



MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

Educational Support Center
Board Meeting Room
3600-52nd Street
Kenosha, WI 53144

July 9, 2013

5:30 P.M. – Personnel/Policy
5:50 P.M. – Joint Personnel/Policy &
Audit/Budget/Finance
6:15 P.M. – Audit/Budget/Finance
7:15 P.M. – Joint Audit/Budget/Finance &
Curriculum/Program
7:40 P.M. – Curriculum/Program

July Planning/Facilities/Equipment Committee
Meeting Has Been Canceled

Please Note: Committee meetings may start early if
preceding meeting adjourns early.

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PERSONNEL/POLICY - 5:30 P.M.

- A) Approval of Minutes – May 14, 2013 (2 sets) Pages 1-3
- B) Policy and Rule 8810 - Rules of Order Pages 4-5
- C) Information Item
 - 1) Recommendations Concerning Appointments, Leaves
of Absence, Retirements and Resignations..... Page 6
- D) Future Agenda Items
- E) Adjournment

**JOINT PERSONNEL/POLICY & AUDIT/BUDGET/FINANCE – 5:50 P.M. or
Immediately Following Conclusion of Preceding Meeting**

- A) Policy and Rule 3420 – Purchasing Pages 7-9
- B) Future Agenda Items
- C) Adjournment

**AUDIT/BUDGET/FINANCE – 6:15 P.M. or Immediately Following Conclusion of
Preceding Meeting**

- A) Approval of Minutes – June 11, 2013 (2 sets) Pages 10-15
- B) FY14 Preliminary Budget Pages 16-22
- C) Information Items
 - 1) Monthly Financial Statements Pages 23-36
- D) Future Agenda Items
- E) Adjournment

**JOINT AUDIT/BUDGET/FINANCE & CURRICULUM/PROGRAM – 7:15 P.M. or
Immediately Following Conclusion of Preceding Committee Meeting**

- A) Approval of Minutes – June 11, 2013 Page 37
- B) Head Start State Supplemental Grant Request
For The 2013-2014 School Year Pages 38-41
- C) Changing Attitudes, Agendas, Actions and Directions
(CAAAD) Program Pages 42-52
- D) Future Agenda Items
- E) Adjournment

**CURRICULUM/PROGRAM – 7:40 P.M. or Immediately Following Conclusion of
Preceding Committee Meeting**

- A) Approval of Minutes – June 11, 2013 Pages 53-55
- B) Curriculum Proposal For Mathematics in
Grades 6 Through 9 Pages 56-111
- C) Information Items
 - 1) Update on the Next Generation Science Standards Pages 112-115
 - 2) Transformation of Kenosha Unified School
District Libraries to Learning Commons Pages 116-119
 - 3) Kindergarten Through Eighth Grade Attendance
Procedures..... Pages 120-139
 - 4) Professional Learning Plan 2013-16..... Pages 140-197
- D) Future Agenda Items
- E) Adjournment

**NOTE: The July 9, 2013, Planning/Facilities/Equipment
Standing Committee Meeting Has Been Canceled.**

There may be a quorum of the board present at these Standing Committee meetings; however, under no circumstances will a board meeting be convened nor board action taken as part of the committee process. The three board members who have been appointed to each committee and the community advisors are the only voting members of the Standing Committees.



KENOSHA UNIFIED SCHOOL BOARD
JOINT PERSONNEL/POLICY AND
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
May 14, 2013
MINUTES

A joint meeting of the Kenosha Unified Personnel/Policy and Curriculum/Program Committee chaired by Mr. Bryan was called to order at 7:08 P.M. with the following Committee members present: Mr. Flood, Mrs. Taube, Mrs. Coleman, Mrs. Santoro, Mrs. Snyder, Mr. Jacobs, Mr. Retzlaff, Mrs. Hamilton, Mr. Wamboldt, and Mr. Bryan. Dr. Hancock was also present. Mrs. Anderson, Mrs. Daghfal, and Ms. Galli were excused. Mrs. Reed, Mr. Simpkins, Mrs. Morrison, and Ms. Morgan were absent.

Policy/Rule 6633 – Student Technology Acceptable Use

Mr. Kristopher Keckler, Executive Director of Information & Accountability, presented Policy/Rule 6633 – Student Technology Acceptable Use as contained in the agenda. He indicated that the current policy only references student use of district owned technology and with the increase of student owned devices, the policy was being updated to reflect that scenario. Furthermore, the policy was revised to include expectations related to student privacy and online protection which align with the Protecting Children in the 21st Century Act. Mr. Keckler noted that this policy will be a mandatory item within the annual online student re-enrollment procedures and also distributed electronically to each student at the start of each school year.

Mrs. Taube suggested that Administration simplify the wording of the first bolded sentence in the policy to make it easier to read and understand.

Mr. Wamboldt suggested that Administration add a “catch all” phase at the end of the second bullet of the rule. He gave the suggestion of “or be disorderly in nature, or cause another to be disturbed or distracted” as an example of a “catch all” phrase.

Mrs. Coleman moved that Administration incorporate the suggested revisions discussed (simplifying the wording of the first bolded sentence in the policy and adding a “catch all” phrase to the end of the second bullet) and then forward revised Policy/Rule 6633 – Student Technology Acceptable Use to the Board of Education for approval as a first and second reading at the May 21, 2013, and June 25, 2013, regular school board meetings. Mr. Flood seconded the motion. Unanimously approved

Meeting adjourned at 7:35 P.M.

Stacy Schroeder Busby
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
PERSONNEL/POLICY MEETING
Educational Support Center – Room 110
May 14, 2013
MINUTES

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mr. Bryan was called to order at 7:37 P.M. with the following Committee members present: Mr. Flood, Mrs. Snyder, Mr. Jacobs, Mr. Retzlaff, Mrs. Hamilton, Mr. Wamboldt, and Mr. Bryan. Dr. Hancock was also present. Mrs. Morrison and Ms. Morgan were absent.

Approval of Minutes – March 12, 2013

Mrs. Hamilton noted that Mrs. Coleman had previously requested a Student Achievement Gap Update but it was not in the minutes or on the agenda for this meeting. Dr. Hancock indicated that the request had been noted but would not be presented to the Committee until July or August.

Mrs. Snyder moved to approve the minutes as contained in the agenda. Mr. Jacobs seconded the motion. Unanimously approved.

Policy/Rule 1220 – Cable Television

Mrs. Tanya Ruder, Executive Director of Community Partnerships & Media Relations, presented Policy/Rule 1220 – Cable Television and indicated that the policy was being updated to reflect the current personnel assigned to the operating and programming of the District's cable channel and to also add a cross reference to Policy 1213 – Web Publication.

Mrs. Snyder moved to forward the revisions to Policy/Rule 1220 – Cable Television to the School Board for a first reading on May 21, 2013, and a second reading on June 25, 2013. Mr. Flood seconded the motion. Unanimously approved.

Policy/Rule 1212 – Non-English Language Version Printed Materials

Mrs. Ruder presented Policy/Rule 1212 - Non-English Language Version Printed Materials and indicated that the policy was being updated to align with current practice which ensures that translation of documents is provided when such documents require parent/guardian signature related to the health, welfare, and safety of students. She also noted that Rule 1212 was being eliminated as it is no longer relevant.

Mrs. Snyder moved to forward the revisions to Policy/Rule 1212 – Non-English Language Version Printed Materials to the School Board for a first reading on May 21, 2013, and a second reading on June 25, 2013. Mr. Wamboldt seconded the motion. Unanimously approved.

Policy/Rule 1520 – Notifications of Material and Literature to Students

Mrs. Ruder presented Policy/Rule 1520 – Notifications of Material and Literature to Students and indicated that the policy was being updated to include Kenosha Unified Community Partners as an organization which educationally benefits students and to reduce the length of the disclaimer due to space limitations on fliers.

Mr. Jacobs moved to forward the revisions to Policy/Rule 1520 – Notifications of Material and Literature to Students to the School Board for a first reading on May 21, 2013, and a second reading on June 25, 2013. Mr. Retzlaff seconded the motion. Unanimously approved.

Information Items

There were no questions or comments on the Recommendations Concerning Appointments, Leaves of Absence, Retirements, and Resignations.

Future Agenda Items

A Student Achievement Gap Update will be presented to the Committee in July or August as noted above.

Meeting adjourned at 7:44 P.M.

Stacy Schroeder Busby
School Board Secretary

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POLICY 8810
RULES OF ORDER

The School Board shall conduct all its meetings in accordance with newly revised Robert's Rules of Order, unless otherwise provided below.

1. The School Board president may vote on all matters coming before the School Board. The School Board president has the right to introduce or second motions if another School Board member is given temporary control of the meeting. Temporary control is assigned in the following order: Vice President, Clerk, Treasurer, any other member.
2. A motion to Limit Debate shall be decided by a majority vote.
3. Each regular and special meeting of the School Board shall be considered a "session," unless it is an adjourned meeting as defined by newly revised Robert's Rules of Order.
4. It shall be in order to Postpone Definitely a motion, event or report beyond the next session by a majority vote.
5. A motion to rescind or amend something previously adopted at an earlier session requires a majority vote if prior notice is given outlining the proposed motion. Without this notice, a two-thirds vote is required. This notice may be given by mail or may be given orally at an open meeting or a closed meeting if applicable. (Note: In any event, the provisions of the Open Meeting Law and School Board Policy apply). The School Board President shall require a majority written request or vote for placement on an agenda if the member did not vote on the prevailing side of the motion to be rescinded or amended. The provisions and requirements of this section shall expire ninety (90) days from the date of the last School Board action and, therefore, agenda requests and motions may be offered on the issue as if new.
6. A motion to rescind or amend something previously adopted instead of reconsidering action taken at the same session shall require a two-thirds vote. If a motion to reconsider fails, it shall not be in order to move to rescind or amend something previously adopted at that same session.
7. A motion may be unilaterally withdrawn by the maker prior to any vote being cast. Similarly, a motion may be modified without the permission of the second; however, the second may withdraw.
8. A member, while speaking on a motion, may not move the previous question.
9. Discussion is permitted when no motion is pending. To close discussion when no motion is pending, a member may request to proceed. No second is required. It is not debatable, it is not in order when another has the floor, and requires a majority vote if the request is objected to but no member immediately offers a motion. After a request to proceed, the chair shall ask if there is an objection or a motion and, if hearing none, the School Board will proceed with the agenda.
10. Except as adopted by a unanimous vote to suspend this Bylaw, the following motions shall not be in order:
 - a. Create a Special Order
 - b. Call for the Orders of the Day
 - c. Reconsider and Enter on the Minutes
 - d. Lay on the Table
 - e. Take from the Table

POLICY 8810
RULES OF ORDER
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11. School Board members' response to citizen comments shall be limited to ~~six~~ **three** minutes.
12. Time allowed for debate on motions during regular meetings shall be limited to one five minute discussion period followed by one three minute rebuttal period per person. Another three minute rebuttal time is allowed during special meetings. The use of another member's time is allowed at the discretion of the chair under the following provisions:
 - a. another member must consent to waive his/her time;
 - b. the ruling of the chair shall apply to all members;
 - c. discretion to use another member's time expires once a vote has occurred; and
 - d. a member can use another member's time only once per motion.

CROSS REF.: 8710, Regular Board Meeting
8720, Special Board Meeting
8730, Executive Sessions (Closed Meetings)
8850, Board Standing Committees
8870, Public Participation at Board Meetings

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 8, 1993

REVISED: March 26, 1996
July 8, 1997
July 10, 2001
May 22, 2007

July 9, 2013

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POLICY 3420
PURCHASING

Purchasing in the School District shall be in accordance with state law, accepted purchasing practices, and aligned with the District strategic plan, ethical business practices, and the District's purchasing guidelines.

Purchases of supplies and equipment shall be made through the established requisition procedure. Approved purchase orders shall be required prior to all purchases.

Any public officer or public employee is prohibited from having any private interest in a public contract except as permitted by state law.

