarten and continue to add information literacy strategies each year. The Library Media Center Specialist will be a critical team player helping to plan units with the classroom teacher that integrate technology across the curriculum.

KTEC instructional staff will ensure mastery of KUSD standards and benchmarks through the use of advanced technology tools to enhance student engagement and learning. Some of the technology “tools” students will utilize in order to successfully complete learning tasks are MP3 players, the Internet, digital media devices, graphing calculators, Smart Boards, and computers.

### **Reading / Language Arts**

To address the needs of students, KTEC will use a variety of ways to promote literacy skills. In primary grades, Kindergarten through third, teachers will use traditional shared

reading texts. However, student skill practice will be on the computer, using Wright Group's "Breakthrough to Literacy" program, which allows for individualized practice. Student needs are assessed by the teacher electronically. Students then login into a computer and complete "tailor made" skill activities for 10 minute per day. In the same classroom a variety of practice opportunities will be available. Some students may be working on recognizing letter sounds while others practice on improving fluency. This individualized practice ensures that all students make progress toward becoming successful readers.

All students at KTEC will complete regular computerized reading skill assessments. Parents, teachers, and the administrator will receive reports that identify the specific areas of strength and weaknesses in reading for individual students. Teachers and administrators can also analyze these assessments for patterns at a given grade level.

## **Math**

Math concepts at KTEC, at the K-2 level, will be taught utilizing the Everyday Math curriculum. These concepts will be enhanced and extended when technology is brought in to reinforce and "cement" key ideas. For example, students in Kindergarten may be taught "skip counting by 2's", but then once mastery is achieved, they may have their skip counting Podcast by the teacher. It will then be attached to the classroom webpage.

To prepare students for a rigorous middle school math program, teachers will complement the Everyday Math Curriculum in grades 2 through 5 with additional practice through a more traditional program. Students will use math manipulatives and technology tools like Spreadsheets, online simulations, and graphing calculators to produce a deeper understanding of mathematical concepts. In order to ensure success with the Project Lead the Way curriculum, students at KTEC will take Pre-Algebra in seventh grade and Algebra 1 in eighth grade.

Like with reading, all students at KTEC will complete regular electronic math assessments to identify areas of progress and areas that need attention. Teachers will use a variety of electronic programs such as Accelerated Math and FASTT Math to monitor student progress and to encourage the development of computation and problem-solving skills. These programs provide individualized practice so that each student can work on the skills they need to work on.

## **Social Studies**

Students will begin learning about research strategies for social studies in the primary grades. Through a gradual release of responsibility model, students will gain more independence with their research. For example, students will start the process of developing National History Day projects in the third grade and through elementary school will add all of the required elements into their projects. Sixth through eighth grade students will all complete a full project and compete for the right to go on to the regional competition.

Teachers will use simulations and projects to engage students in higher order thinking skills. One example of an electronic simulation that will be used at KTEC is the Wisconsin State Stock Market simulation. In this simulation students engage in “real-time” trading of stocks. Students learn additional research strategies and Spreadsheet technology while becoming more economically literate. Another example of technology enhanced social studies is the use of virtual fieldtrips to places like Colonial Williamsburg.

### **World Language**

To develop multicultural literacy, seventh and eighth grades students will take full-year courses in Spanish language and culture. This will prepare students to enter into third year Spanish in high school. Elementary students will have culture and language lessons at least once a week year round.

### **Science**

The Foss Science kits will be used for science instruction in grades Kindergarten through five. The instruction of the science concepts in these kits will be enhanced with technology rich activities. For example, distance learning opportunities allow experts from all over the country to come into classrooms at KTEC. Through a generous grant from NASA, Project Lead the Way has developed five units on flight and space for the third through fifth grade years. Like the planners of KTEC, NASA believes that middle school and high school are too late to start advanced math, science, and technology education.

While learning Kenosha Unified School District middle school science Standards and Benchmarks, students in grade 6 through 8 will participate in the Gateway to Technology program from Project Lead the Way. The five current modules of the PLTW middle school program are Design and Modeling, Science of Technology, Magic of Electrons, Automation and Robotics, and Flight and Space.

## **4. Methods of Attaining Educational Goals.**

### **A. Instructional Framework.**

Students who are growing up in the 21<sup>st</sup> Century need a unique set of skills. They are very comfortable using technology tools; students are growing up digitally. As a school KTEC will use students’ natural disposition to use technology to engage them in learning that requires higher order thinking skills.

At KTEC parents, students, teachers, and administrators will all share common goals and use a common language. We will integrate technology across all subject areas. Students will learn to use the appropriate technology tools to help them to demonstrate learning

and develop the skills needed for success in the 21<sup>st</sup> Century. 21<sup>st</sup> Century Skills include: digital age literacy, inventive thinking, effective communication, and high productivity.

## **Digital Age Literacy**

- Basic, Scientific, Economic, and Technological Literacy
- Visual and Information Literacy's
- Multicultural Literacy and Global Awareness

Literacy in the 21st century is not just about reading and writing anymore. Traditional literacy is certainly important but so are the ability to understand scientific concepts and processes, understand how and why certain financial decisions are made, and the ability to use technology efficiently. Visual literacy refers to the ability to interpret and communicate clearly about images like charts, pictures, and diagrams. Information literacy is knowing how to find information that can help answer questions and then being able to evaluate the quality of the information found. Students who are multiculturally literate understand and appreciate the similarities and differences of the customs, beliefs, and values of their culture with other cultures.

## **Inventive Thinking**

- Adaptability and Self-Direction
- Curiosity, Creativity, and Risk Taking
- Higher Order Thinking and Sound Reasoning

Students need to be able to think in creative ways about how to solve problems. In the 21st Century students must be self-directed and risk takers. The ability to reason, paired with curiosity and creativity, will empower students to use higher order thinking skills. A big focus of KTEC will be empowering students to engage in higher order thinking. Higher order thinking includes the student's abilities to evaluate and synthesize information, to create unique products, to make judgments about issues, and analyze real world problems.

## **Effective Communication**

- Teaming, Collaboration, and Interpersonal Skills
- Personal, Social, and Civic Responsibility
- Interactive Communication

Students in the 21st Century must learn to collaborate with other students. At KTEC, they will learn the interpersonal skills necessary for team building. Students of the 21st Century must understand cultures around the world. Lasting understandings are often created through interactions with others. Students are growing up in a global society so they must learn to communicate and interact with a variety of people.

## High Productivity

- Prioritizing, Planning, and Managing Results
- Effective Use of Real-World Tools
- Ability to Produce Relevant, High-Quality Products

Students are expected to become project managers. This means they will use real world tools to produce high quality projects. They will learn to use planning and prioritizing skills that are required in the workforce. The students can create projects that often exceed even their own expectations.

There is a great deal of research to support the importance of equipping students with 21<sup>st</sup> Century skills including the enGauge framework developed by the North Central Regional Educational Laboratory and the work of the Partnership for 21<sup>st</sup> Century skills.

### B. Instructional Practice

Technology integration is achieved when technology tools support the curricular goals and help students effectively reach their goals. These tools provide students and teachers with the following:

- Access to up-to-date, primary source material
- Methods of collecting and recording data
- Ways to collaborate with students, teachers, and experts around the world
- Opportunities for expressing understanding via images, sound, and text
- Learning that is relevant and assessment that is authentic
- Training for publishing and presenting their new knowledge

The school will use instructional materials based on the district's standards and benchmarks. The curriculum will include reading, language arts, math, science, and social studies as core. The core subjects will integrate technology whenever appropriate. Additional subjects will include music, art, physical education, and health. Foreign language will also be taught in seventh and eighth grades.

Students will often engage in cooperative learning experiences and use technology whenever needed to enhance higher order thinking skills within the curriculum. The school will have high expectations for student academic progress and behavior.

A. **Electives.** Art, music, and physical education will be taught for all grades at KTEC. Foreign language will be taught at the middle school level.

B. **School Calendar.** KTEC will generally follow the Kenosha Unified School

District calendar. However, some flexibility in scheduling the school day may be necessary to accomplish the mission of the school.

## **5. Methods of Measuring Student Progress**

A. **Student Evaluations.** Students will be assessed on their mastery of KUSD standards.

B. **Annual Testing.** Students at KTEC will participate in annual state Standardized testing.

C. **Report Cards.** Report cards will be completed quarterly. Students in Kindergarten through second grade will not receive letter grades, but will receive rubric scores. Students in grades 3 through 8 will receive letter grades. The staff of KTEC will develop a reporting system that reflects assessment of mastery of standards as well as progress on developing 21<sup>st</sup> Century Skills.

## **6. Governance Structure.**

The Kenosha School of Technology Enhanced Curriculum Governance Board will oversee the attainment of the educational outcomes of the charter school and will ensure that the school is in compliance with this Contract and the mission and vision of KTEC. The board will also assist in securing grant monies that deepen the capabilities of the school, approving the annual budget for KTEC, building community relations, and making policies that govern the operation of the school.

This board will be made up of two school administrators, 2 teachers, 3 parents, 1 school board member, 1 administrator from another charter school, and 1 school sponsor. The KTEC Governance Board will consist of 7 voting members. Of the seven members, 1 member may be a KUSD employee. This KUSD employee shall not be a member of the KTEC staff. Of the seven members, 4 members will be KTEC parents, 1 member will represent the business sector, 1 member will represent higher education and 1 member will represent the community. The KTEC Governance Board will include an ex-officio member which will be the principal of the school. KTEC Governance Board Members shall serve a 3-year term which will begin May 1<sup>st</sup> and conclude April 30<sup>th</sup>. There will be no term limit. Initial terms will be staggered for 1, 2 and 3 years, respectively. 3 parent positions will hold a 3-year term, 1 parent position and the business sector position will hold a 2 year term, and the higher education and community position will hold a 1 year term. The Board will reorganize on April 30<sup>th</sup> of each year which will include swearing in of new Board members and electing new Board positions. Board members must let the chairman know by the 2<sup>nd</sup> Tuesday in January if they will be serving an additional term.

## **7. Qualification for Individuals to be Employed.**



**A. Teacher Qualifications.** All staff members of Kenosha School of Technology Enhanced Curriculum will meet the requirements for instructional personnel set by the State of Wisconsin and by District policy. Teachers will be expected to have an aptitude for and experience with technology. As identified in Wisconsin Statutes 118.40 the professional development opportunities available to the staff members at KTEC will promote educator quality. Appendix A contains the teacher job description for the KTEC teaching staff. KTEC staff will be interviewed and hired by the Principal/Director following the established hiring guidelines of the District.

**B. Employee Status.** All full-time KTEC staff members will be employees of KUSD and are entitled to all of the rights and benefits of other similar employees of KUSD following already established salary schedules and benefit programs.

## **8. Health and Safety.**

All local and state health and safety regulations and building code standards will be followed, including but not limited to, fire drills and tornado practice. OSHA safety procedures will be in place.

## **9. Equity of Opportunity**

Enrollment is open to all students in Kenosha Unified School District in grades Kindergarten through eighth. In accordance with Wisconsin state statutes, no person shall be denied admission based on a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Information about enrollment procedures and timelines will be widely disseminated through 11,000 flyers to public schools students. Every student in the elementary schools received a flyer through their weekly take home folder. There was information on our website. Members of the planning committee appeared on the local radio station, WLIP, and ads were placed in the local newspaper. The planning committee worked with Norris Jones, the KUSD Minority Academic Affairs Specialist, to ensure that information was widely disseminated to minority families. KTEC and Mr. Jones sent joint letters and informational documents to minority churches and community organizations. KTEC worked with District staff to ensure access to Special Education services for students with Special Needs so that KTEC truly reflected the diversity of Kenosha Unified School District.

## **10. Requirements for Admission to the School**

**A. Applications Required.** Parents and students must apply for admission to KTEC. A completed application includes a student enrollment form, a student information form, and a Contract for Expectations and Conduct form. On the student information form, parents and students share information about the student's personal interests, strength, and needs. The Contract for Expectations and Conduct establishes clear guidelines and open communication with parents and students.

**B. Student Acceptance.** Once a student has been admitted to KTEC, he or she may remain in attendance through subsequent grades. In grades that are oversubscribed at the end of the month long enrollment period, there will be a random lottery. Students not selected in the first lottery will be selected randomly as openings occur. A waiting list will be established for students who cannot be accommodated during the enrollment period. The waiting list pool of applicants will be maintained through the end of the second quarter at that point students must reapply for the following school year. ~~If more students apply than can be placed in the school by the end of the enrollment period, students will be selected through a lottery system.~~ Siblings of current students will be exempt from the lottery. ~~Children of the KTEC staff members may also be exempt from the lottery.~~

**C. Discontinuance of Student Enrollment.** No student will be compelled to attend KTEC. Since attendance at the Kenosha School of the Technology Enhanced Curriculum is based on student and parent choice, non-compliance with KUSD policies and Code of Conduct will serve as a basis for consideration of transfer from the charter school.

## **11. Financial Arrangements**

**A. Tuition.** The Kenosha School of Technology Enhanced Curriculum will not charge any tuition. The school will collect activity and other fees of the type and amount charged to other KUSD students in other District schools following the District Student Fee Schedule. KTEC will collect and expend student fees at the building level for the purpose of defraying the costs of some instructional materials.

**B. Budgeted Items.** The cost of all salaries, benefits, rents, utilities, supplies, equipment, and similar items shall be detailed and included in the approved budget of the school. The KTEC budgeting practices will adhere to District and State requirements for budget preparation and administration.

**C. Financial Records.** All operational and personnel funds will flow through the District. A record for all transactions will, therefore, be available as financial records of the district. Financial records, including an activity account, will be maintained at the Kenosha School of Technology Enhanced Curriculum and will be available for review. All of the financial and programmatic operations of KTEC will be available for review by District staff or any outside auditor employed by the District.

**D. Payment by KUSD.** For each student enrolled at the Kenosha School of Technology Enhanced Curriculum on the official third Friday in September membership count, KUSD will credit KTEC with eighty percent (80 %) of the per member cost determined by the State for the applicable school year (“Direct Cost Budget”). The remaining twenty percent (20 %) of the per-member cost will be allocated directly to KUSD as reimbursement for administrative or other services furnished to the Kenosha

School of Technology Enhanced Curriculum. KUSD will pay and offset against the Direct Cost Budget, all teacher and staff salaries and benefits, rents, equipment and supplies, and other miscellaneous direct expenses of KTEC. Expenses other than established salaries, benefits, and rents shall be paid only upon written requisition to KUSD by the Kenosha School of Technology Enhanced Curriculum. Any other funds raised by KTEC from outside sources shall be delivered to and maintained by KUSD in a separate account subject to sole discretion of KTEC ("Discretionary Account") following established District policy. Unspent discretionary funds can be carried over from one year to the next. The annual amount of the Direct Cost Budget shall be periodically allocated by KUSD for the use by the Kenosha School of Technology Enhanced Curriculum in the operation of the school as follows:

- (1) Twenty-five (25) percent on the first day of July preceding the school year
- (2) An additional fifty (50) percent on the first day of October during the school year
- (3) The remaining twenty-five (25) percent on the first day of January during the school year

E. **Offsets.** KUSD may offset part or all of any amount in the Discretionary Accounts against any amounts by which the Kenosha School of Technology Enhanced Curriculum exceeds the Direct Cost Budget in any school year and for which KUSD is liable. Notwithstanding the foregoing, the Kenosha School of Technology Enhanced Curriculum is not authorized to expend or otherwise obligate the District for any amounts in excess of the Direct Cost Budget plus any amounts in the Discretionary Accounts.

F. **Purchasing.** All supplies and equipment of the Kenosha School of Technology Enhanced Curriculum shall be requisitioned and purchased following standard financial procedures and District policy.

G. **Student Records.** Copies of standardized testing results and all records required by Board policy or law will be maintained in the Kenosha School of Technology Enhanced Curriculum office. Administrative and student records will be maintained and available for review as permitted by Board policy and law.

H. **Transportation** Transportation is the responsibility of the parent(s) or guardian(s) of the student(s).

I. **KUSD Services.** As part of the District's twenty percent (20 %) portion of the per member cost, KUSD will provide agreed upon services in addition to purchasing and other services described in this contract. These may include, at the District's discretion, services such as inclusion in district-wide textbook and software adoption, professional development, federal and district breakfast/ lunch program, facilities services, maintenance and repairs, instructional consultation and inclusion in applicable federal or state programs.

KTEC will be included in any federal or state programs on the same basis as other eligible District schools, based on the requirements and stipulations outlined by the applicable program.

J. Waivers to Policy. In order to fulfill the mission of the Kenosha School of Technology Enhanced Curriculum and provide its unique educational program, we are seeking waivers to several local and state policies.

State exemptions:

We would seek an exemption to statute 118.03. We would like to retain the right to purchase textbooks not on the list of adopted books if we feel that the district materials are not the best avenue to fulfill the needs of our students. We recognize these books will be purchased by KTEC not the district.

While all teachers at KTEC will be certified (statute 118.19) and belong to the teacher union a situation may arise where a teacher is required to teach a course outside of their area of expertise. These candidates would seek a charter license from the Department of Public Instruction.

Another exemption sought will be that of transportation provision (118.51). There will no busing provided by KTEC.

The Kenosha School of Technology Enhanced Curriculum will also seek an exemption from Wisconsin student contact hour requirements. The staff will need to have significant professional development time and therefore may take whole day In-service days instead of half-day as scheduled by the district. The content of the professional development will be at the discretion of the KTEC administrator. This exemption will foster professional growth in the staff.

Local school board policy exemptions:

To ensure a sound financial operation, it will be important for the school to be able to carry over expenses from year to year. Consistent with the other charter schools in KUSD, KTEC would retain all student fees assessed.