LEGAL REF.: Wisconsin Statutes

Sections	19.59	[Ethical standards for public officials]
	66.0131	[Local government purchasing]
	66.0607	[Disbursements from the local treasury]
	66.0901	[Public works contracts/bids]
	120.13(5)	[Purchase of books, materials and equipment]
	175.10	[Procurement for sale to employees prohibited]
	946.10	[Bribery of public officers or employees prohibited]
	946.13	[Private interest in public contracts prohibited]

CROSS REF.: 3121 Financial Accounting
3321 Student Activity Funds
3422 Exclusivity Agreements with Vendors
3430 Payment for Supplies, Equipment and Services
3522 Milk Program
3651 Hazardous Chemicals
3711 Improvement or Maintenance Projects
3750 Playground Equipment
3800 Asset Management
4224 Employee Code of Ethics
7330 Construction Contracts, Bidding and Awards
8651 School Board Member Conflicts of Interest
District Purchasing and Requisition Procedure Manual

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 26, 1991

REVISED: August 13, 1996
January 12, 1999
October 26, 1999
October 28, 2003
December 18, 2007
December 20, 2011

RULE 3420
PURCHASING

A. General

1. The Purchasing Agent will be responsible for the procurement of all District supplies and equipment.
2. In making a selection for purchase, the Purchasing Agent shall attempt to achieve maximum price advantage within quality specifications.
3. Bid specifications shall be developed for larger dollar volume purchases and will be coordinated between the user and the Purchasing Agent.
4. Continuing efforts shall be made to effect savings in purchasing and maintenance through the standardization of specifications for similar items used throughout the District. Proprietary specifications or source procurement for items that will allow such standardization for security or confidentiality requires the approval of the Assistant Superintendent of Business Services.
5. Impartial and open consideration shall be given to bids and quotations received from vendors. There will be prompt follow-up on questions concerning vendor orders and vendor services. The Purchasing Agent shall maintain a vendor performance record.
6. Authorized employees are encouraged to purchase high quality items and to make purchases of non-stock items having a value of less than \$30 out of petty cash, or with department purchasing cards.
7. The Purchasing Agent shall furnish a current *Requisitioning and Purchasing Procedures Manual* to all principals and departmental administrators.

B. Bidding Requirements

1. A minimum of three bids shall be obtained and documented for all individual purchases over \$10,000.
2. All ongoing purchase of supplies, materials, maintenance and repairs should be bid out annually to obtain and ensure the most competitive bidding unless long-term agreements are entered into, which shall be approved by the Director of Finance or Assistant Superintendent of Business Services.
3. An individual, independent of the bid approval process, shall be responsible for sending out bid requests to vendors, maintaining a record of the bids, documenting the receipt of the quotation and sending letters to all vendors informing them of the bid results. This process should be performed for all District purchases over \$10,000 for all departments. Bids for contracted services will have qualification factors identified and included as part of the bid document.
4. Bids shall be evaluated on the basis of District specifications and the selection for purchase shall be made on the basis of the low qualified bid. In the event of identical bids, and all other conditions being equal, a local manufacturer or business merchant shall be given preference in purchases and contracts.

C. Purchasing and Signing Authority

Requisitions for equipment, supplies and services shall be approved for funding and coding before the Purchasing Agent proceeds with the purchase. The levels of authority for purchase approval are as follows:

1. The Purchasing Agent shall be authorized to approve ~~purchases up to less than~~ **less than** \$25,000 for equipment or services. If the purchase value is \$10,000 or more, three price quotations shall be obtained wherever possible. When it is not possible to obtain three written quotations, approval of the Director of Finance or Assistant Superintendent of Business Services is required. Documentation must be maintained.

RULE 3420
PURCHASING
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2. **All purchases and/or contracted services in excess of \$25,000 shall be approved by the School Board and shall be based on three price quotations, whenever possible, or advertised bids. If a bid or proposal has been approved by the Board, the Superintendent or designee can implement and approve the contract without further board action.** Purchases of \$25,000 and over for equipment or services shall require the approval of the budget manager, and the Assistant Superintendent over the department making the purchase. Contracts for purchases of equipment or services must be signed by both the Budget Manager and the Assistant Superintendent over the department making the purchase.
3. The Purchasing Agent shall be authorized to approve the purchase of supplies and to contract for equipment maintenance agreements in accordance with sound purchasing procedures. The Purchasing Agent is authorized to sign on behalf of the District, agreements or contracts for equipment maintenance.

D. Requisitions

1. The principal or departmental administrator/budget manager shall approve all requisitions. In the processing of requisitions, consideration will be given to availability of service, staff, budgetary appropriations and priority of District needs.
2. Requisitions shall be checked by the Finance Office for authorization, funding and coding prior to forwarding to the Purchasing Office for processing.
3. Each principal or departmental administrator shall keep a record of requisitions submitted for Budget control uses.
4. Approved District requisition forms shall be used for specific requisitioning applications.
5. The *Requisition and Purchasing Procedures Manual* will include procedures for preparing, processing and routing of requisitions, information on warehouse items, criteria for supply and equipment items and a listing of samples of requisition forms in use, and year-end requisitioning procedures.

E. Purchase Orders

1. The authority for issuing purchase orders is delegated to the Purchasing Agent by the Superintendent.
2. Confirmation requisitions/orders require advance approval, by telephone, from the Purchasing Agent before committing the District to a purchase of supplies or equipment. Failure to follow proper procedures may result in disciplinary action, personal liability or return of the merchandise.
3. Only approved District purchase order forms shall be used. The *Requisition and Purchasing Procedures Manual* shall include instruction for use of requisition/purchase order forms, distribution of purchase order copies, and a sample of the purchase order form in use.

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KENOSHA UNIFIED SCHOOL BOARD
JOINT PLANNING/FACILITIES/EQUIPMENT &
AUDIT/BUDGET/FINANCE MEETING
Educational Support Center – Room 110
June 11, 2013
MINUTES

A joint meeting of the Kenosha Unified Planning/Facilities/Equipment and Audit/Budget/Finance Committees chaired by Mr. Nuzzo was called to order at 6:03 P.M. with the following Committee members present: Mrs. Snyder, Mr. Valeri, Mr. Zielinski, Mrs. Taube, Mr. Bryan, Mrs. Marcich, Mr. Kent, Mr. Aceto, Mr. Coleman, Ms. Dawson, Mr. Holdorf, and Mr. Nuzzo. Dr. Hancock was also present. Mrs. Coleman and Mrs. Bothe were excused. Ms. Iqbal and Ms. Adams were absent.

Energy Efficiency and Security Project Proposal

Mr. Patrick Finnemore, Director of Facilities, presented the Energy Efficiency and Security Project Proposal as contained in the agenda. He explained that in 2009, Wisconsin Act 28 was developed with the intent to provide a mechanism for school districts to fund quick payback energy efficiency projects outside their revenue limit and use the energy savings to “pay back” the funds used for the capital improvement. In 2011, Wisconsin Act 32 modified the law to include payment of debt service on bonds issued to finance the energy efficiency projects provided that the projects: 1) result in energy or operational cost reductions or avoidance, 2) are completed through the use of a performance contract as governed by State Statute 66.0133, and 3) the bonds or notes used to finance the project are issued for periods not exceeding 20 years. The change in the law provides an opportunity for KUSD to implement large energy efficiency projects that we would not otherwise be able to fund and/or projects that would not be funded for many years in a one or two year window.

Mr. Finnemore indicated that the least attractive component of the changes made by Act 32 was the performance contracting requirement. Performance contracting has two positive benefits, one it provides a financial guarantee of savings over the course of the life of the bond, and two it provides districts without the expertise on staff a means to implement these types of projects. The first benefit has some value, but in a 20-year bond, there is not a substantial amount of checks and balances with respect to the guarantee. The second is not of great value to the District since we have in-house capability of managing all phases of these types of projects. It is Administrations intent is to control the amount of services provided by the performance contractor to only those services required by law.

A benefit of implementing an Act 32 project would be the opportunity to reduce the amount of major maintenance expenditures for some period of time because of the number of projects included in this scope that would otherwise be funded by major maintenance. The traditional major maintenance budget for KUSD is \$2,000,000 per year with \$500,000 of that money being used to pay off the loan used to fund the Reuther masonry restoration project. Administration is proposing a reduction of the major maintenance budget of \$500,000 per year for 3-4 years.

Act 32 allows school districts to issue bonds or notes to finance the energy efficiency projects. The proposed energy efficiency projects total \$16,689,540. If KUSD wishes to finance these

projects with long-term debt, the debt can be issued under revenue limits in Fund 38. Debt issued in Fund 38 does not require a referendum, but does require a 30-day petition period. Further, if the maturity of the debt exceeds ten years, a Public Hearing is also required. The process for issuing Fund 38 debt would begin with an Initial Resolution. Upon Board approval of the Initial Resolution, a Notice to Electors is published in KUSD's official newspaper. Within 10 days of publication of the Notice, a Public Hearing is held for informational purposes. From the date of the Public Hearing, the electorate has 30 days to file a petition to stop the process. The petition must be signed by 20% of the school district electors, or 7,500 electors, whichever is less. If no petition is filed, KUSD can issue the bonds to finance the projects. If the three parameters defined in 2011 Wisconsin Act 32 are met, the KUSD Board can levy for the debt service on the bonds outside revenue limits (energy efficiency exemption). The decision regarding the levy will be made on an annual basis, and future KUSD elected officials will make that determination. On a preliminary basis, it is contemplated that a 20-year bond issue will be utilized with a "wraparound" structure. This methodology attempts to minimize the tax impact by taking advantage of the future decreases KUSD's debt service payments, which decrease slightly in 2016 and then dramatically in 2017. In addition, the District has an opportunity to refinance the 2002 Bonds. To create efficiency in issuance costs, the refinancing could be done in conjunction with the energy efficiency financing.

In identifying schools to include for energy efficiency improvements, the eight lowest EPA Energy Star Rated schools in the District and the only schools with a rating lower than 70 were selected. These schools and their Energy Star Ratings are:

- Bose – 68
- Forest Park – 48
- Grant – 64
- Grewenow – 53
- Harvey – 59
- Jeffery – 62
- Roosevelt – 64
- Vernon – 39

Jefferson Elementary was added because it is a sister school of Grant and the two schools have similar problems that can be corrected.

Once the schools were identified, all of their capital projects maintenance and energy data, as well as performed a detailed walkthrough, of each of the buildings was done to identify potential energy savings projects. Those projects were evaluated to determine the capital investment needed, potential energy savings, and other benefits related to each project. A detailed scope of work was developed for each school. The scope of work for each school differs due to the design and operation of the building. The estimated cost for the projects at the nine schools is \$16,690,000 ranging from a low of \$816,812 for Jeffery Elementary to a high of \$3,095,409 for Vernon Elementary.

Administration's recommendation is to couple the security system upgrades with the Act 32 energy efficiency projects and associated reduction in the major maintenance budget. The \$500,000 per year reduction in the major maintenance budget would allow for the security upgrades to be implemented in a three-year period without the need to find a funding source within the general fund. The security proposal would include:

- Security Cameras
- Security Camera Head End System
- Security Systems on One Common Software System
- Addition of Door Bells at Elementary Schools
- Phones in Every Classroom
- Instantaneous Mass Notification System

Questions asked by Committee members were answered by Administration.

Mr. Valeri moved to forward the Energy Efficiency and Security Project Proposal to the full Board for consideration. Mrs. Taube seconded the motion. Unanimously approved.

Meeting adjourned at 7:00 P.M.

Stacy Schroeder Busby
School Board Secretary



A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mrs. Taube was called to order at 7:03 P.M. with the following Committee members present: Mr. Nuzzo, Mr. Bryan, Mrs. Marcich, Mr. Kent, Mr. Aceto, Mr. Coleman, Ms. Dawson, Mr. Holdorf, and Mrs. Taube. Dr. Hancock was also present. Ms. Adams was absent.

Approval of Minutes – April 9, 2013

Mr. Bryan moved to approve the minutes as contained in the agenda. Mr. Nuzzo seconded the motion. Unanimously approved.

Board Approved Fees for the 2013-2014 School Year

Mr. Tarik Hamdan, Budget and Grant Manager, presented the Board Approved Fees for the 2013-2014 School Year as contained in the agenda. He indicated that a Fee Sub Committee was established through the Budget Council which consisted of members of the Finance Department and school Principals and procedures and adequacy of the fees were reviewed. The following updates/recommendations are being made:

- Administration is recommending only one change to the 2013-2014 Base User Fee Schedule. In conjunction with eliminating the \$24 Physical Education High School Course Fee which was assessed only to students with Physical Education on their schedule, an additional \$3 will be added to the High School Base User Fee for all students. This recommendation is the result of a drastic reduction in the cost of towel service as well as the elimination of the cost of providing swim suits.
- The Athletics Department is proposing a new fee for students participating in Hockey. The \$900/player fee is currently being collected by the Hockey Booster Club which presents a liability issue, since KUSD would still be responsible for paying the ice time even if the collected money were to get “lost.” Making this an official KUSD fee will protect us from any potential mishandling of the funds.
- In relation to building use fees, the Facilities Department has overhauled and streamlined the fee schedule in order to implement new software for on-line rentals. Some fees have been consolidated and they are now more consistent between buildings. Additional rates have also been added for the enhanced turf fields. This simplified rate schedule also includes an additional 3% increase to account for CPI changes.
- After reviewing the DPI issued guidance on Summer School Fees, there was a lack of justification for charging Summer School Fees. Without detailed lists from our Summer School Coordinators/Principals on the exact consumable items that students would be using, the fees are not allowable. In general, an Aided Summer School Program shall be at no cost to a resident student; even field trip fees (if instructional) are not allowable.