The greatest need for exemptions to board policy lies in the area of curriculum. While students at KTEC will certainly be taught to master the state and district standards, it is important that curriculum scope and sequence, materials, and instructional strategies be flexible to reach the academic goal of providing student 21<sup>st</sup> Century skills.

It will be important for administrators at KTEC to have discretion over the content of professional development in-services. There may be times when the District in-

service topics are not consistent with the mission of KTEC. At those times, KTEC staff members would take part in in-house professional development.

## **12. Disciplining Pupils**

A. **Behavior Policies.** All KUSD student behavior policies and Code of Conduct will be followed. In addition, other rules and regulations may be developed. All students and their families will receive a copy of any rules and regulations.

B. **Discipline Procedures.** Due process procedures will be followed in reaching any discipline decision including removal from KTEC.

## **13. School Alternatives**

No student shall be compelled to attend the Kenosha School of Technology Enhanced Curriculum. Students who are not admitted to KTEC will attend their regular attendance area school.

## **14. School Facilities**

A. **Description of School Facility.** The facility used to house the school will be the St. Elizabeth School located 714 49<sup>th</sup> St., Kenosha, WI 53140. This facility is a traditional school building with 19 classrooms, a gymnasium, a cafeteria, a wired computer lab, and a library.

B. **Liability of Insurance.** Liability insurance coverage for the Kenosha School of Technology Enhanced Curriculum is provided by the District and is the same as that which is provided for all District schools.

## **15. Effect on the Liability of the School District**

The charter school will adhere to all federal, state, and local laws and regulations and to the Board's insurance and risk management requirements. The Kenosha School of Technology Enhanced Curriculum and the Governing Board will comply with the KUSD Code of Ethics.

## **16. Termination of Contract**

The Kenosha School of Technology Enhanced Curriculum may be terminated by the Board of Education at any time upon the happening of any of the following circumstances:

A. **Mutual Agreement.** Both parties agree in writing to termination.

**B. Contract Violation.** The Board determines that the Kenosha School of Technology Enhanced Curriculum has violated this contract.

**C. Educational Goals.** The Board determines that students enrolled in the Kenosha School of Technology Enhanced Curriculum have failed to make sufficient progress toward attaining the educational goals under Wisconsin Statute 118.01. If an extension of time to attain such goals is requested in writing, such request shall include a written plan, acceptable to the District, setting out the additional steps the Kenosha School of Technology Enhanced Curriculum will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of KTEC's written plan for attaining its educational goals shall be final. If the Board accepts such written plan, or a modified plan, the Kenosha School of Technology Enhanced Curriculum shall be allowed a reasonable time in which to correct such progress deficiencies.

**D. Fiscal Management.** The Board determines that the Kenosha School of Technology Enhanced Curriculum has failed to comply with generally accepted accounting standards of fiscal management and Board policy.

**E. Violation of WI Stat. 118.40.** The Board determines that the Kenosha School of Technology Enhanced Curriculum has otherwise violated Wisconsin Statute 118.40.

**F. Insolvency.** The Board determines that the Kenosha School of Technology Enhanced Curriculum revenues are insufficient to pay its expenses as they come due.

In the event of contract termination, the Board of Education shall recover all funds advanced to the Kenosha School of Technology Enhanced Curriculum under the contract to which the KTEC is not entitled. The decision of the Board shall be final.

## Notice

Whenever under this contract notice must or may be given to the other party, or whenever information may or must be provided to the other party, the party who may or must give notice or provide information shall fulfill any such responsibility under this contract if notice is given or information is provided to:

### **To the Board:**

Joseph Mangi  
Interim Superintendent of Schools  
Kenosha Unified School District  
3600 52<sup>nd</sup> St.  
Kenosha, WI 53144

Telephone: 262 653-6320  
Facsimile: 262 653-7672

### **To: Kenosha School of Technology Enhanced Curriculum**

Dr. Angela Andersson  
Principal  
Kenosha School of Technology Enhanced Curriculum  
714 49<sup>th</sup> St.  
Kenosha, WI 53140

Telephone: 262 925-1400

In Witness Whereof, the parties have caused this contract to be executed by their duly authorized representatives as of the date first above written.

**The Board of Education for  
The Kenosha Unified School  
District No. 1**

**By:** \_\_\_\_\_

**Kenosha School of Technology Enhanced  
Curriculum**

**By:** \_\_\_\_\_

Appendix A

## Job Description

Human Resource Use Only
Position Number:
Salary Range Min:
Effective Date:

### POSITION IDENTIFICATION

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**Position Title:** (Subject) Teacher Position  
**Division:** Kenosha Unified School District  
**Workweek:** Mon-Fri (Hours) 7.5 hours per contract

### SUPERVISORY RELATIONSHIPS

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**Reports to:** Principal  
**Directly Supervises:**

### POSITION PURPOSE

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You will provide educational direction for students within the Kenosha Unified School District boundaries. You will be responsible for planning, preparation, and instruction of all required course work within your assigned module of education and level. You will create a quality classroom environment in accordance with the standards of the school and the school district. You will fulfill your professional responsibilities while upholding the values of the community and the educational system.

### ESSENTIAL DUTIES

---

1. Demonstrate knowledge of and skills in setting goals and objectives based on student development, content, assessment, and standards and benchmarks. Challenge and motivate all learners. Provide coherent instructions, curriculum development, and evaluations. Use school and district provided resources and materials and incorporate staff/community resources.
2. Demonstrate knowledge of and skills in organizing physical space. Establish a focused learning environment. Develop an environment of respect and rapport. Maintain effective classroom procedures while managing the behavior of students.
3. Demonstrate knowledge of and skills in using a variety of instructional methods. Communicate clearly and accurately. Implement discussion/questioning techniques. Teach all learners interdisciplinary teaming, integrated instruction, and inclusive instruction strategies, and maximize student engagement.



4. Assess and evaluate student learning, responding to individual learner's needs and report student progress. Provide written communication to parents about student progress at least twice a quarter.
5. Demonstrate commitment to advocating for all students. Believe that all students can learn at a high level. Engage in professional communications with students, parents, and colleagues.
6. Reflective teaching through professional development, school/community activities, and lifelong learning is essential. Be available for paid summer workshops/training.
7. Must be willing to collaborate with others, share information and resources, and help foster an active professional learning community to carry out the vision of the charter of the Kenosha School of Technology Enhanced Curriculum.
8. Demonstrate knowledge of and skills in the use of technology in planning, instruction, assessment, and for professional purposes. Possess a working knowledge and application of a PC operating system and various identified educational software. You will be required to attend technology training for instruction, professional development and classroom use.

#### **OTHER DUTIES**

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Perform other duties as assigned.

#### **MINIMUM POSITION QUALIFICATIONS**

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**Education:** Bachelor's Degree or higher

**Experience:** No experience required

**Certifications/Licenses:** Certified/Certifiable to teach in Wisconsin

**Other Requirements:** Minimum overall undergraduate GPA of 2.75(4.0 scale); or 3.0 undergraduate GPA in major; or Master's GPA 3.0; maybe be waiver based on previous work experience and other needs of the district. Given the nature of this position, it is recommended that teachers who apply for this position possess a high level of technical skills.

#### **KNOWLEDGE, SKILLS, & ABILITIES**

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Portfolio with supporting documents of required knowledge and skills, secondary teaching candidates: certified major and or/ minor in subject area(s) to be taught. Official transcripts reflecting degree(s); completed "Technology Self-Assessment"; Credential

file or three (3) letters of reference; any additional specific position requirements may apply in some certification areas. Additionally, individuals who apply for this position must be willing to attend additional technical training during the summer to meet the needs of the charter.

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**BACKGROUND CHECKS- Condition of Employment**

**PHYSICAL DEMANDS**

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**Manual Dexterity:** Work requires definite skilled and accurate physical operations requiring some closely coordinated performance.

**Physical Effort:** Work requires handling average weight materials or equipment, but not for sustained periods.

**Working Conditions:** Some exposure to definitely disagreeable features.

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The above statements are intended to describe the general nature and level of work being performed by most people assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties, and requirements. Scheduling flexibility is required to accommodate changing business needs.

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# **Kenosha eSchool Charter Contract**

## **Contractual Guidelines for School Board Review**

### **General Information**

**1) What individuals, names and titles are seeking to establish a charter school?**

Mr. Joseph Mangi, Superintendent, Mr. Tim Miller, Executive Director of School Leadership, Mr. William R. Hittman, Supervising Principal/Director, and Ms. Diane Blackmon, Teacher Consultant, are requesting the Kenosha Board of Education establish the Kenosha eSchool.

**2) Who will have administrative responsibilities for the charter school?**

Mr. William R. Hittman, Principal/Director will be in charge of the charter School

**3) How will administrative services be provided to the charter school?**

William R. Hittman, Principal/Director, is in charge of the Kenosha eSchool and has administrative authority to carry out the provisions of the charter. Administrative services and funding will be provided to the Kenosha eSchool at the same level and frequency as indicated in Section 2 of the Financial/Operational Criteria section of this contract.