Questions asked by Committee members were answered by Administration.

Mr. Kent moved to forward the Board Approved Fees for the 2013-2014 School Year to the full Board with the recommendation that the 2013-2014 fees for Students, Building Use and Recreation be established at the indicated rates and that the student fee structure be reflected in the General Fund's revenue and expenditures for the 2013-2014 District Budget. Mr. Nuzzo seconded the motion. Unanimously approved.

FY 14 Preliminary Budget

Mrs. Tina Schmitz, Chief Financial Officer, presented the Fiscal 2013-2014 Preliminary Budget as contained in the agenda and spoke on the following budget assumptions:

- Revenue
 - No increase in per pupil funding for revenue limit (preliminary)
 - Estimated increase in state general/equalization aid
 - Decrease in tax levy
 - No change in categorical aid
 - Estimated decrease of 100 student FTE
 - Unknown impact of vouchers to student enrollment
- Expense Reductions
 - Savings through new health insurance plan design
 - Savings from retirement and health insurance contributions
 - Reduced unemployment expenses
- Expense Additions
 - Additional teachers and staff
 - Expanded counselor hour
 - Additional calendar paid days
 - Student support program
 - Student programming/curriculum
 - Student testing software
 - Student transportation costs
 - System software renewals
 - Property insurance
 - Employee fringe benefit increases (life and long-term disability)
 - Estimated health and dental insurance for part-time employees
 - Increased OPEB (other post-employment benefits) accrual

Mrs. Schmitz indicated that the budget was built very conservatively due to the unknowns, i.e. a finalized State budget, the impact from vouchers and enrollments, and changes to the revenue limit through additional per pupil funding.

Mrs. Schmitz then distributed and presented an updated list of preliminary budget assumptions. She indicated that she was aware that it was a lot of information to be reviewed; thus, the item is for informational purposes only. She noted that the assumptions will be presented to the full

Board at their regular meeting on June 25; therefore, she requested that Committee members review the information and submit any input and/or questions to the Superintendent's Office within the next week. Questions asked by Committee members were answered by Administration.

Discussion took place in response to Mrs. Taube's request to add a fiscal year-end report of payments to District vendors to the Committee's agenda and for a detailed purchased service report. Mrs. Schmitz and several Committee members shared their opinion on Mrs. Taube's request. Mrs. Taube indicated that she would submit her request in writing.

Information Items

Mrs. Schmitz presented the Summary of Grant Activities as contained in the agenda and answered questions from Committee members.

Mrs. Schmitz presented the Monthly Financial Statements as contained in the agenda and answered questions from Committee members.

Future Agenda Items

Mr. Coleman requested that the process for requesting information and how the request is handled/assigned/fulfilled be discussed.

Meeting adjourned at 8:19 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin

July 9, 2013
Audit/Budget/Finance Committee

Fiscal 2013-2014 Preliminary Budget

Per Board Policy 3100, Annual Operating Budget, the Kenosha Unified School District Administration is currently in the process of developing a preliminary budget incorporating assumptions based on information from Governor Walker's biennial budget, and the Department of Public Instruction. Those assumptions include:

- Revenue
 - Increase in \$75 per pupil funding for revenue limit
 - Estimated increase in state general/equalization aid
 - Decrease in tax levy
 - Increase of \$25 per pupil categorical aid (\$50 FY13, \$75 FY14)
 - Estimated decrease of 100 student FTE
 - Unknown impact of vouchers to student enrollment
- Expense Reductions
 - Savings through new health insurance plan design
 - Savings from retirement and health insurance contributions
 - Reduced unemployment expenses
- Expense Additions
 - Additional teachers and staff
 - Expanded counselor hours
 - Additional calendar paid days
 - Student support program
 - Student programming/curriculum
 - Student testing software
 - Student transportation costs
 - System software renewals
 - Property insurance
 - Employee fringe benefit increases (life and long-term disability)
 - Estimated health and dental insurance for part-time employees
 - Increased OPEB (other post-employment benefits) accrual

The initial budget projections were built based on conservative estimates and first presented to the Audit/Budget/Finance Committee and full School Board in April. Since that time Administration has continued to analyze the projected student enrollment, made adjustments for further known reductions in health insurance, and made adjustments for additions to the operating budget.

These next few months are critical to the District in ensuring a timely implementation to meet the budget timeline, and preparation for the 2013-2014 school year. The state budget has now been finalized with the Governors' signing taking place on June 30th so the parameters are in place. However, further adjustments will be made as we learn more about the impact from vouchers, enrollment changes, and changes to state aid and property valuations.

The Kenosha Unified School District's proposed budget for 2013-2014 will be prepared in accordance with the budgeting and financial operations policies for the District and will be prepared to conform to existing State of Wisconsin requirements. It is the desire of Administration to present the Board of Education an appropriate balanced budget, taking into consideration the beliefs, parameters and objectives of the Transformation Plan and the ongoing instructional and fiscal responsibilities of Administration. As always, the budget is developed and implemented with the ultimate goal of meeting the needs of all our students.

Attached to this report is detail of the budget assumptions initially presented at the June 11th Audit/Budget/Finance Committee Meeting where they were approved to be forwarded to the full Board. At the June 25th Board meeting, a motion was passed to approve a select number of expenditure addition assumptions related to Teaching staff (reference numbers 14, 15, 16, 17, 30, 31, 32, 37, 41, 42, 43, 44, 47, 48, 57 and grant funded items), however none of the off-setting revenue or expenditure reduction items that are needed to make the additions possible were approved. Administration's proposed budget was intended to be approved as a comprehensive document. As it stands today, the approved items in the proposed budget are far from balanced and further Board action will be required to correct this situation.

Since the June 25th meeting, Administration has added or updated the following assumption numbers:

- #61 - Salary Increases for potentially bargained salary increases (adjusted to show breakdown)
- #62 – Additional Assistant Principal at Bradford High School (new)
- #63 – Library Media Teacher at Harvey Elementary School (new)
- #64 – Clerical Support Upgrade for Community School Relations Department (new)
- #53 – Part Time Health Coverage Potential Costs (used as a balancing line due to its variability)

Recommendation

The detailed budget assumptions were presented to the Audit/Budget/Finance Committee on June 11th. Also on June 11th, the School Board received a full set of detailed FY14 budget assumptions including supporting documents for each of the assumptions. On June 25th the FY14 budget assumptions were presented to the School Board for a second time where certain items were approved to move forward, however without consideration to the revenue or budget reductions required to allow for increases. Administration requests that the Audit/Budget/Finance Committee once again review the list of preliminary 2013-2014 Budget Assumptions and forward them on to full Board for approval.

Dr. Michele Hancock
Superintendent of Schools

Tarik Hamdan
Budget & Grant Manager

**KENOSHA UNIFIED SCHOOL DISTRICT
FY14 PRELIMINARY BUDGET ASSUMPTIONS
AUDIT, BUDGET, AND FINANCE COMMITTEE MEETING 7/9/13**

BOE APPROVAL	REF NO.	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FTE ADDITIONS	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
	1	REVENUE CHANGES	DISTRICT	FINANCE	-\$3,669,788	PROPERTY TAXES		FUND 10	YES-DIST LOCAL	PRELIMINARY REVENUE LIMIT INCLUDES \$75 PP INC
	2	REVENUE CHANGES	DISTRICT	FINANCE	-\$7,000	OTHER LOCAL REVENUES		FUND 10	YES-DIST LOCAL	
	3	REVENUE CHANGES	DISTRICT	FINANCE	-\$70,000	STUDENT FEES		FUND 10	YES-DIST LOCAL	ELIMINATE SUMMER SCHOOL FEES
	4	REVENUE CHANGES	DISTRICT	FINANCE	-\$36,500	TRANSPORTATION AID		FUND 10	YES-DIST LOCAL	
	5	REVENUE CHANGES	DISTRICT	FINANCE	\$554,175	SPECIAL CATEGORICAL AID (FY14 \$75 PP REPLACES FY13 \$50 PP)		FUND 10	YES-DIST LOCAL	
	6	REVENUE CHANGES	DISTRICT	FINANCE	\$5,105,753	STATE EQUALIZATION AID		FUND 10	YES-DIST LOCAL	PRELIMINARY REVENUE LIMIT INCLUDES \$75 PP INC
	7	REVENUE CHANGES	DISTRICT	FINANCE	\$20,000	STATE TUITION PAYMENTS		FUND 10	YES-DIST LOCAL	
	8	REVENUE CHANGES	DISTRICT	FINANCE	-\$12,947	COMPUTER AID		FUND 10	YES-DIST LOCAL	
	9	REVENUE CHANGES	DISTRICT	FINANCE	\$166,500	MISC REVENUES		FUND 10	YES-DIST LOCAL	
	REVENUE CHANGES (DISTRICT LOCAL)				\$2,050,193					
	10	UNEMPLOYMENT BUDGET	DISTRICT	HR	-\$1,000,000	ADJUST BUDGET TO REFLECT CHANGES		FUND 10	YES-DIST LOCAL	REDUCE FROM \$1.7M
	11A	HEALTH INSURANCE PLAN CHANGES	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	-\$5,850,000	SAVINGS RESULTING FROM PREMIUM CHANGES AND 12% EMPLOYEE CONTRIBUTIONS		ALL FUNDS	YES-DIST LOCAL	LOCAL (90%)
	11B	HEALTH INSURANCE PLAN CHANGES	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	-\$325,000	SAVINGS RESULTING FROM PREMIUM CHANGES AND 12% EMPLOYEE CONTRIBUTIONS		ALL FUNDS	YES-CHARTER	CHARTER (5%)
	11C	HEALTH INSURANCE PLAN CHANGES	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	-\$325,000	SAVINGS RESULTING FROM PREMIUM CHANGES AND 12% EMPLOYEE CONTRIBUTIONS		ALL FUNDS	YES-GRANT	GRANT (5%)
	12A	DENTAL INSURANCE PLAN CHANGES	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	-\$135,000	SAVINGS RESULTING FROM PREMIUM CHANGES		ALL FUNDS	YES-DIST LOCAL	LOCAL (90%)
	12B	DENTAL INSURANCE PLAN CHANGES	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	-\$7,500	SAVINGS RESULTING FROM PREMIUM CHANGES		ALL FUNDS	YES-CHARTER	CHARTER (5%)
	12C	DENTAL INSURANCE PLAN CHANGES	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	-\$7,500	SAVINGS RESULTING FROM PREMIUM CHANGES		ALL FUNDS	YES-GRANT	GRANT (5%)
	13A	WRS SAVINGS-EMPLOYEE SHARE	HR/FINANCE	ED KUPKA/TINA SCHMITZ	-\$5,670,000	SAVINGS FROM ACT 10 RULE: ALL EMPLOYEES WILL PAY THEIR SHARE OF WRS		ALL FUNDS	YES-DIST LOCAL	LOCAL (90%)
	13B	WRS SAVINGS-EMPLOYEE SHARE	HR/FINANCE	ED KUPKA/TINA SCHMITZ	-\$315,000	SAVINGS FROM ACT 10 RULE: ALL EMPLOYEES WILL PAY THEIR SHARE OF WRS		ALL FUNDS	YES-CHARTER	CHARTER (5%)
	13C	WRS SAVINGS-EMPLOYEE SHARE	HR/FINANCE	ED KUPKA/TINA SCHMITZ	-\$315,000	SAVINGS FROM ACT 10 RULE: ALL EMPLOYEES WILL PAY THEIR SHARE OF WRS		ALL FUNDS	YES-GRANT	GRANT (5%)
	EXPENSE REDUCTIONS (DISTRICT LOCAL)				-\$12,655,000					

**KENOSHA UNIFIED SCHOOL DISTRICT
FY14 PRELIMINARY BUDGET ASSUMPTIONS
AUDIT, BUDGET, AND FINANCE COMMITTEE MEETING 7/9/13**