**4) What is the status of the charter school as an instrumentality or non-instrumentality of the District?**

The Kenosha eSchool will be an instrumentality charter that assumes authorization by the Kenosha Unified School District Board of Education and all personnel involved in the Kenosha eSchool will be employees of the Kenosha Unified School District. Kenosha Unified School District as well as Kenosha eSchool are not connected or affiliated with any religious denomination or organization and thus our practices, programs, admission policies, employment practices, and all other operations and practices are not directed or influenced by any religious denomination or organization.

**5) What KUSD Board or District policies or procedures need to be waived?**

Kenosha Unified School District policy 5310-Student Attendance is waived as it relates to a student's physical presence in a KUSD building at prescribed times of the day. KUSD policy 4280-Employee Attendance and Punctuality is waived as it relates to a teacher's daily attendance for instructional purposes. The waiver does not apply to attendance at an IEP, ADEP, 504, District professional development, curriculum, and/or staff meetings. KUSD policy 4351- Staff Work Schedule is waived and modified to the extent that regular work hours are limited by specific time of the day. All KUSD policies must be in agreement with the collective bargaining agreement of the Kenosha Education Association. The requirement to develop a site strategic plan or action plan is waived and in place of it will be developed assured learner outcomes.

**6) What are the graduation/diploma requirements of the Kenosha eSchool?**

Students applying for graduation and diploma from the Kenosha eSchool will meet all the requirements as set forth in KUSD Board Policy 6456-Graduation Requirements. Kenosha eSchool students must earn four credits in each Social Studies, Science, Mathematics, and English. He/she must also earn .5 credit in Consumer Education, 1.5 credits in Physical Education, .5 credit in Health, and 7.5 credits in electives for a total of 26 credits.

# **Kenosha eSchool Charter Contract**

## **Contractual Guidelines for School Board Review**

### **Student Program**

#### **1) What are the school's program alternatives and how will they provide for parent and student needs?**

Kenosha eSchool will use new and emerging technologies that expand the boundaries of space and time to provide high quality standards-driven curriculum. The staff, in collaboration with parents and guardians, will endeavor to empower all students to develop their potential to the fullest, while taking ownership of their individual academic progress. Kenosha eSchool will create a learning environment that is self-paced and able to accommodate students' varying physical locations and timeframes. The eSchool allows parents/guardians one more option to consider when determining their child's individual educational needs.

#### **2) Is there a community need for the option?**

Our community, through work on the Board approved Strategic Plan, has determined that there is a need for choice schools in our district. Creating Kenosha eSchool provides one option for answering Strategy #3. Kenosha eSchool provides seats in numerous online courses. These courses do not have a need for physical classroom space since students can access their courses from anywhere there is Internet access. Some students could utilize computers on campus.

Kenosha eSchool offers students in the district additional choices for them to take ownership of their education and schedule. For a significant number of students the traditional curriculum, calendar, and school day do not meet their needs. For some students, various obstacles may interfere with the normal progression of educational experiences. For others, the eSchool can provide unique opportunities to enrich or expand their educational experiences. As part of the research activities a survey was done of all 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students in the district. 57% of those surveyed indicated they would like to take one or more online classes. That comes to approximately 2,800 students. This is a very significant number of potential online learners.

The survey is attached as Appendix A.

Any students involved in the eSchool would benefit from the individualization and flexibility that can exist in a virtual school environment. Although it is expected that a majority of the students would complete courses within a traditional semester time frame, the eSchool makes it possible to compress or expand the time to best meet their needs.

The community has also shown a need through discussions with local employers as to how they fulfill their staff development and training needs. A small survey of six employers in the WISPARK industrial complex indicated that five of six preferred to utilize on-line learning as the preferred mode of training and education for their employees.

#### **3) What will be the make up of the enrollment?**

##### **a) What total enrollment is targeted?**

For the spring of 2007 the Kenosha eSchool in partnership with Appleton eSchool anticipates providing approximately 80 course enrollments with that number expected to increase to 240 course enrollments for the fall 2007 semester. These courses would serve at least 240 students who may be taking one or more courses simultaneously. As the staff develops additional skills in this unique environment, more courses are approved for use, and our partnership with Wisconsin eSchool Network grows, the course offerings and students served are expected to increase each semester.

The Kenosha eSchool will operate both as a full school program for some students and as a school within a school model for others. Kenosha eSchool will target the following age groups:

- Any high school age students living in Kenosha Unified School District.

# Kenosha eSchool Charter Contract

## Contractual Guidelines for School Board Review

- Any high school age students that have applied for open enrollment during the allowed time
- Home school students of high school age.
- Drop out students who have not turned 21, but are within 6 credits of graduation

It is the intention that students can enroll full time in the Kenosha eSchool As the Wisconsin eSchool Network continues to grow, so will the course offerings.

### **b) What process will be used to enroll students?**

Kenosha eSchool will have a continuous enrollment in courses. During enrollment all students will be expected to complete the Kenosha eSchool enrollment form. Kenosha eSchool staff will review these forms to match individual student needs with available eSchool options. KUSD students currently attending a district school will also be expected to complete a counselor form to ensure that their counselor is aware of the students' interest in eSchool classes. District residents who are not currently attending a KUSD school will complete an enrollment form and submit their course requests directly to Kenosha eSchool. A transcript should accompany all student enrollment forms. Out of district students must have successfully applied for Open Enrollment during the state's window of opportunity and been accepted by the district before they submit an enrollment form. Once the enrollment form has been received, all students will participate in a mini-course (about 3 hours work) designed specifically for orientation. The program leader—to ensure their proper orientation—will monitor this. Finally, the students' coach/mentor and parent/guardian will attend a mandatory content area orientation that is offered once a month, or as needed. If the coach/mentor and/or parent/guardian do not attend the required meetings, a new coach/mentor will be strongly encouraged. The Kenosha eSchool will have a list of possible mentors.

During this meeting the Goals and Learning Plan for the individual student will be developed and approved by the group. Enrollments for each course will be filled on a first come first served basis and a waiting list will be kept for any additional requests for that course. Students from the waiting list would be allowed to begin the course if feasible for them whenever an opening becomes available. In the future if more students enroll who meet the criteria than openings would allow, Kenosha eSchool would look to enroll the students in another network eSchool. If the enrollments during the open enrollment period exceed the slots allocated a lottery will be held. If a lottery is held, the ESEA guidelines under Title I will be followed and a "weight" will be given to low-income, and credit deficient students. If enrollments exceed the student load of 4.34 FTE's (full-time equivalent) teachers, then a lottery will be held. ~~When a course is over subscribed, then a lottery will be held. If the applications do not exceed the number of spaces available, all will be accepted. If enrollment exceeds the number of spaces per course, then a lottery will be held for those courses. If applications do not exceed the number of spaces available, then continuous enrollment in courses will continue from June through February until courses are filled. Students not on target to graduate with their cohort class will be given highest priority through a weighted lottery.~~

When a course is over subscribed a waiting list will be established for students who can not be accommodated during the enrollment period. The enrollment period is June to April 1<sup>st</sup> of the current school year. The waiting list will be maintained up to April 1<sup>st</sup> of the current school year. If more students apply than can be placed in the eSchool by the end of the enrollment period, students will be selected through a lottery system. The lottery will be conducted by a sitting Judge from Kenosha County and a Pleasant Prairie Police Officer.

# **Kenosha eSchool Charter Contract**

## **Contractual Guidelines for School Board Review**

### **c) Public school alternatives for resident students not attending the eSchool**

**Students not admitted to the eSchool or not choosing to attend the eSchool have other options or alternatives. They may apply to enroll in Harborside Academy, another 9-12 charter school. They may choose to enroll in one of Kenosha Unified School District's high schools of choice, Reuther Central High School, Indian Trail Academy, or LakeView Technology Academy. They may also return to her/his home high school, Kenosha Bradford or Tremper.**

**The Kenosha eSchool, Harborside Academy, as well as the high schools of choice are schools of voluntary attendance. No student is required to attend these schools.**

**The Kenosha eSchool does not charge tuition. Students at the eSchool pay regular school fees the same as do all other Kenosha Unified School District students. There are no additional fees or charges to attend the eSchool.**

### **e) d) What are the plans for marketing to students and parents?**

- Website link from the KUSD home page with application forms and contact information
- Informational brochures distributed to high school and other community agencies
- Community Meetings
- Articles in high school and district newsletters
- Articles in the Kenosha News
- News releases to area radio stations
- Personal contacts with key individuals such as Cluster Leaders, Guidance staff, School Board Members, etc.
- Will be part of the School Choice Presentations during registration weeks.
- Personal mailings to students who have left school without a diploma who have not yet turned 21

### **d) e) How will the charter reflect the diversity of the community?**

Every effort will be made to provide information to diverse populations about the opportunities that the Kenosha eSchool may have that could meet their individual needs. Additional efforts will be made to market Kenosha eSchool to low income students and their families. It will also be marketed to students at risk. ESchool will collaborate with the Director of Title I and the Minority Academic Affairs Specialist regarding enrollment and awareness. Personal contacts will be made with the KUSD, community, and home-site guidance counselors to be sure that they are familiar with the Kenosha eSchool options. The Minority Academic Affairs Specialist will be consulted regarding minority enrollments and awareness.