BOE APPROVAL	REF NO.	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FTE ADDITIONS	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
YES 6/25/13	14	SPECIAL ED TEACHERS	SPED	SUE VALERI	\$1,172,816	2 EARLY CHILDHOOD, 7.5 ELEM, 6.5 HIGH SCHOOL-TEACH	16 Teacher	FUND 27 MOE	YES-DIST LOCAL	
YES 6/25/13	15	OCCUPATIONAL THERAPISTS	SPED	SUE VALERI	\$156,328	2 FTE-TEACH	2 Occ. Therapists	FUND 27 MOE	YES-DIST LOCAL	
YES 6/25/13	16	COUNSELORS	STUDENT SUPPT	SUE VALERI	\$358,066	4.5 FTE-TEACH	4.5 Counselors	FUND 10	YES-DIST LOCAL	
YES 6/25/13	17	SOCIAL WORKERS	STUDENT SUPPT	SUE VALERI	\$195,410	2.5 FTE-TEACH	2.5 Social Workers	FUND 10	YES-DIST LOCAL	
	18	SPECIAL ED ESPs	SPED	SUE VALERI	\$231,000	5.0 FTE-ESP	5 ESP	FUND 27 MOE	YES-DIST LOCAL	
YES 6/25/13	19	COORDINATOR OF SPECIAL ED	SPED/STUDENT SUPPT	SUE VALERI	\$127,449	1.0 FTE-ADMIN	1 Admin	FUND 27 IDEA GRANT	YES-GRANT	
	20	RESEARCH ANALYST	ED ACCT	KRIS KECKLER	\$93,170	RESTORE AND FILL 1.0 RESEARCH ANALYST-ADMIN-TECH	1 Admin	FUND 10	YES-DIST LOCAL	
	21	OPERATIONS & APPLICATIONS SUPPT COORDINATOR	INFO SERVICES	KRIS KECKLER	\$113,000	RESTORE 1.0 FTE-ADMIN	1 Admin	FUND 10	YES-DIST LOCAL	
	22	TECHNOLOGY SUPPORT TECHNICIANS	INFO SERVICES	KRIS KECKLER	\$210,000	ADD 3.0 FTE-MISC	3 Misc-Tech	FUND 10	YES-DIST LOCAL	
	23	INTERACTIVE COMMUNICATIONS SPECIALIST	COMMUNICATIONS	TANYA RUDER	\$21,010	UPGRADE & CONVERT TO 1.0 FTE-ADMIN-TECH		FUND 83 COMMUNITY	YES-COMMUNITY	
	24	HUMAN RESOURCES REORGANIZATION	HR	ED KUPKA	\$196,355	UPGRADE SECs to MISC, ADD/RESTORE 1.0 FTE MISC, ADD/RESTORE 1.0 FTE-ADMIN	2 Misc & Admin	FUND 10	YES-DIST LOCAL	
	25	T&L REORG	T&L	DR. SUE	\$367,157	ADD 2.5 FTE-ADMIN, 1.0 FTE-SEC, 1.0 FTE-TEACH	4.5 Admin, Sec, & Teacher	FUND 10	YES-DIST LOCAL	REMOVED RTI COORDINATOR (COMBINE WITH SPED INSTEAD)
	26	EBSOLA DUAL LANGUAGE INSTRUCTIONAL COACH	T&L	JEN NAVARRO	\$121,509	1.0 FTE-TEACH	1 Inst Coach	FUND 10	YES-DIST LOCAL	ADD PER KAREN
	27A	EXPANSION OF EARLY EDUCATION	T&L	BELINDA GRANTHAM	\$782,013	\$1,259,366 TOTAL, \$782,013 STAFF, \$23,269 MATERIALS, \$7,000 TECH, \$447,084 TRANS	6.1 Teacher	FUND 10	YES-DIST LOCAL	CONTINGENT ON ENROLLMENT
	27B	EXPANSION OF EARLY EDUCATION	T&L	BELINDA GRANTHAM	\$476,366	\$1,259,366 TOTAL, \$782,013 STAFF, \$23,269 MATERIALS, \$7,000 TECH, \$447,084 TRANS		FUND 10	YES-DIST LOCAL	CONTINGENT ON ENROLLMENT
YES 6/25/13	28	HEAD START STAFFING	T&L	BELINDA GRANTHAM	\$249,645	1.0 PARENT SPEC-MISC, 1.0 INSTR COACH-TEACH, 1.0 ASST DIR-ADMIN	3 Misc, Inst Coach, & Admin	FUND 25 HS GRANT	YES-GRANT	
	29	SERVICE LEARNING FACILITATOR	T&L	JEN NAVARRO	\$37,072	POSITION FORMERLY FUNDED BY A GRANT , NO LONGER AN OPTION	1 Misc-Facilitator	FUND 10	YES-DIST LOCAL	
YES 6/25/13	30	ELEMENTARY TEACHER STAFFING	ELEM	KAREN DAVIS	\$1,425,000	REDUCE CLASS SIZES (27:1 RATIO) 15 FTE-TEACH (CHARTERS EXCLUDED)	15 Teacher	FUND 10	YES-DIST LOCAL	
YES 6/25/13	31	MIDDLE SCHOOL TEACHER STAFFING	MS	PRINCIPALS	\$1,115,300	11.74 FTE-TEACH (CHARTERS EXCLUDED)	11.74 Teacher	FUND 10	YES-DIST LOCAL	
YES 6/25/13	32	HIGH SCHOOL TEACHER STAFFING	HIGH	PRINCIPALS	\$3,705,000	39 FTE-TEACH (CHARTERS EXCLUDED)	39 Teacher	FUND 10	YES-DIST LOCAL	
	33	MIDDLE SCHOOL ESP STAFFING	MS	PRINCIPALS	\$237,500	5.0 FTE-ESP (CHARTERS EXCLUDED)	5 ESP	FUND 10	YES-DIST LOCAL	TELL ME MORE
	34	HIGH SCHOOL ESP STAFFING	HIGH	PRINCIPALS	\$207,100	4.36 FTE-ESP (CHARTERS EXCLUDED)	4.36 ESP	FUND 10	YES-DIST LOCAL	SECURITY
	35	HIGH SCHOOL MISC STAFFING	HIGH	PRINCIPALS	\$150,000	3 FTE-MISC (CHARTERS EXCLUDED)	3 Misc	FUND 10	YES-DIST LOCAL	ITA EXPANSION
	36	COUNSELOR CALENDAR EXTENSION	DISTRICT	LEADERSHIP COUNCIL	\$185,369	EXTEND COUNSELORS WORK CALENDAR BY 2 WEEKS HIGH SCHOOL ONLY (COMPREHENSIVE ONLY)		FUND 10 (90%) FUND 27 (10%)	YES-DIST LOCAL	ADJS \$ TO REFLECT COMPREHENSIVE ONLY (HOLD ON PSTs UNTIL NEXT YEAR)
YES 6/25/13	37	SPECIALS (ART, MUSIC, PE)	DISTRICT	PRINCIPALS	\$285,000	1.0 FTE-TEACH FOR EACH AREA (ART, MUSIC, PE)	3 Teacher	FUND 10	YES-DIST LOCAL	ELEMENTARY ONLY

**KENOSHA UNIFIED SCHOOL DISTRICT
FY14 PRELIMINARY BUDGET ASSUMPTIONS
AUDIT, BUDGET, AND FINANCE COMMITTEE MEETING 7/9/13**

BOE APPROVAL	REF NO.	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FTE ADDITIONS	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
	38	NWEA MAP LICENSING	T&L	DR. SUE	\$190,000	INCREASE BUDGET TO ACQUIRE MEASURE OF ACADEMIC PROGRESS TESTING LICENSES (GR 2-10)		FUND 10	YES-DIST LOCAL	
	39	SUMMER SCHOOL 2013	T&L	DR. SUE/DEB GIORNO	\$183,000	RESTORE SUMMER SCHOOL BUDGET		FUND 10	YES-DIST LOCAL	
	40	YOUTH OPTIONS PROGRAM	T&L	DAVE TUTTLE	\$75,000	INCREASE BUDGET TO ALIGN WITH INCREASE IN PARTICIPATION		FUND 10	YES-DIST LOCAL	
YES 6/25/13	41	BANDWIDTH UPGRADE	DISTRICT	FACILITIES/KRIS KECKLER	\$17,460	INCREASE FROM 250 MEG TO 1 GIG		FUND 10	YES-DIST LOCAL	ABOUT 50% COMES BACK THRU E-RATE
YES 6/25/13	42	CHANNEL 20 STREAMING	DISTRICT	PUBLIC INFO/ INFO SERVICES	\$12,000	\$1,000 PER MONTH		FUND 83 COMMUNITY	YES-COMMUNITY	STREAMING SERVER ALREADY PURCHASED
YES 6/25/13	43	ITED ON-LINE	ED ACCT	KRIS KECKLER	\$2,000	REPLACE PAPER ITED TEST WITH ON-LINE VERSION		FUND 10	YES-DIST LOCAL	
YES 6/25/13	44	ANTI-VIRUS RENEWAL	INFO SERVICES	KRIS KECKLER	\$33,000	EXPIRING CONTRACT 6/30/13, NEED NEW RFP		FUND 10	YES-DIST LOCAL	\$150,000 OVER 5 YEARS
	45	ALTERNATIVE TO SUSPENSION	SECONDARY SCHOOL SUPPORT	DAN TENUTA	\$70,000	CAAAD PROGRAM		FUND 10	YES-DIST LOCAL	PREVIOUSLY FUNDED FROM S3 GRANT (FY14 \$10K FROM S3 GRANT)
	46	ADD 1.0 FTE PLUMBER	FACILITIES	PAT FINNEMORE	\$90,000	HIRE 1 ADDITIONAL PLUMBER POSITION	1 Service	FUND 10	YES-DIST LOCAL	
YES 6/25/13	47	TRANSPORTATION-FIRST STUDENT	TRANSPORTATION	JEFF MARX	\$127,127	2.5% CONTRACT INCREASE		FUND 10/27	YES-DIST LOCAL	
YES 6/25/13	48	TRANSPORTATION-CITY TRANSIT	TRANSPORTATION	JEFF MARX	\$107,613	ESTIMATED INCREASE IN PRICE OF BUS PASSES		FUND 10	YES-DIST LOCAL	
	49	TRANSPORTATION - HS EARLY RELEASE	SECONDARY SCHOOL SUPPORT	DAN TENUTA	\$64,000	2:15 P.M. EARLY RELEASE FRIDAYS		FUND 10	YES-DIST LOCAL	
	50	PROPERTY INSURANCE INCREASE	HR	ED KUPKA	\$43,500	ESTIMATED INCREASE IN PROPERTY INSURANCE PREMIUMS		FUND 10	YES-DIST LOCAL	
	51	LIFE INSURANCE PLAN CHANGES	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$300,000	INCREASES RESULTING FROM ADDITIONAL ADMIN FEES DUE TO EXPANDED COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-DIST LOCAL	ADJUST FOR CHARTERS AND GRANTS
	52A	LONG TERM DISABILITY	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$153,000	INCREASES RESULTING FROM ADDITIONAL COSTS DUE TO EXPANDED COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-DIST LOCAL	LOCAL (90%)
	52B	LONG TERM DISABILITY	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$8,500	INCREASES RESULTING FROM ADDITIONAL COSTS DUE TO EXPANDED COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-CHARTER	CHARTER (5%)
	52C	LONG TERM DISABILITY	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$8,500	INCREASES RESULTING FROM ADDITIONAL COSTS DUE TO EXPANDED COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-GRANT	GRANT (5%)

**KENOSHA UNIFIED SCHOOL DISTRICT
FY14 PRELIMINARY BUDGET ASSUMPTIONS
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BOE APPROVAL	REF NO.	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FTE ADDITIONS	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
	53A	PART TIME HEALTH COVERAGE	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$525,730	POTENTIAL COST FOR ADDITIONAL PRO-RATED BENEFIT COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-DIST LOCAL	LOCAL (90%)
	53B	PART TIME HEALTH COVERAGE	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$39,750	POTENTIAL COST FOR ADDITIONAL PRO-RATED BENEFIT COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-CHARTER	CHARTER (5%)
	53C	PART TIME HEALTH COVERAGE	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$39,750	POTENTIAL COST FOR ADDITIONAL PRO-RATED BENEFIT COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-GRANT	GRANT (5%)
	54A	PART TIME DENTAL COVERAGE	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$64,800	POTENTIAL COST FOR ADDITIONAL PRO-RATED BENEFIT COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-DIST LOCAL	LOCAL (90%)
	54B	PART TIME DENTAL COVERAGE	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$3,600	POTENTIAL COST FOR ADDITIONAL PRO-RATED BENEFIT COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-CHARTER	CHARTER (5%)
	54C	PART TIME DENTAL COVERAGE	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$3,600	POTENTIAL COST FOR ADDITIONAL PRO-RATED BENEFIT COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-GRANT	GRANT (5%)
	55	ADDITIONAL CALENDAR DAYS	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$85,000	INCREASED PAID DAYS DUE TO NEW CALENDARS THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-DIST LOCAL	
	56A	OPEB BENEFIT INCREASE	FINANCE	TINA SCHMITZ	\$1,170,000	INCREASE THE BENEFIT EXPENSE ON ACTIVE EMPLOYEES FROM 3.5% OF SALARY TO 4.5% (NO COST TO EMPLOYEE, THIS IS AN EXPENSE TO ALL COST CENTERS)		ALL FUNDS	YES-DIST LOCAL	LOCAL (90%)
	56B	OPEB BENEFIT INCREASE	FINANCE	TINA SCHMITZ	\$65,000	INCREASE THE BENEFIT EXPENSE ON ACTIVE EMPLOYEES FROM 3.5% OF SALARY TO 4.5% (NO COST TO EMPLOYEE, THIS IS AN EXPENSE TO ALL COST CENTERS)		ALL FUNDS	YES-CHARTER	CHARTER (5%)
	56C	OPEB BENEFIT INCREASE	FINANCE	TINA SCHMITZ	\$65,000	INCREASE THE BENEFIT EXPENSE ON ACTIVE EMPLOYEES FROM 3.5% OF SALARY TO 4.5% (NO COST TO EMPLOYEE, THIS IS AN EXPENSE TO ALL COST CENTERS)		ALL FUNDS	YES-GRANT	GRANT (5%)
YES 6/25/13	57	PSYCHOLOGIST INCREASE	STUDENT SUPPT	SUE VALERI	\$26,555	INCREASE A HALF TIME (.5 FTE) PSYCHOLOGIST TO FULL TIME (1.0 FTE)	0.5 Psych.	FUND 27	YES-DIST LOCAL	

**KENOSHA UNIFIED SCHOOL DISTRICT
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BOE APPROVAL	REF NO.	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FTE ADDITIONS	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
	58	MATHEMATICS CURRICULUM PURCHASE GRADES 6-9	T&L	CHRIS PRATT	\$400,000	NEW MATH CURRICULUM THAT ALLIGNS WITH COMMON CORE		FUND 10	YES-DIST LOCAL	
	59	VACATION PAYOUTS	HR	ED KUPKA	\$51,877	VACATION PAYOUT FOR 22 SECRETARIES (MOVE FROM 10 MO TO 12 MO)		FUND 10	YES-DIST LOCAL	
	60	POSITIVE BEHAVIOR INTERVENTION SUPPT (PBIS)	T&L	SUE VALERI	\$285,000	3.0FTE-TEACH (3 COACHES) DISTRICT-WIDE	3 Teacher	FUND 10	YES-DIST LOCAL	
	61A	SALARY INCREASES	HR	ED KUPKA/SHERONDA GLASS	\$1,620,000	HOLD FOR POTENTIAL BARGAINED SALARY INCREASES		ALL FUNDS	YES-DIST LOCAL	LOCAL (90%)
	61B	SALARY INCREASES	HR	ED KUPKA/SHERONDA GLASS	\$90,000	HOLD FOR POTENTIAL BARGAINED SALARY INCREASES		ALL FUNDS	YES-CHARTER	CHARTER (5%)
	61C	SALARY INCREASES	HR	ED KUPKA/SHERONDA GLASS	\$90,000	HOLD FOR POTENTIAL BARGAINED SALARY INCREASES		ALL FUNDS	YES-GRANT	GRANT (5%)
	62	ASSITANT PRINCIPAL-BRADFORD	SECONDARY SCHOOL SUPPORT	DAN TENUTA	\$140,000	AP WITH FOCUS IN OFFICE OF STUDENT LIFE AND LEARNING	1 Admin	FUND 10	YES-DIST LOCAL	
	63	LIBRARY MEDIA TEACHER	ELEM	KAREN DAVIS	\$60,000	ADD .5 FTE LMT FOR HARVEY EL	0.5 Teacher	FUND 10	YES-DIST LOCAL	
	64	COMMUNITY & SCHOOL RELATIONS SUPPORT	COMMUNICATIONS	TANYA RUDER	\$20,000	UPGRADE & CONVERT TO 1.0 FTE-10MNT MISC TO 12MNT SEC	Convert Misc to SEC	FUND 83 COMMUNITY	YES-COMMUNITY	
EXPENSE ADDITIONS (DISTRICT LOCAL)					\$17,705,193	140.70 TOTAL FTE				
							106.84 Teacher FTE (94.84 teachers, 2 instructional coaches, 2 occup. therapists, 2.5 social workers, 4.5 counselors, .5 psychologist, .5 LMT - see lines 14, 15, 16, 17, 25, 26, 27A, 28, 30, 31, 32, 37, 57,60,63) 14.36 ESP FTE (5 special ed, 5 middle school, 4.36 high school, see lines 18, 33, 34) 2.00 Secretary FTE (T & L secretary, Community & School Relations - see lines 25,64) 1.00 Service FTE (plumber - see line 46) 8.50 Admin FTE (1 coordinator, 1 research analyst, 1 I.S. coordinator, 1 HR coordinator, 2.5 T & L coordinators, 1 Head Start admin, 1 Assistant Principal - see lines 19, 20, 21, 24, 25, 28,62) 8.00 Misc FTE (3 I.S. techs, 1 HR, 1 Head Start, 1 T & L, 3 high school, -1 Community & School Relations - see lines 22, 24, 30, 37,64)			
							140.70 Total FTE			

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Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 5/31/2013

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Fund 10 General Fund

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	15,683,728	15,683,728				16,814,885	16,814,885				
100 Operating Transfers In	0	0		0		0	0		0		0
200 Local revenues	77,652,217	77,193,813		458,404	99.41	80,036,086	79,011,417		1,024,669	98.72	80,127,839
300 Interdistrict revenues	300,000	0		300,000	0.00	300,000	0		300,000	0.00	337,666
500 Intermediate revenues	32,500	19,147		13,353	58.91	59,500	59,268		232	99.61	60,065
600 State aid	150,466,803	95,395,137		55,071,666	63.40	144,524,036	92,156,558		52,367,478	63.77	144,534,847
700 Federal aid	10,439,218	6,091,852		4,347,366	58.36	11,302,173	7,678,257		3,623,916	67.94	11,174,078
800 Debt proceeds	0	0		0		0	191,989		-191,989		191,989
900 Revenue adjustments	575,462	881,197		-305,735	153.13	101,669	27,150		74,518	26.70	368,510
Total Revenues	239,466,200	179,581,146		59,885,054	74.99	236,323,464	179,124,640		57,198,824	75.80	236,794,994
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	111,923,545	98,282,185	4,050	13,637,310	87.82	116,466,586	108,023,656	2,600	8,440,330	92.75	116,612,881
200 Benefits	59,699,825	50,413,520	0	9,286,305	84.45	63,310,488	56,408,491		6,901,997	89.10	63,039,281
300 Purchased Services	19,153,734	13,177,662	1,203,117	4,772,955	75.08	18,366,656	13,490,292	1,045,813	3,830,551	79.14	16,479,618
400 Supplies	9,721,216	7,433,338	976,888	1,310,990	86.51	9,688,282	6,453,076	1,946,461	1,288,745	86.70	8,561,733
500 Capital Outlay	2,427,397	2,274,134	294,490	-141,227	105.82	2,346,937	2,040,992	149,957	155,988	93.35	2,208,243
600 Debt Services	450,093	540,093	0	-90,000	120.00	450,000	351,786		98,214	78.17	374,169
700 Insurance	2,326,707	1,320,238	0	1,006,469	56.74	1,326,707	1,268,095	0	58,612	95.58	1,334,928
800 Operating Transfers Out	30,515,305	22,987,426		7,527,878	75.33	30,759,834	500,000		30,259,834	1.63	27,136,588
900 Other objects	248,379	110,590	2,789	135,000	45.65	1,838,797	124,488	1,555	1,712,753	6.85	2,173,809
Total Expenditures	236,466,200	196,539,186	2,481,334	37,445,680	84.16	244,554,287	188,660,877	3,146,387	52,747,023	78.43	237,921,251
Net Revenue/Expenses	3,000,000	-16,958,040				-8,230,823	-9,536,236				-1,126,257
Fund Balance - Ending	18,683,728	-1,274,312				8,584,063	7,278,649				15,683,728

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 5/31/2013

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Fund 21 Special Revenue Trust

-----2013-----					-----2012-----				
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0			0	0			
200 Local revenues	0	0	0		0	0	0		0
Total Revenues	0	0	0		0	0	0		0
Net Revenue/Expenses	0	0			0	0			0
Fund Balance - Ending	0	0			0	0			0

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 5/31/2013

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Fund 25 Head Start

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	0	0				0	0				
700 Federal aid	1,956,394	1,382,568		573,826	70.67	1,968,420	1,472,948		495,472	74.83	1,800,201
Total Revenues	1,956,394	1,382,568		573,826	70.67	1,968,420	1,472,948		495,472	74.83	1,800,201
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	944,729	823,519		121,210	87.17	893,487	776,520		116,967	86.91	822,771
200 Benefits	605,818	556,370		49,447	91.84	671,131	558,678		112,454	83.24	602,153
300 Purchased Services	132,170	87,439	31,518	13,213	90.00	155,449	95,241	16,239	43,970	71.71	140,644
400 Supplies	94,529	69,433	9,335	15,761	83.33	70,686	53,249	14,267	3,170	95.51	70,633
500 Capital Outlay	177,667	41,000		136,667	23.08	177,667	164,000		13,667	92.31	164,000
900 Other objects	1,482	1,482	0	0	100.00	0	0		0		0
Total Expenditures	1,956,394	1,579,243	40,853	336,298	82.81	1,968,420	1,647,687	30,505	290,228	85.26	1,800,201
Net Revenue/Expenses	0	-196,675				0	-174,738				0
Fund Balance - Ending	0	-196,675				0	-174,738				0

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 5/31/2013

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Fund 27 Special Education

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	0	0				0	0				
100 Operating Transfers In	29,983,235	22,487,426	7,495,809	75.00		29,292,741	0	29,292,741	0.00	26,362,325	
200 Local revenues	10,064	7,381	2,683	73.34		7,000	9,596	-2,596	137.09	10,064	
300 Interdistrict revenues	20,000	0	20,000	0.00		20,000	0	20,000	0.00	20,601	
600 State aid	10,405,000	7,802,160	2,602,840	74.98		10,555,000	7,744,876	2,810,124	73.38	10,535,821	
700 Federal aid	7,710,576	3,310,504	4,400,072	42.93		6,928,040	3,736,619	3,191,422	53.93	8,492,167	
900 Revenue adjustments	0	0	0			0	0	0		0	
Total Revenues	48,128,875	33,607,471	14,521,404	69.83		46,802,781	11,491,091	35,311,690	24.55	45,420,978	
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	27,124,930	24,630,254		2,494,676	90.80	25,858,619	23,881,808		1,976,811	92.36	25,448,012
200 Benefits	17,136,466	14,887,879		2,248,587	86.88	16,481,360	14,546,116		1,935,244	88.26	16,311,467
300 Purchased Services	3,158,312	3,245,437	184,073	-271,198	108.59	3,356,575	3,094,085	112,796	149,694	95.54	3,239,388
400 Supplies	574,796	239,990	20,574	314,233	45.33	1,059,136	349,363	26,063	683,709	35.45	374,580
500 Capital Outlay	8,500	9,160	0	-660	107.77	47,091	47,531	0	-440	100.93	47,531
900 Other objects	125,871	0		125,871	0.00	0	0		0		0
Total Expenditures	48,128,875	43,012,720	204,646	4,911,508	89.80	46,802,781	41,918,903	138,859	4,745,018	89.86	45,420,978
Net Revenue/Expenses	0	-9,405,249				0	-30,427,812				0
Fund Balance - Ending	0	-9,405,249				0	-30,427,812				0

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 5/31/2013

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Fund 30-39 Debt Services Fund