### **e) f) Will a special segment of school population be targeted?**

Although the Kenosha eSchool opportunities will be available to any high school student, particular efforts will be made to recruit students who are not currently being served or are being served on a minimal basis. The population could include, but not be limited to, any of the following categories:

- Students who are voluntarily withdrawn, are on a long- term suspension, expulsion, or are seen as a safety risk to the traditional school site
- Students who feel uncomfortable or unsafe in a traditional setting due to school phobia, anxiety disorders, or other mental or emotional health issues
- Homebound students with extended medical issues
- Incarcerated students who will be confined for an extended period of time

# **Kenosha eSchool Charter Contract**

## **Contractual Guidelines for School Board Review**

- Transient students who may be residing in a group home or other residence particularly if they are entering the district at other than the beginning of a new semester
- Students in treatment programs for an extended period of time
- School age parents, married students, and self-supporting students
- Students who left school without completing their diploma requirements, but are within 6 credits of graduation
- Students with extraordinary needs for acceleration or remediation
- Students schooled at home
- Free and reduced lunch students
- Students whose personal or family activities preclude traditional daily attendance such as temporary job relocations, involvement in professional level athletics, or other endeavors
- Students not on target to graduate with her/his cohort group

### **f) g) How will special needs students be accommodated?**

Successful online students have specific characteristics defining how they operate. These skills are: time management, organization, ownership for learning, self-advocacy, problem solving, computer literacy, reads and follows detailed directions, and has effective writing skills. The students in conjunction with their instructor and mentor/coach must work on any weakness in these skills. Since students will have an Individual Learning Plan based on their needs and goals, the learning team can determine whatever accommodations are needed for individual students, and the planning can occur to best provide for those needs.

Special education students are also eligible for Kenosha eSchool. They must have an updated IEP. A special face-to-face meeting with the course instructor, special education teacher, student, and mentor/coach will occur to determine if the eSchool is the student's LRE. Appleton eSchool has also found online learning to be successful for students diagnosed with ADD or ADHD. The following is a list of accommodations for special education students or students with ADD or ADHD in an eSchool:

- Extended time on lessons and tests
- Flexibility in start and end dates
- Prepared notes and reviews of lessons
- Non-threatening means of communication with the instructor
- Clear rubrics for assessments
- Regular communication with parents on course progress
- Opportunity to revise and resubmit assignments
- No lost assignments

### **g) h) What are the requirements for admission to the school?**

Students must be Kenosha Unified School District students, reside in the Kenosha Unified School District, or have completed an Open Enrollment application within the state window of opportunity. Students must complete the application process and mini-course, which include a self-evaluation of the initiative, motivation, and self-discipline needed to have a reasonable expectation for success in this virtual environment. Students are required to identify, on their enrollment form, a learning coach/mentor who will be the liaison between the students and the teacher in the monitoring process and an essential part of the communication process. The mentor/coach should be someone that has influence with the students and their learning. The students, parent/guardian, and the learning coach/mentor (if other than the parent) would attend a mandatory orientation.



# Kenosha eSchool Charter Contract

## Contractual Guidelines for School Board Review

session held to ensure that the students' goals fit with the opportunities available at that time in the eSchool. At this time the processes, procedures, and expectations for all parties will be explained and discussed.

### 4) What are the educational goals of the charter school/program?

#### a) Describe the curriculum content and method of instruction that will be used with students?

In order to provide high-quality, standards-driven, proven curriculum, courses will be provided through shared resources with other virtual school providers or organizations that have developed and aligned these courses. Kenosha eSchool will be doing this in conjunction with Appleton eSchool by using its research and present course list to provide the best eSchool product for our students. Courses will only be considered that have the ability to be modified to comply with the existing KUSD curriculum, KUSD standards and benchmarks, and allow for local teacher flexibility in the course delivery. Courses must also be ADA (American Disabilities Act) and SCORM (Shareable Content Object Reference Model) compliant. As the skill level and experience of the virtual teachers develops, additional locally developed courses will become available.

In most cases students would be expected to have a home computer able to run Windows 98 or later and Internet access. Students may use community computer facilities (local libraries), or computers of friends or relatives. Minimal technical support will be available for initial setup on private computers. District support would not be available for hardware and software on their personal computer. Students will be liable for any improper use of the Internet and/or email. If using a district Internet access, the email and Internet will be tracked. Any improper use will result in loss of use of district equipment and services and possible dismissal from the eSchool program.

The curriculum is designed to address the educational goals as described in Wisconsin Statutes 118.01(2). The curriculum course requirements and instructional programs will be consistent with the previously mentioned goals. Administrators, teachers, parent/guardians, and mentors share responsibilities for students meeting the goals and expectations as described in 118.01(2).

#### b) What will a typical student day schedule look like?

There is the potential for enrolling full time in Kenosha eSchool. Schedules for students enrolled part time and students enrolled full time will be different. Whether students are enrolled full or part time, they may take a maximum of 4 courses at once. The continuous enrollment gives students numerous options for a schedule. Below are a few of these options:

Part Time Students	Full Time Students
Students would be enrolled in 3 classes in a traditional setting. This means they have an early release or a late start. They would choose to work on their eSchool course at home during this time. Their pace chart has them completing the eSchool course in one semester.	Students would be enrolled in 1 eSchool course. They create a pace chart that allows them to finish the class in 6 weeks. At that time they enroll in another course that is paced to finish in 6 weeks. For the final 6 weeks of the semester they take two eSchool courses.
Students would be enrolled in 3 classes in a traditional setting. They have an open period in which they use the school's computer labs to complete their eSchool work. Their pace chart has them completing the eSchool course in one	Students would enroll in 2 eSchool courses. They create a pace chart that allows them to finish both courses in 9 weeks. They enroll in another 2 courses to finish in the last 9 weeks of the semester.

# Kenosha eSchool Charter Contract

## Contractual Guidelines for School Board Review

semester.	
Students would be enrolled in 2 classes in a traditional setting. They have a job that requires them to work mornings. The students are enrolled in one eSchool course in which they agree to a pace chart that has them completing the course in 9 weeks. Then they register for another course to complete in the final 9 weeks of the semester. They attend school in the afternoons, and then work on their eSchool work at night.	Students could enroll in 3 courses with a pace chart of 18 weeks. Then they may sign up for 1-2 summer courses.

There will be an initial learner period of two to four weeks. During that period a student may only be enrolled in one eSchool class. At the discretion of the eSchool Teacher Consultant, when students demonstrate success in the online learning environment they will no longer be considered an initial learner and the number of courses will be increased. The flexibility of on-line learning allows students and their family the opportunity to determine what type of schedule is most feasible in their particular situation. Although the time and place where students work may be very different, their coursework and expectations will have significant structure. When students embark on an on-line course, goals for completing that course(s) would be set with input from the students, an eSchool staff member, and the designated adult contact (parent/coach/mentor). In most cases students would be taking one or two courses simultaneously. For example, students seeking to be full-time virtual students or who only need a few courses to graduate might set a completion date of 6 weeks for their two courses. The expectation would be that they would begin another course as soon as one of them is completed. Other students might only be taking one course and plan to complete it within a traditional calendar semester. Yet still other students with extenuating circumstances might need to have an extension beyond the traditional semester in order to complete their work. Virtual students have a great deal of flexibility in this way. Students would access their assignments on-line, communicating regularly with the teacher for clarification, explanation, or revisions in their work. Students would be able to work on their assignments at any time that is convenient for them. For example:

- Teen parents might do their coursework while their child or children are napping or in bed for the night
- Self-supporting students might work full-time and do their course work in the evening or on weekends.
- Voluntarily withdrawn or homebound students might work 6 hours one day and 3 hours the next.
- Students in a treatment program, or who are incarcerated, may be told when they will be working on their assignments.
- Other students might work on their course(s) at the same time every day from the LMC or another location in their local building where they might be cross enrolled.
- Students who are not effective at 7:30 a.m. might take one on-line course and begin school at 9:15 a.m.

# **Kenosha eSchool Charter Contract**

## **Contractual Guidelines for School Board Review**

The students would communicate with their teacher in several ways, though mostly electronically. The most typical method would be through emails. Some projects may have 3-dimensional components. Students can take pictures and send them electronically. Simple questions or clarifications on assignments would most often occur using this method. However, secondary forms of communication are used: chat rooms, white boards, telephone, and face-to-face contact.