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	24,177	24,177				760,673	760,673				
100 Operating Transfers In	500,000	500,000	0	100.00		985,925	500,000	485,925	50.71	774,264	
200 Local revenues	15,626,548	15,635,494	-8,946	100.06		14,631,273	14,633,775	-2,502	100.02	14,634,375	
800 Debt proceeds	0	0	0			0	9,275,000	-9,275,000		9,275,000	
900 Revenue adjustments	966,723	1,227,403	-260,679	126.97		1,517,678	1,246,723	270,955	82.15	7,249,136	
Total Revenues	17,093,271	17,362,896	-269,625	101.58		17,134,876	25,655,498	-8,520,622	149.73	31,932,775	
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
600 Debt Services	16,908,485	16,908,485		0	100.00	16,817,894	26,220,947		-9,403,053	155.91	32,223,360
900 Other objects	184,786	184,786		0	100.00	0	0		0		445,912
Total Expenditures	17,093,271	17,093,271		0	100.00	16,817,894	26,220,947		-9,403,053	155.91	32,669,272
Net Revenue/Expenses	0	269,625				316,982	-565,449				-736,497
Fund Balance - Ending	24,177	293,802				1,077,655	195,224				24,177

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 5/31/2013

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Fund 40-49 Capital Project Fund

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual	Balance	% Rec		Budget	Actual	Balance	% Rec	Fiscal	
Fund Balance - Beginning	341,397	341,397				4,244,696	4,244,696				
100 Operating Transfers In	32,070	0	32,070	0.00		0	0	0		0	
200 Local revenues	300	0	300	0.00		34,415	34,415	0	100.00	34,415	
800 Debt proceeds	0	0	0			0	0	0		0	
900 Revenue adjustments	184,786	184,786	0	100.00		0	0	0		445,912	
Total Revenues	217,156	184,786	32,370	85.09		34,415	34,415	0	100.00	480,327	
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
300 Purchased Services	558,553	670,595	5,513	-117,554	121.05	4,279,111	4,313,729	481,148	-515,767	112.05	4,383,626
Total Expenditures	558,553	670,595	5,513	-117,554	121.05	4,279,111	4,313,729	481,148	-515,767	112.05	4,383,626
Net Revenue/Expenses	-341,397	-485,808				-4,244,696	-4,279,314				-3,903,299
Fund Balance - Ending	0	-144,411				0	-34,619				341,397

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 5/31/2013

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Fund 50 Food Service

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	560,079	560,079				480,864	480,864				
200 Local revenues	2,834,551	2,480,125		354,426	87.50	2,857,631	2,937,685		-80,054	102.80	3,099,592
600 State aid	142,370	140,005		2,365	98.34	142,370	135,121		7,249	94.91	134,928
700 Federal aid	5,142,850	3,945,731		1,197,119	76.72	5,054,136	4,288,348		765,788	84.85	5,575,097
Total Revenues	8,119,771	6,565,861		1,553,910	80.86	8,054,137	7,361,154		692,983	91.40	8,809,617
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	2,121,141	1,744,584		376,557	82.25	2,146,618	1,800,365		346,253	83.87	2,317,410
200 Benefits	1,193,987	647,276		546,711	54.21	1,193,987	900,607		293,381	75.43	1,043,863
300 Purchased Services	213,097	97,098	148,716	-32,716	115.35	213,097	98,158	58,039	56,901	73.30	117,245
400 Supplies	4,369,552	3,911,667	1,110,989	-653,105	114.95	4,278,441	4,133,963	758,383	-613,905	114.35	4,989,429
500 Capital Outlay	151,264	5,116	3,713	142,435	5.84	151,264	165,462	1,950	-16,149	110.68	165,512
900 Other objects	70,730	64,421		6,309	91.08	70,730	69,079	0	1,651	97.67	96,944
Total Expenditures	8,119,771	6,470,162	1,263,418	386,191	95.24	8,054,137	7,167,633	818,372	68,132	99.15	8,730,402
Net Revenue/Expenses	0	95,699				0	193,521				79,215
Fund Balance - Ending	560,079	655,778				480,864	674,385				560,079

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 5/31/2013

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Fund 60 Student Activity Fund

----- 2013 -----					----- 2012 -----						
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal		
Fund Balance - Beginning	0	0			0	0					
200 Local revenues	0	0	0		0	0	0		0		
Total Revenues	0	0	0		0	0	0		0		
----- 2013 -----					----- 2012 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	5,886		-5,886		0	143		-143		0
200 Benefits	0	1,043		-1,043		0	21		-21		0
300 Purchased Services	0	845		-845		0	133	0	-133		0
400 Supplies	0	-359,421	50,949	308,471		0	-334,819	40,658	294,162		0
500 Capital Outlay	0	0		0		0	0		0		0
Total Expenditures	0	-351,646	50,949	300,697		0	-334,522	40,658	293,864		0
Net Revenue/Expenses	0	351,646				0	334,522				0
Fund Balance - Ending	0	351,646				0	334,522				0

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 5/31/2013

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Fund 70-79 Trust Funds

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	8,351,826	8,351,826				-20,648,212	-20,648,212				
200 Local revenues	4,398,798	2,688,221		1,710,577	61.11	4,682,760	16,480		4,666,280	0.35	32,406,180
900 Revenue adjustments	0	0		0		0	8,372,492		-8,372,492		2,370,122
Total Revenues	4,398,798	2,688,221		1,710,577	61.11	4,682,760	8,388,972		-3,706,212	179.15	34,776,302

----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
200 Benefits	3,370,000	3,939,647	1,245,442	-1,815,089	153.86	3,370,000	3,198,859		171,141	94.92	3,130,609
300 Purchased Services	310,000	14,914	0	295,086	4.81	310,000	2,634,461	1,062	-2,325,523	850.17	2,644,705
400 Supplies	0	473		-473		0	1,222		-1,222		1,377
600 Debt Services	0	0		0		0	6,000		-6,000		6,000
900 Other objects	0	0		0		0	15		-15		15
Total Expenditures	3,680,000	3,955,034	1,245,442	-1,520,476	141.32	3,680,000	5,840,557	1,062	-2,161,619	158.74	5,782,706
Net Revenue/Expenses	718,798	-1,266,813				1,002,760	2,548,415				28,993,596
Fund Balance - Ending	9,070,624	7,085,013				-19,645,452	-18,099,796				8,350,297

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 5/31/2013

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Fund 81 Recreation Services Program

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	241,277	241,277				257,109	257,109				
200 Local revenues	428,000	423,747		4,253	99.01	452,419	416,270		36,149	92.01	418,098
Total Revenues	428,000	423,747		4,253	99.01	452,419	416,270		36,149	92.01	418,098
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	291,773	214,966		76,807	73.68	323,925	225,196		98,729	69.52	257,717
200 Benefits	141,719	127,293		14,426	89.82	137,621	118,481		19,140	86.09	126,534
300 Purchased Services	45,400	33,001	933	11,466	74.74	48,700	28,397	897	19,406	60.15	32,212
400 Supplies	15,300	8,763	666	5,871	61.63	19,900	7,605	1,888	10,407	47.70	9,341
500 Capital Outlay	7,000	3,870	2,130	1,000	85.71	17,800	5,295	4,145	8,360	53.03	5,295
900 Other objects	4,000	2,603	0	1,397	65.08	4,000	2,831	140	1,028	74.29	2,831
Total Expenditures	505,192	390,496	3,728	110,967	78.03	551,946	387,804	7,070	157,072	71.54	433,930
Net Revenue/Expenses	-77,192	33,251				-99,527	28,465				-15,832
Fund Balance - Ending	164,085	274,528				157,582	285,574				241,277

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 5/31/2013

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Fund 82 Athletic Venues

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	7,999	7,999				7,630	7,630				
200 Local revenues	29,125	32,002		-2,877	109.88	29,125	23,623		5,502	81.11	25,014
Total Revenues	29,125	32,002		-2,877	109.88	29,125	23,623		5,502	81.11	25,014
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	10,000	11,543		-1,543	115.43	10,000	9,885		115	98.85	14,383
200 Benefits	0	1,777		-1,777		0	1,472		-1,472		2,131
300 Purchased Services	10,000	17,710	0	-7,710	177.10	10,000	4,714		5,286	47.14	5,747
400 Supplies	2,148	0		2,148	0.00	2,148	2,384		-236	110.97	2,384
500 Capital Outlay	0	0		0		0	0		0		0
Total Expenditures	22,148	31,029	0	-8,881	140.10	22,148	18,456		3,692	83.33	24,645
Net Revenue/Expenses	6,977	973				6,977	5,168				369
Fund Balance - Ending	14,976	8,972				14,607	12,798				7,999

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 5/31/2013

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Fund 83 Community Services Program

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	-6,293	-6,293				68,391	68,391				
200 Local revenues	1,680,267	1,685,342		-5,075	100.30	1,628,421	1,629,861		-1,440	100.09	1,629,861
Total Revenues	1,680,267	1,685,342		-5,075	100.30	1,628,421	1,629,861		-1,440	100.09	1,629,861
----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	387,766	343,851		43,914	88.68	508,805	302,362		206,443	59.43	426,556
200 Benefits	161,389	159,877		1,513	99.06	212,603	121,339		91,264	57.07	165,679
300 Purchased Services	331,562	324,302	18,177	-10,917	103.29	325,890	279,172	19,530	27,188	91.66	307,380
400 Supplies	56,932	41,833	8,640	6,459	88.65	57,870	29,476	1,604	26,790	53.71	45,485
500 Capital Outlay	742,619	361,363		381,256	48.66	761,019	2,273	0	758,746	0.30	759,446
900 Other objects	0	602		-602		0	0		0		0
Total Expenditures	1,680,267	1,231,828	26,816	421,623	74.91	1,866,187	734,622	21,134	1,110,431	40.50	1,704,546
Net Revenue/Expenses	0	453,514				-237,766	895,239				-74,684
Fund Balance - Ending	-6,293	447,221				-169,375	963,631				-6,293

Budget to Actual Comparison Report by Fund Groups**2012 - 2013 Fund Summary Budget**

For the Period Ended 5/31/2013

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Fund 85 CLC After School Program

----- 2013 -----					----- 2012 -----				
Source	Budget	Actual	Balance	% Rec	Budget	Actual	Balance	% Rec	Fiscal
Fund Balance - Beginning	34,756	34,756			324,563	324,563			
200 Local revenues	0	51,138	-51,138		0	29,316	-29,316		34,418
500 Intermediate revenues	0	31,934	-31,934		0	49,390	-49,390		55,157
Total Revenues	0	83,072	-83,072		0	78,706	-78,706		89,576

----- 2013 -----					----- 2012 -----						
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	0	0		0		0	-55		55		146,449
200 Benefits	0	72		-72		0	0		0		18,769
300 Purchased Services	0	0		0		0	0		0		182,756
400 Supplies	0	0		0		0	0		0		31,409
Total Expenditures	0	72		-72		0	-55		55		379,383
Net Revenue/Expenses	0	83,000				0	78,761				-289,807
Fund Balance - Ending	34,756	117,756				324,563	403,323				34,756

Kenosha Unified School District No 1

Budget to Actual Comparison Report

2012 - 2013 District Summary Budget

For the Period Ended 5/31/2013

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All Funds

----- 2013 -----						----- 2012 -----					
Source	Budget	Actual		Balance	% Rec	Budget	Actual		Balance	% Rec	Fiscal
Fund Balance - Beginning	25,238,945	25,238,945				2,310,599	2,310,599				
100 Operating Transfers In	30,515,305	22,987,426		7,527,878	75.33	30,278,666	500,000		29,778,666	1.65	27,136,588
200 Local revenues	102,659,870	100,197,263		2,462,607	97.60	104,359,130	98,742,438		5,616,692	94.62	132,419,858
300 Interdistrict revenues	320,000	0		320,000	0.00	320,000	0		320,000	0.00	358,267
500 Intermediate revenues	32,500	51,082		-18,582	157.17	59,500	108,658		-49,158	182.62	115,223
600 State aid	161,014,173	103,337,302		57,676,871	64.18	155,221,406	100,036,555		55,184,851	64.45	155,205,596
700 Federal aid	25,249,038	14,730,655		10,518,383	58.34	25,252,769	17,176,172		8,076,597	68.02	27,041,543
800 Debt proceeds	0	0		0		0	9,466,989		-9,466,989		9,466,989
900 Revenue adjustments	1,726,972	2,293,386		-566,414	132.80	1,619,347	9,646,366		-8,027,019	595.69	10,433,680
Total Revenues	321,517,857	243,597,113		77,920,744	75.76	317,110,818	235,677,178		81,433,640	74.32	362,177,744

----- 2013 -----						----- 2012 -----					
Object	Budget	Actual	Encumbered	Balance	% Used	Budget	Actual	Encumbered	Balance	% Used	Fiscal
100 Salaries	142,803,883	126,056,788	4,050	16,743,045	88.28	146,208,040	135,019,880	2,600	11,185,560	92.35	146,046,180
200 Benefits	82,309,204	70,734,753	1,245,442	10,329,009	87.45	85,377,191	75,854,064		9,523,127	88.85	84,440,487
300 Purchased Services	23,912,828	17,669,002	1,592,046	4,651,779	80.55	27,065,478	24,038,381	1,735,524	1,291,572	95.23	27,533,321
400 Supplies	14,834,473	11,346,077	2,178,040	1,310,355	91.17	15,176,463	10,695,517	2,789,324	1,691,621	88.85	14,086,369
500 Capital Outlay	3,514,446	2,694,643	300,333	519,470	85.22	3,501,778	2,425,552	156,053	920,173	73.72	3,350,026
600 Debt Services	17,358,577	17,448,577	0	-90,000	100.52	17,267,894	26,578,734		-9,310,839	153.92	32,603,529
700 Insurance	2,326,707	1,320,238	0	1,006,469	56.74	1,326,707	1,268,095	0	58,612	95.58	1,334,928
800 Operating Transfers Out	30,515,305	22,987,426		7,527,878	75.33	30,759,834	500,000		30,259,834	1.63	27,136,588
900 Other objects	635,249	364,484	2,789	267,976	57.82	1,913,527	196,413	1,695	1,715,418	10.35	2,719,511
Total Expenditures	318,210,671	270,621,990	5,322,699	42,265,982	86.72	328,596,911	276,576,638	4,685,197	47,335,077	85.59	339,250,940
Net Revenue/Expenses	3,307,186	-27,024,876				-11,486,093	-40,899,459				22,926,804
Fund Balance - Ending	28,546,131	-1,785,932				-9,175,494	-38,588,860				25,237,416



A joint meeting of the Kenosha Unified Audit/Budget/Finance and Curriculum/Program Committees chaired by Mr. Flood was called to order at 8:23 P.M. with the following Committee members present: Mrs. Taube, Mr. Nuzzo, Mr. Bryan, Mrs. Marcich, Mr. Kent, Mr. Aceto, Mr. Coleman, Ms. Dawson, Mr. Holdorf, Mrs. Anderson, Ms. Karabetsos, Ms. Renish, Ms. Galli, and Mr. Flood. Dr. Hancock was also present. Mrs. Coleman and Mrs. Daghfal were excused. Ms. Adams, Mrs. Reed, and Mrs. Santoro were absent.

State Personnel Development Grant – Focus on Professional Learning Communities

Mr. Kristopher Keckler, Executive Director of Information & Accountability, presented the State Personnel Development Grant – Focus on Professional Learning Communities. He explained that Frank Elementary, Jefferson Elementary, and Tremper High School are applying for this grant which supports the existing professional learning communities implemented with fidelity as a strategy to decrease the learning gaps in reading and math for students with disabilities and their non-disabled peers. The grant will support existing efforts of schools by providing additional funds to specifically address the achievement of students with disabilities and educator practices that will accelerate this achievement. Mr. Keckler noted that Grant Elementary School has since decided to not apply for the grant as originally noted in the report. The three schools will be applying for \$16,000 and award winning schools will submit a final work plan and budget within six weeks following the grant award. It was noted that this item was presented for informational purposes and additional information would be provided if any grants are awarded. Questions asked by Committee members were answered by Administration.

Mrs. Schmitz, Chief Financial Officer, announced her resignation effective June 30th and indicated that she has enjoyed work with the Audit/Budget/Finance Committee and thanked them for their support during her tenure.

Meeting adjourned at 8:29 P.M.

Stacy Schroeder Busby
School Board Secretary

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 9, 2013

Audit/Budget/Finance and Curriculum/Program Committees

HEAD START STATE SUPPLEMENTAL GRANT REQUEST
FOR THE 2013-2014 SCHOOL YEAR

Approval from the Board of Education is requested to submit and implement the Head Start State Supplemental Grant for the 2013-2014 school year. The funding for this grant is \$340,725. It is designed to supplement the operating costs of the Kenosha Unified School District Head Start Child Development Program.

Grant Title

Head Start State Supplemental Grant

Funding Source

State of Wisconsin

Department of Public Instruction

Grant Time Period

July 1, 2013 to June 30, 2014

Purpose

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 59 high-risk children that will be three or four years of age on or before September 1, 2013. 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.

Number of Students Served

59 Eligible Head Start Students

Relationship to District Goals

The Head Start Parent, Family, and Community Engagement Framework promotes Family engagement and school readiness which directly correlates to the District's Mission to assure every child experiences high quality, personalized learning success, and the Transformation Goals:

- Improve student achievement.
- Expand collaborative partnerships with families, community, and industry.
- Secure resources to support learning.

Supporting children's school readiness is an ongoing partnership between school and families. By working with the children early in their lives, we have an opportunity to imprint the value of

education on the child and his/her family. This supports stronger attendance rates, higher academic performance and graduation rates in later years.

Fiscal Impact

See attached Fiscal Impact statement.

Program Services

The amount of the Wisconsin Head Start State Supplement Grant has not increased. The number of Head Start children served will remain at 59 children. This state grant will cover the cost for:

- 1.5 teachers
- 1.5 educational assistants
- 1 family service provider
- Breakfast, lunch, and snacks for state funded Head Start children
- Bus monitors for the special education busses

Evaluation Plan

- The Head Start program meets a community need for the services that it provides. This will be evident through the maintenance of a Head Start waiting list of families that qualify for the program.
- Student outcomes to be monitored in the eight outcome areas required by Head Start for each individual child and the growth of the child will be reported to parents/guardians three times during the school year.
- Semi-annual Program Report to the Policy Council and School Board.
- Semi-annual Program Plan Report to the Head Start Region V office in Chicago.
- Head Start monthly reports (HS 22) to the Policy Council and School Board.

Staff Persons Involved in Preparation of the Grant Application:

Belinda Grantham, Director of Pre-school

Kim Kurklis, Interim Principal, Chavez Learning Station

Lisa KC, Assistant Head Start Director

Lynda Dower, Family & Community Coordinator

Samantha McGovern, Education and Disabilities Coordinator

Debbie Moran, Policy Council President

Jodee Rizzitano, Health Coordinator

Administrative Recommendation

Administration recommends that the Curriculum/Program and Audit/Budget/Finance Committees forward the 2013-2014 Head Start State Supplemental Grant to the School Board for approval to submit and implement.

Dr. Michele Hancock
Superintendent of Schools

Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

Belinda Grantham
Director of Early Education

Lisa KC
Assistant Director of Head Start

Fiscal, Facilities and Personnel Impact Statement

Title: Head Start State Supplemental Grant

Budget Year: 2013-2014

Department: Early Education

Budget Manager: Belinda Grantham

REQUEST

Approval from the Board of Education is requested to submit and implement the Head Start State Supplemental Grant for the 2013-2014 school year. The funding for this grant is \$340,725. It is designed to supplement the operating costs for the Kenosha Unified School District Head Start Program.

RATIONALE/ INSTRUCTIONAL FOCUS

The Head Start Parent, Family, and Community Engagement Framework promotes family engagement and school readiness which directly coorelates to the Kenosha Unified School District's Mission to assure every child experiences high quality, personalized learning success, and the Transformational Goals:

- Improve student achievement
- Expand collaborative partnerships with families, community, and industry
- Secure resources to support learning

This supports stronger attendance rates, higher academic performance and graduation rates in later years.

IMPACT

This supplemental grant will provide:

- Funding for staffing (teachers and educational support personnel) to serve 59 children within the requirement of the Head Start Performance Standards and Head Start Act.
- Funding for Head Start support staff (Family Service Providers) for families of Head Start children.
- Funding for breakfast, lunch, and snacks for Head Start children.
- Funding for bus monitors.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$147,382.00
200's	Fringes	\$96,924.00
300's	Purchased Services	\$96,419.00
400's	Non-Capital Objects	\$0.00

500's	Capital Objects	\$0.00
		\$0.00
	TOTAL	\$340,725.00

This is a ☐ one-time or a ☒ recurring expenditure

FUNDING SOURCES

Select Funding Sources:

Head Start State Supplemental Grant

Kenosha Unified School District
Kenosha, Wisconsin

July 9, 2013

Audit/Budget/Finance & Curriculum/Program Standing Committees

CAAAD Program

Background

The Wisconsin Department of Public Instruction (DPI) is currently implementing a four-year project, from October 1, 2010 to September 30, 2014, designed to improve conditions for learning in school districts selected as a result of numbers and/or rates of disruptive drug and violence-related incidents. This project, titled the Safe and Supportive Schools Project (S3 Grant Project), provides grants to support statewide measurement of, and targeted programmatic interventions to improve the conditions for learning by helping schools to reduce substance use and improve safety by managing the broad continuum of detrimental behaviors, including disruptive behaviors, violent crimes and substance abuse. During the spring of 2011, administration requested and received Board permission to implement the Wisconsin Safe and Supportive Schools Project in the amount of \$100,000 and to administer the online Youth Risk Behavior Survey at the high school level. As a result of survey data, Kenosha Unified qualified to participate in the S3 Grant and is presently receiving significant support from DPI in the form of funding, professional development, and technical assistance. Five of our high schools are participating in this project.

Bradford High School
Harborside Academy
Indian Trail Academy and High School
Reuther Central High School
Tremper High School

In addition, to the online Youth Risk Behavior Survey score, each school submits data regarding suspensions and expulsions. These two measures are used to create a score known as the index of school behavior and environment. The index of school behavior and school environment is compiled from an equation using the Youth Risk Behavior Survey (YRBS) and the behavior score gleaned from the suspension and expulsion data. The YRBS score is the average of nine questions based on violence, AODA, and safety type issues. The behavior score consists of out-of-school suspensions and expulsions divided by the total school enrollment, and converted to a rate per 1000 students. The behavior score and the YRBS average of nine key indicators each make up 50% of the total index. Individual school scores and the total state average are available in this index.

Upon receipt of this data, the above five high schools assemble grant planning teams inclusive of key stakeholders, to develop an action plan to address their school safety needs. They reviewed the Index of Student Engagement and Learning Environment data results, as well as other district

and site data sources, and developed individual site plans with clear, measurable objectives based on identified needs. Teams then studied evidence-based interventions and integrated them as strategies for use during year one of their site plans. All plans and strategies were integrated into school strategic plans and all are aligned to the overarching District Transformation Design.

Data results clearly indicated a need for all five high schools to focus on the following three areas in need of improvement:

1. Bullying and Harassment
2. Distribution and use of alcohol and illegal drugs and misuse of legal drugs, and
3. Strengthening of relationships to enhance conditions for student learning.

All five of our S3 schools have analyzed their data and have found several common issues that need to be addressed. The greatest area of need involves the issue of disproportionality. Specifically, every school has been dealing with a disproportionate number of African American and Hispanic students that have been suspended from school; The YBRS survey has also revealed that these student groups have lacked the same connectedness to school as their white counterparts. The 2011 - 2012 District data used this year has shown that African American students have a 23.3% suspension rate and Hispanic students have an 8.9% rate. Both are higher than the 6.0% suspension rate of white students. According to the YBRS survey 14.09% of Hispanic students and 15.07% of African American students reported being harassed because of their ethnic background/origin as opposed to 6.43% of white students. 41.98% of African American students missed school without permission during the past 30 days compared to 23.4% white students. 57.48% of African American students as compared with 68.855% of white students feel that there is at least one adult to talk to in school if they have a problem. As a result of analyzing our data we have developed 3 SMART goals for the 2012 – 2013 school year.

SMART GOALS

5% reduction of suspensions for the following student groups: African American, Hispanic. Increase by 10% the number of African American students who feel that there is at least one adult to talk to at their school if they have a problem by June, 2013 as indicated by the YBRS survey.

Increase the daily average attendance data specifically targeting the attendance patterns of Hispanic and African American students who are reported absent from class one of more days a week.

This SMART GOAL implementation has resulted in the expanding of several initiatives and the development of several new ones. They are as follows:

1. **Aggression Replacement Training.** This initiative train's staff to counsel students into a problem solving nonviolent response to frustration. Students that are suspended may be placed into this program as an alternative to suspension.