Teachers would post office hours each week, at which time they would be available to students via a discussion group where several students could participate in a discussion or tutoring session synchronously. This option includes a white board that would be visible to all in the discussion group at that time. Teachers can call on individual students to solve a math problem or demonstrate an idea using a mapping or graphing technique. The teachers would be able to make changes or suggestions as the students are working on the white board and at the end of the session the students could print out all of the notes that would have been created on the white board during that session. Several students might work on a group project in this manner. Course discussions could also occur asynchronously. The teachers might start a discussion stream and students would be expected to participate over a week or two and be graded on the quality of their responses. Assignments might be submitted directly on-line, as email attachments, via the postal service, or some projects might actually be hand delivered to the virtual school office. Students would be expected to demonstrate regular progress with their work.

Student/teacher contacts would be expected at a minimum of 2-3 times per week. Contacts include feedback on assignments, responding to questions, clarifying assignments, or other grade reports. These contacts would typically be in the form of emails or phone calls. Minimally, once each month, the students, as well as the designated adult (parent/mentor/coach) for the students would receive a written report of the students' progress as compared to the benchmarks showing whether or not their progress was on track to meet their course completion goals. If the teacher has not been able to contact students or see any signs of progress in their work, the designated adult would be contacted. This adult would also have on-line access to an individual student's current grade and progress. Students may forfeit their on-line opportunities if regular progress does not occur and they are not communicating any special needs to the teacher.

### **c) What assessment tools will be used to evaluate student progress?**

Students, parents/guardians, or mentor/coaches will have access to their student's electronic grade book 24 hours a day, 7 days a week. A portfolio of each course for each student will be developed. This portfolio may include data collected and recorded within the on-line course system and/or projects that the student completed in the form of reports, power point presentations, audio and videotapes etc. It may include district-developed end-of-course tests as they become available. Other individual testing and assessments will be available on an as needed basis. Some of the assessments included in Kenosha eSchool will be: auto-graded quizzes, threaded discussions, worksheets, research papers, PowerPoint presentations, letters, or brochures created as part of a project. A proctor will administer all course finals and a passing grade on the final exam must be achieved to receive credit for the course.

### **d) How will student progress be communicated to parents/guardians and/or mentor/coaches?**

Students' progress is based on their pace chart. Their progress will be communicated to parents on an informal basis via emails and phone calls. On a monthly basis, progress will be reported more formally via a written report that compares the students' status with the benchmarks.

# **Kenosha eSchool Charter Contract**

## **Contractual Guidelines for School Board Review**

that would indicate whether or not the pace was appropriate to meet the goals set in the Individual Learning Plan.

### **e) Describe how discipline will be dealt with at the school. What is the discipline plan?**

Discipline in an eSchool setting would be much different than in a traditional school. Discipline issues and concerns are likely to center on appropriate use of emails and discussion rooms as well as the pacing of student work. If students have not completed any work in a week without prior arrangements with the instructor, a phone call and/or letter would be sent to the parent to discuss the situation. Expectations would be made clear, and if the students still do not meet expectations, they may lose their opportunity to continue working in the eSchool.

Kenosha eSchool also recognizes Wisconsin Compulsory Attendance Laws. Because students do not attend a classroom, habitual truancy for the eSchool must be defined. Students not meeting the requirements of their personalized pace chart will be subject to discipline.

### **f) How will you assess whether the educational goals of the charter school are being met?**

*After completing a full semester of operation, the Online Program Perceiver Instrument (OPPI) will be used to review the 8 components of quality online schools and programs. Information will be gathered from the Governance Board, students, mentor/coach/parent, and online teachers to identify the strengths and effectiveness of the school and assist in future planning and goals. OPPI training will be provided through our partnership with Appleton eSchool.*

### **5) What is the relationship with District goals?**

#### **a) In what manner and how often will a report on student progress in mandated State testing, as well as specific charter measurements, be communicated to the Board of Education and the community?**

~~Students will participate in all mandated testing. As required, test results for students in the Kenosha eSchool will be reported as the charter school OR as part of the aggregate data for high schools or the district. The Governance Board will report to the School Board initially in February and July.~~

The eSchool Board of Governance is fairly independent of the KUSD Board of Education in that the Governance Board may make policies and rules that are independent of the KUSD Board as long as those policies are not in conflict. The Governance Board may also request of the KUSD Board a variance from or absolution from various Board policies. The Governance Board has control over the staffing of the eSchool. The instructional staff are extended day contracts for current teachers or new part time staff. In all situations the decision as to who teaches for the eSchool rests with the Governance Board. New hires are decided by the Governance Board and extended contracts are at the discretion of management and thus are at the discretion of the Governance Board. The discretionary operational budget of the eSchool is administered by the Governance Board and staff. The Governance Board will participate in the evaluation of Principal/Director and Teacher Consultant. The Governance Board will report twice a year or as the situation arises to the KUSD Board regarding the academic progress and behavioral activities of the eSchool students.

### **6) Budget Financial/Operational Criteria**

#### **1) Describe the anticipated budget line items (not all categories may apply or there may be added categories) and if there is an anticipated need for District or private contract services.**

##### **a) Personnel**

# **Kenosha eSchool Charter Contract**

## **Contractual Guidelines for School Board Review**

1.0 FTE's are required initially consisting of the following responsibilities: The eSchool Teacher Consultant will be responsible for the day-to-day operations of the eSchool dealing with coordination activities and teaching. She will also be responsible to promote and communicate information about Kenosha eSchool to the community, School Board, Guidance Counselors, and any other educational staff. All teachers in Kenosha eSchool will be required to successfully complete an online teacher-training course. Appleton eSchool will provide this training through a dissemination grant. The eSchool Teacher Consultant should have at least 5 years of teaching experience. A background in alternative education is extremely useful.

Other positions will be needed based on the growth of the eSchool.

### **b) Administration**

The eSchool Teacher Consultant will handle daily coordination activities for Kenosha eSchool with oversight by Principal/Director Mr. William Hittman.

### **c) Curriculum**

**\$2500** for additional course development and alignment to bring these nationally aligned courses in line with the state and district standards.

Curriculum selection has been researched and reviewed by Appleton eSchool. Through our partnership with Appleton eSchool, at least 25 courses will be available for KUSD students. Florida Virtual School has developed standards based curriculum available for purchase. This would be the main vendor KUSD and AASD would use to provide new eSchool courses. A curriculum committee as arranged by the eSchool Teacher Consultant will review all courses. The committee will determine how the virtual courses meet local standards and what course codes will be assigned to each class.

### **d) Instructional Supplies and Equipment**

Combination answering machine, fax machine, and scanner. \$800.00

### **e) Contract Services**

**\$30.00 per enrollment**—To alleviate the need to purchase and develop our own Course Management System, we will share a pro-rated cost with Appleton eSchool to provide this system to our students. This is an operational cost that will not be able to be paid out of grant funds. The future may require other administrative costs once Wisconsin eSchool Network is fully operational. This will be a shared expense with the Network based on our course enrollments.

**f) No expenses are anticipated in the following areas:** Facilities, Liability Insurance, Pupil Services, Testing and Assessment

**g) Other** \$10,000 for miscellaneous expenses such as: office expenses: paper, toner, postage, printing, phone, and supplies for meetings

### **2) Describe the anticipated financial support from District and outside sources.**

~~An Implementation Grant has been written and submitted that will cover most of the costs for Kenosha eSchool for the first few years. Additional grant money will be sought to help cover some of the costs not covered in the Implementation grant.~~

~~There are 3 key pieces to providing online learning: a Course Management System (CMS), course content, and local online staff. The CMS will be a pro-rated amount based on our enrollment (see Budget #1e). Course content will be expanded to Kenosha eSchool through our partnership by securing statewide licenses for courses used by Appleton eSchool. KUSD will secure course content for a lower cost by committing \$100,000 to the Wisconsin eSchool Network for each of the two years of our implementation grant. In return we will receive access to any courses with a statewide license and any staff development for KUSD teachers in Kenosha eSchool.~~

# Kenosha eSchool Charter Contract

## Contractual Guidelines for School Board Review

~~Some additional State Aid money should be available to the district as a result of engaging eligible students not currently attending a KUSD school. This money would be allocated on a pro-rated basis according to the number of courses these students take per semester in the Kenosha eSchool. Open Enrollment students would also bring additional funding into the district. It is expected that the Kenosha eSchool, once fully operational, will be able to meet all costs via the student allocations in a very short period of time because of the partnership with Appleton eSchool. The Governance Board will work on the anticipated financial support from district and outside sources.~~

For each student enrolled at the eSchool on the official third Friday in September membership count, KUSD will credit Kenosha eSchool with eighty (80) percent of the per membership cost determined by the State for the applicable school year ("Direct Cost Budget"). The remaining twenty (20) percent of the per member cost will be allocated directly to KUSD as reimbursement for administrative or other services furnished to the Kenosha eSchool. KUSD will pay the offset against the Direct Cost Budget, all teacher and staff salaries and benefits, rents, equipment and supplies, and other miscellaneous direct expenses of Kenosha eSchool. Expenses other than established salaries, benefits, and rent shall be paid only upon written requisition to KUSD by the Kenosha eSchool. Any other funds raised by Kenosha eSchool from outside sources shall be delivered to and maintained by KUSD in a separate account subject to sole discretion of Kenosha eSchool ("Discretionary Account") following established District policies. Unspent discretionary funds can be carried over funds from one year to the next. The annual amount of the Direct Cost Budget shall be periodically allocated by KUSD for use by the Kenosha eSchool in the operation of the school as follows:

- (A) Twenty-five (25) percent on the first day of July preceding the school year
- (B) An additional fifty (50) percent on the first day of October during the school year
- (C) The remaining twenty-five (25) percent on the first day of January during the School year.

KUSD may offset part of any amount in the Discretionary Account against any amount by which the Kenosha eSchool exceeds the Direct Cost Budget in any school year and for which KUSD is liable. Notwithstanding the foregoing, Kenosha eSchool is not authorized to expend or otherwise obligate the district for any amounts in excess of the Direct Cost Budget plus any amount in the Discretionary Accounts.

The eSchool will be included in any federal or state programs on the same basis as other eligible district schools, based on the requirements and stipulations outlined by the applicable program.

### **3) In what manner will the financial operations be audited and communicated to the Board of Education?**

Kenosha eSchool will be subject to the same audit processes and reporting procedures currently in place in the Kenosha Unified School District.

### **4) Personnel**

#### **a) How will personnel for the charter be recruited and selected?**

The posting of positions will follow the present format for Kenosha Unified School District. The eSchool Teacher Consultant will recruit teachers through site based faculty meetings describing Kenosha eSchool as well as district wide emails. The Kenosha eSchool will adhere to all Human

# **Kenosha eSchool Charter Contract**

## **Contractual Guidelines for School Board Review**

Resource posting and hiring policies. Instructional staff for the eSchool will be either by extended day contracts for existing teachers or new part time instructors. The selection of these instructors will be governed and decided by the Governance Board and eSchool staff.

### **b) What qualifications will be required of the individuals employed at the school?**

Qualified and certified staff will be employed for this endeavor. Due to the need to evaluate, modify and develop coursework, as well as performing teaching tasks, staff will be sought with 5 or more years of experience. Successful completion of on-line training is required for employment in the Kenosha eSchool.

### **c) What is the anticipated relationship with the Kenosha Education Association?**

Kenosha eSchool staff is employed teaching staff of the Kenosha Unified School District and will be members of the Kenosha Education Association.

### **c) How will salary and benefits be structured?**

As members of the Kenosha Education Association, the terms established by the collective bargaining unit will apply to all staff.

### **e) How will parents and staff be involved in the recruitment of staff?**

The Kenosha eSchool Teacher Consultant, overseeing principal, and parents may interview certified teachers. The team's recommendations will be sent to the Board of Education for approval.

### **f) What policies and procedures will govern charter school personnel?**

All district policies and procedures will be followed to the greatest extent possible. The Kenosha eSchool Governance Board is responsible for program development and policymaking. The Board may consist of a cluster leader, principal, Board of Education member, eSchool Teacher Consultant, guidance counselor, high school teacher, parent/community representatives, college/tech school representative, and a present charter school representative. On occasion an eSchool student will be asked to participate in Governance Board meetings to provide the student perspective. Once the school is fully operational a student will be sought to become a part of the Governance Board. When the unique nature of a virtual high school brings forth situations that do not fit the existing protocols, the Kenosha eSchool personnel will work through the issues in good faith with the district and KEA utilizing existing processes until appropriate contractual language can be developed.

## **7) Operations**

### **a) What facility will be used for the school?**

An office for Kenosha eSchool is currently housed in the Educational Support Center. Students will primarily be working from their home so numerous classrooms will not be necessary. Some of the students may also work in areas of district buildings that are currently available and supervised. This might include scheduled open evening hours in any of the high schools, IMC's, a study hall for a cross-enrolled student, or other open computer lab areas.

### **1) What lease or purchase arrangements are made or expected?**

No lease or purchase arrangements have been made nor are they expected.

### **2) What ADA assurances will be made?**

All ADA requirements will be met.

### **3) What insurance and liability plans are made?**

When students, staff, and parents are using district facilities they are covered by KUSD policies. When working from their home, their personal insurance and liability will apply. The eSchool will be housed at the Educational Support Center of the School District. The eSchool is a named entity of the District's present liability insurance. The instructional staff working from

# **Kenosha eSchool Charter Contract**

## **Contractual Guidelines for School Board Review**

her/his home or off campus site are covered by the District's liability insurance but not for liability of the condition of her/his individual work place. The Kenosha eSchool will adhere to all federal, state, and local laws and regulations and to the KUSD Board's insurance and risk management requirements. The Kenosha eSchool and Governance Board will comply with the KUSD Code of Ethics.

### **4) What procedures will be used to ensure the health and safety of students and staff? (i.e., nursing procedures, illness, medications)**

When students are using district facilities or district equipment such as a computer, the appropriate staff at that facility or the district IT staff will provide these support services. The budget should include payment of the appropriate staff at the facility. When working at home, the family will be responsible for these issues. As mandated, Kenosha eSchool teachers would be legally bound to report suspected abuse or neglect for any students. Equipment will need to be in compliance with the requirements of the programs. Accessibility is an issue to be discussed.

### **B) How will the program be administered and what structure will be used to deal with operational issues?**

1) The Kenosha School Board will be our chartering agent, thus will be considered an instrumentality charter. State exemptions for charter schools which Kenosha eSchool will take advantage of are as follows: flexible school day, flexible calendar, no designated holidays or inclement weather days, student created personal schedule, the definition of habitual truancy, teacher workload description, maximum age of student, and disciplinary process for removal. No Charter policies or procedures will be in conflict with existing School Board policies and rules or State and Federal laws and regulations. Where any of the above are silent the eSchool's Governance Boards policies, rules, and regulations will prevail.

### **2) How will issues and concerns involving students, parent/guardians, and staff be resolved?**

Issues and concerns involving students, parent/guardians, and staff will be resolved following the same basic procedures as other staff in the district. The parties involved would first seek to resolve the issues amongst themselves. If this does not resolve the issues/concerns, they would be taken to the administrator of record and/or the Governance Board. If resolution is still not found, the issues/concerns can be referred to the KUSD administration and/or Board of Education.

### **3) What is the expected governance structure of the school?**

~~The position of eSchool Consultant has been created to coordinate the day-to-day operations of Kenosha eSchool. An administrator will be assigned to oversee these functions and act as liaison between the school and the district administration.~~

Kenosha eSchool will be governed by the Governance Board in conjunction with two non voting advisors, the Principal/Director and Teacher Consultant. The Governance Board will consist of seven (7) members. Five (5) of the members must be parents while one member may be from a community organization or higher education and one member may be a KUSD employee but not an employee at the eSchool. A Kenosha eSchool student will serve in a non voting advisory capacity to the Governance Board. The Governance Board may be seven parents.

### **4) How will parents/guardians be involved in the school?**

Since all students and parents will have email connections to the school, this will be a primary source of disseminating general information to them. Information will also be provided via the Kenosha eSchool website. Opportunities for parent interaction with staff are planned in an on-



# **Kenosha eSchool Charter Contract**

## **Contractual Guidelines for School Board Review**

line discussion format similar to that which students in the same course might have with their instructor. Formal and informal face-to-face meetings such as an orientation session may be planned as deemed appropriate.

### **C) Describe how public school status will be maintained regarding:**

#### **1) Non-discrimination**

All non-discrimination policies will be enforced.

#### **2) Due Process**

Kenosha eSchool will follow all KUSD due process procedures.

**\*\*Please see the attachment with the KUSD Complaint Procedure as it applies to Kenosha eSchool.**

### **D) Partnerships – relationships**

#### **1) What private sector participation is expected?**

Kenosha eSchool will identify one or more community organizations and/or businesses that would be interested in providing an on-going relationship with the Kenosha eSchool. These relationships may provide any of the following: mentors, assistance in securing needed resources, and opportunities for community experiences for Kenosha eSchool students.

#### **2) What relationships will the Governance Board have with the District Board of Education?**

~~Kenosha eSchool will be accountable to the District Board of Education in all aspects and will provide information as requested as well as a comprehensive annual report reports.~~

Kenosha eSchool Governance Board will be accountable to the District Board of Education in seeing that the District policies, rules, and academic and behavioral standards are adhered to and maintained. The Governance Board will be independent as it relates to policies, procedures, rules, and programming not required by Board of Education policies, rules, and/or directives. The Governance Board and Board of Education will jointly meet annually to discuss student achievement, behavioral activities, parental involvement, reporting, and autonomy issues.

#### **3) How will parent/community relationships be developed to benefit the school and students?**

Information regarding Kenosha eSchool will be provided on a link from the district website. This site will be updated on a regular basis. Articles will be provided to the district newsletter and other appropriate district-wide publications.

### **8) Term and Termination of this Contract**

The term of this contract will be for a period of five (5) years commencing on the 22nd day of May 2007, with a revised agreement for a successive five (5)-year period.

Changes or modifications can only be made by mutual agreement of both parties. The contract can be terminated within the initial five (5) year period if one of the following circumstances occurs:

#### **A) Mutual Agreement.**

Both parties agree in writing to the termination.

#### **B) Contract Violation**

Kenosha eSchool has materially breached this contract, and has failed to cure such breach within thirty- (30) days following written notification of such breach from the KUSD.

#### **C) Educational Goals**

Students enrolled in Kenosha eSchool have failed to make sufficient progress toward attaining the educational goals of their curriculum. If an extension of time to attain such goals is requested by the Governance Board and/or Administration in writing, such request shall include a written plan, acceptable to the District. This plan will set out the additional steps Kenosha eSchool will take to attain such educational goals within a reasonable time- frame. If the Board accepts the

# **Kenosha eSchool Charter Contract**

## **Contractual Guidelines for School Board Review**

written plan, or a modified plan, Kenosha eSchool shall be allowed a reasonable time in which to correct the progress deficiencies.

### **D) Fiscal Management**

Kenosha eSchool materially fails to comply with generally accepted accounting standards of fiscal management

### **E) Violation of Wisconsin Statute 118.40**

Kenosha eSchool otherwise violates Wisconsin Statute 118.40 (the Wisconsin Statute authoring and governing charter schools).

### **F) Insolvency**

Kenosha eSchool's revenues are insufficient to pay its expenses as they come due.

### **G) Sponsors**

The Governance Board for the Kenosha eSchool notifies the Board that it desires to terminate this contract at the end of any school year. In the event of termination of this contract, written notice by certified or registered mail, return receipt requested, shall be provided and shall list the reason(s) for termination and the effective date of the termination. In the event of termination of this contract, the KUSD Board shall recover all funds advanced to Kenosha eSchool under this contract to which Kenosha eSchool is not entitled. Materials and equipment purchased with Charter School Funds will remain the property of the Kenosha Unified School District in accordance with State Statute

### **Notices**

Whenever under this contract notice must or may be given to the other party, or whenever information must or may be provided to the other party, the party who must or may give notice or provide information shall fulfill any such responsibility under this contract if notice is given or information is provided:

### **To the Board: Kenosha eSchool Governance Board**

President

KUSD Board of Education

3600 52<sup>nd</sup> Street

Kenosha, WI 53144

Phone: 262 653 6300

In witness whereof, the parties have caused this contract to be executed by their duly authorized representatives as of the date first above written.

### **For Kenosha Unified School District**

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*J. David Fountain, President*  
*Board of Education*

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*Joseph Mangi*  
*Interim Superintendent Of Schools*

### **For Kenosha eSchool**

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*William Hittman*  
*Principal*

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*Diane Blackmon*  
*eSchool Teacher Consultant*

# Kenosha eSchool Charter Contract

## Contractual Guidelines for School Board Review

### Appendix A for #2 Student Survey

Memo

To: All High School Students  
From: Dr Scott Pierce  
Date:  
Re: Interest Survey for On-Line Learning

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#### **Kenosha eSchool**

Kenosha Unified School District is considering starting an on-line virtual high school also known as an eSchool. Kenosha eSchool will offer continuous enrollments throughout the course of the semester. Below are some of the characteristics of on-line learning courses for an eSchool.

- Courses would be fully accredited and taught by certified teachers
- Courses include: Algebra IA, Algebra I, Algebra II, 2D Art, American History, Biology, Creative Writing, Earth/Space Science, Computer Applications, English, Fitness/Lifestyle Design, Global Studies, Government, Health, Personal Financial Management, Personal Fitness, Pre-Calc, Spanish I, Thinking and Learning Strategies, Webmasters, and World History.
- You must have Internet access (it is not provided by the district for eSchool). Internet may be accessed through public libraries, home, on a school campus, or homes of friends and relatives.
- Doing an online course does not mean that you have to be online and connected to the Internet to complete all coursework. You can print off pages or cut and paste to work in Microsoft Word offline.
- Initial course involvement is made during a mandatory orientation. These sessions include on-line and face-to-face activities.
- Students have access to their courses 24 hours a day, 7 days a week and will work according to their individual pace chart based on completion goals. Not showing adequate progress each week may result in being marked truant for that week of class.
- Communication must be made with your teacher primarily via email
- All assignments are submitted and progress reports received electronically
- Finals are to be taken in person by an approved proctor
- You must start with only one on-line course and pass with a C+ or better. Then, you may take up to two eSchool courses at any given time
- There is no additional cost for taking an eSchool course

We would like to know if you would be interested in participating in an eSchool course through Kenosha Unified (see page 2).

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# Kenosha eSchool Charter Contract

## Contractual Guidelines for School Board Review

Please fill out the following form and return it to your Guidance office no later than 5/15/06.

Student Name: \_\_\_\_\_

Grade Level at this time: \_\_\_\_\_

1. Yes, I would like to take at least \_\_\_\_\_ one on-line eSchool course or \_\_\_\_\_ more than one on-line eSchool course
2. No, I would not like to take an on-line eSchool course \_\_\_\_\_
3. From the list below, check **any** courses you would be interested in taking:  
 \_\_\_\_\_ Algebra I      \_\_\_\_\_ Algebra II      \_\_\_\_\_ Algebra IA      \_\_\_\_\_ Pre-Calc  
 \_\_\_\_\_ Geometry      \_\_\_\_\_ Biology      \_\_\_\_\_ Earth Science      \_\_\_\_\_ Health  
 \_\_\_\_\_ English      \_\_\_\_\_ English II      \_\_\_\_\_ English III      \_\_\_\_\_ English IV  
 \_\_\_\_\_ Creative Writing  
 \_\_\_\_\_ Global Studies      \_\_\_\_\_ Government      \_\_\_\_\_ American History      \_\_\_\_\_ World History  
 \_\_\_\_\_ Personal Financial Management      \_\_\_\_\_ Personal Fitness      \_\_\_\_\_ Fitness/Lifestyle  
 \_\_\_\_\_ 2D Art      \_\_\_\_\_ Spanish I      \_\_\_\_\_ Webmasters      \_\_\_\_\_ Computer Applications  
 \_\_\_\_\_ Thinking and Learning Strategies      \_\_\_\_\_ Other \_\_\_\_\_

4. What makes the concept of an eSchool appealing to you? \_\_\_\_\_

5. What makes the concept of an eSchool NOT appealing to you? \_\_\_\_\_

6. What kind of Internet Service Provider would you use the most? Please check only one

\_\_\_\_\_ Phone modem

\_\_\_\_\_ DSL

\_\_\_\_\_ Cable modem

\_\_\_\_\_ Other \_\_\_\_\_

# **Kenosha eSchool Charter Contract**

## **Contractual Guidelines for School Board Review**

### **Appendix B for #3b Due Process**

The Kenosha Unified School District and the Kenosha eSchool are committed to working closely with

students, parents and guardians to resolve issues and concerns in a way that is mutually agreeable

**These are the steps to follow if there is a concern, question, or problem that needs attention.**

#### **KUSD Complaint Procedure**

##### **Step One**

Contact the teacher. If it is a serious issue, you may wish to schedule a meeting, rather than discuss it on the phone.

##### **Step Two**

If no resolution has been reached, or if your concern is broader than a single course issue contact William Hittman the Administrator of Record for KUSD eSchool at 262.947.8155.

##### **Step Three**

If resolution is still not reached, please contact Tim Miller the Executive director of School Leadership at 262.653.6008.

##### **Step Four**

Unresolved issues may be appealed to Dr. Scott Pierce, the Superintendent of Schools, at 262.653.6320.

##### **Step Five**

The final step in the district appeal process is the Board of Education. Appeal requests should be submitted in writing to:

Mr Eric Olson- President KUSD Board Of Education

Education Support Center

3600-52<sup>nd</sup> Street

Kenosha, Wisconsin 53144-2697

262.653.6300

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
Kenosha, Wisconsin

August 28, 2007

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

**August**

- August 14, 2007 – Standing Committee Meetings – 6:00 and 7:00 P.M. and Special Meeting at 8:00 P.M.
- August 22-28, 2007 – New Teacher Orientation
- August 28, 2007 - Regular Board of Education Meeting – 7:00 P.M. in ESC Board Meeting Room
- August 29, 2007 - Convocation

**September**

- September 4, 2007 – First Day of School for Students
- September 11, 2007 – Standing Committee Meetings – 6:00 and 7:00 P.M. and Special Meeting – 8:00 P.M. in ESC Board Meeting Room
- September 19, 2007 – Professional Inservice – Half Day for Students
- September 25, 2007 – PR/Goals/Legislative Standing Committee – 5:00 P.M. in Room 190B in Educational Support Center; Regular Board of Education Meeting – 7:00 in ESC Board Meeting Room