2. **Capturing Kid Hearts.** This training provides staff with a comprehensive approach to working with students that focuses upon building a relationship with all students and creates an atmosphere of respect and acceptance for students.
3. **Counselor/Dean of Student Training.** Educators for Social Responsibilities are a national leader in school reform and provide professional development, consultation, and educational resources to adults who support the development of young people in middle and high school. ESR creates disseminates, models and teaches core practices that reduce educational disparities and facilitate equal access to quality instruction and opportunities for students. The five S3 schools will have training that will allow participants to: Facilitate quick conferencing strategies with student that promote student accountability and a plan for turning around behavior, repairing the harm, developing self-management and social skills, or restoring one's good standing. Facilitate quick consulting conferences with teachers to discuss strategies that can reduce referrals for students with chronic unwanted behaviors. Facilitate informal mediations between students and teachers when a student receives multiple referrals from the same teacher. Develop a scaffold set of supports and interventions for chronic offenders.
4. **Creation of an Alternative to Suspension site for students.** These sites will be created with the help of community churches within Kenosha Unified. Mount Hebron and Second Baptist Churches have agreed to partner with our District. These local churches will utilize the CAAAD program model. This model is successfully implemented at Percy L. Julian High School in Chicago, Illinois and has successfully reduced the suspension rate.
5. **Equity Audit and Equity/Diversity Training.** This is a project-based, professional development initiative focused on teacher leadership development and delivered through 2 programs; the first developed for teacher leaders, and the second targeted towards school-based and district administrators. A team of teacher from each S3 school will collaborate with their principals and colleagues to design initiate and evaluate a school-wide equity initiative focused on an area of need identified in the SMART goals established for their schools. Data from the YRBS survey provided us with the baseline information for this initiative. The 5 S3 administrators will engage in the DELTA Professional Learning Series in order to acquire the knowledge and skill required to support teacher leaders in their work, and to lead the effort to improve their schools in ways that align with the goals of the DELTA Academy, KUSD Transformation Plan, and ultimately close the achievement gap for African American and Hispanic students.

CAAAD PROGRAM (Changing Attitudes, Agendas, Actions Directions)

This year the Department of Public Instruction approved a pilot project that was specifically targeted to address suspensions and expulsions within our district. This pilot program was presented to DPI officials in September of 2012 during their annual S3 site visit to Kenosha. This program is an alternative to suspension option for students. This model is successfully implemented at Percy L. Julian High School in Chicago, Illinois and has successfully reduced the suspension rate. Tremper and Bradford elected to participate in the pilot. Mount Hebron and Second Baptist Churches also agreed to partner with our District. Second Baptist agreed to work

with Bradford and Mount Hebron agreed to work with Tremper. Both groups were present at our DPI pilot presentation.

This project started in February of 2013 because of the funding approval time frame and a \$10,000 limit from the grant. The funds approved by DPI were used to contract services from Trinity All Nations Outreach Ministries (TANOM). Trinity All Nations Outreach Ministries has developed an Alternative Out-of-School Suspension Program called CAAAD (Changing Attitudes, Agendas, Actions and Directions). CAAAD offers students an alternative to unproductive days out of school at home and exposure to further at-risk behavior. Mandatory daily attendance at designated approved community faith-based locations is provided during the suspension period. It is the goal of the CAAAD program to change attitudes, agendas, actions and directions of students who participate in the Alternative Out-of-School Suspension Program to achieve the following outcomes: (1) Reduce recidivism in suspensions, (2) Increase attendance in school, and (3) Improve academic performance. Students who participate in the program may be eligible to have their out-of-school suspension reduced/eliminated based on a recommendation from TANOM and approval of the school.

Trinity All Nations Outreach Ministries provides CAAAD Training to employees at their respective sites, and is responsible for monitoring program implementation. A description of CAAAD activities are listed as follows:

- Program staff will collaborate with designated school staff to obtain school work and materials student need.
- Tutoring assistance will be provided in reading and math when student experiences challenges completing assignments.
- Homework will be closely monitored daily, reviewed and submitted to designated staff weekly.
- Services will be evaluated based on the number of students who complete their homework and quality of homework.
- Staff will pursue a written covenant or agreement with suspended students' parents and students to ensure establishment of a "culture of accountability" and discipline with students in order to achieve maximum expectations for program outcomes and better support the safety and well-being of all involved parties.
- Make follow calls to parents, students and school for feedback.
- Provide a social, cultural and school self-evaluation inventory to be completed by the student and develop action plan to change actions.
- Individual and group mentoring and behavior management workshops and scenarios will provide frequent feedback to help keep student on right track for creating balance in home, school, social, character and future plans.
- Students will be instructed how to identify their potential and set goals and develop a personal plan of action to give direction to the achievement of their goals or dreams. Each lesson is followed by format for development of a personal plan of action that can be used for continued motivation and goal setting.
- CAAAD will provide biographies of role models that have achieved greatness often times against the odds; Achievers that applied the principles of desire; vision, preparation, courage, perseverance, integrity to achieve the American Dream.

- Each lesson of the “Making of a Champion” program is followed by a visualization task to build a personalized “Vision Board” to help students see their personal goals clearly.

PILOT RESULTS

Data submitted to DPI over the last two years supports reduction rates at both schools.

Bradford:

Total number of Out of School Suspensions 2012: 459

Total number of Out of School Suspensions 2013: 311

Behavior Score 2012: (combined number of out of school suspensions and expulsions, over the total school enrollment, converted to a rate per 1,000 students): 153.13

Behavior Score 2013: (combined number of out of school suspensions and expulsions, over the total school enrollment, converted to a rate per 1,000 students): 107.84

Total number of students serviced in CAAAD program = 34

Total number of days saved from suspension = 102

Tremper:

Total number of Out of School Suspensions 2012: 341

Total number of Out of School Suspensions 2013: 231

Behavior Score 2012: (combined number of out of school suspensions and expulsions, over the total school enrollment, converted to a rate per 1,000 students): 97.54

Behavior Score 2013: (combined number of out of school suspensions and expulsions, over the total school enrollment, converted to a rate per 1,000 students): 71.99

Total number of student serviced in CAAAD program = 30

Total number of days saved from suspension = 101

FUNDING

This will be a contracted service in the same manner as our police liaison officers and community liaison workers. The cost of the program is \$70, 000. This will be added to the budget of the Assistant Superintendent of Secondary School Leadership. Payment to Trinity All Nations Outreach Ministries is for staffing and operational costs at both sites from September 1, 2013, until June 11, 2014. Trinity All Nations Outreach Ministries is responsible for all aspects of the program. This includes staffing, training, supplies and all other related costs. Breakdowns of these costs are shown on the attached Budget Assumption Narrative.

Recommendation

The Department of Public Instruction has created the expectation that each District address the need to sustain successful programs funded through the S3 grant once the grant expires. Our 2012-2013 pilot initiative has proven to be very successful. Staff members at Tremper and Bradford will be presenting this success at the Building the Hearts of Successful Schools conference sponsored by DPI in December of 2013. Based upon our success this year, we are making plans to expand access of these sites to our other secondary schools. Specific plans on what this expansion will look like will be completed during the summer of 2013. It is Administration's recommendation that funding for the CAAAD program be included in the 2013-14 budget.

Dr. Michele Hancock
Superintendent of Schools

Daniel Tenuta
Principal, e-School

Dr. Bethany Ormseth
Assistant Superintendent Secondary School Leadership



BUDGET ASSUMPTION SUMMARY - EXPENDITURE

Title: **Alternatives to Suspension**

Budget Year: **2013 - 2014**

Department: **School Leadership
Secondary**

Budget Manager: **Daniel Tenuta**

REQUEST

Tremper and Bradford high school are utilizing Safe and Supportive School funding to pilot the CAAAD program. This program is an alternative to suspension option for students. This model is successfully implemented at Percy L. Julian High School in Chicago, Illinois and has successfully reduced the suspension rate. This initiative was approved by DPI with the understanding that a sustainability effort would be made after the S3 grant expires. It was reported to DPI that this initiative would be included in the Budget Assumption process in the Spring of 2013.

RATIONALE/ INSTRUCTIONAL FOCUS

In response to trying to reduce the number of reoccurring suspensions of students within our high schools, Trinity All Nations Outreach Ministries (TANOM) has developed an Alternative Out-of-School Suspension Program called CAAAD (Changing Attitudes, Agendas, Actions and Directions). TANOM will partner with Bradford High School, Tremper High School and other community groups with the efforts to create a "Culture of Calm" within the high school community. TANOM will provide CAAAD Training to other organizations and be responsible for monitoring program implementation. CAAAD offers students an alternative to unproductive days out of school at home and exposure to further at-risk behavior. Mandatory daily attendance at designated approved community faith-based locations will be required during the suspension period. It is the goal of the CAAAD program to change attitudes, agendas, actions and directions of students who participate in the Alternative Out-of-School Suspension Program to achieve the following outcomes: (1) Reduce recidivism in suspensions. (2) Increase attendance in school (3) Improve academic performance. Students who participate in the program may be eligible to have their out-of-school suspension reduced based on a recommendation from TANOM and approval of the school. These sites will be created with the help of community churches within Kenosha. Mount Hebron and Second Baptist Churches have agreed to partner with our District.

IMPACT

Performance Outcomes: As a result of implementing the services described below we plan to achieve the following outcomes:

- Improve school attendance of each participant by at least 25%
- Decrease behavioral referrals of each student by at least 50%
- Decrease the number of ds and fs by at least one

BUDGET ASSUMPTION		
Object Level	Descriptive	Amount
100's	Salaries	\$0
200's	Fringes	\$0
300's	Purchased Services	\$70,000.00
400's	Non-Capital Objects	\$0
500's	Capital Objects	\$0
TOTAL*		\$70,000.00

*To re-calculate the Total Amount, click once in the Total Amount cell then press the F9 key.

Is this a ☐ One-time or ☒ Recurring expenditure?

FUNDING SOURCES	
New funding source	General Fund

CAAAD/KUSD FY 2014 BUDGET REQUEST Greater Mt Hebron & Second Baptist Sites				
Applicant: Trinity All Nations Outreach Ministries				
Contact Person: Larry E. Roberts, Sr.				
Project Period Quarter From: September, 2013 To: June, 2014				
	Line item	Total Cost	% Requested	Amount Requested
1	Program Staff (3 P/T per site)	\$ 63,000.00	98%	\$ 61,740.00
2	Professional Development & Trng	\$ 2,000.00	50%	\$ 1,000.00
3	Supplies	\$ 1,000.00	0%	\$ -
4	Administration	\$ 10,000.00	75%	\$ 7,500.00
5	Occupancy (2 sites @ \$4500)	\$ 9,000.00	0%	\$ -
6				\$ -
7	In-Kind Services			\$ -
8				\$ -
9				\$ -
10				\$ -
11				\$ -
12				\$ -
13				\$ -
14				\$ -
15				\$ -
16				\$ -
17				\$ -
18				\$ -
19	Note: In-Kind Services \$14,760.00			\$ -
20				\$ -
Total		\$ 85,000.00		\$ 70,240.00

Table will calculate totals

CAAAD—Talking Points

What is it? AN ALTERNATIVE PREVENTION TO SUSPENSION PROGRAM:

CAAAD stands for: CHANGING ATTITUDES, AGENDAS, ACTIONS & DIRECTIONS

\$70,000 covers staffing

- DPI only allows up to \$10,000
- Thus, the request for the additional \$35,000 per site to support the total cost of \$80,000 to run two sites

Timeframe-February-May 2013

4 months approximately 64 students ran through CAAAD

Possible Expansion (per Dan)

- For those middle school students in the middle of waiting for an administrative review
- Potentially they could attend, continue with studies while they wait vs. sitting home

Brian, Curtiss and Dan to present in December 2013 at a DPI conference since they like this idea so much...way to keep students learning and working on their behaviors; changing mindsets to encourage positive futures, goals, aspirations

PERSONAL PLAN OF ACTION

FOR SUCCESS IN:

- HOME
- SCHOOL
- COMMUNITY
- SOCIETY

Attendance:

Attend daily from 9:00 a.m. to 2:30 p.m.

Self-Assessment: Complete Assessments & Action Plans

Homework: Complete all classwork assignments

Plan of Action: Develop personal Plan of Action
Career decision making
Develop Personal Vision Board

Respectfulness: Positive behavior, respect of self and others

Bradford

- Total number of students serviced = 34
- Total potential 3 day suspended students = 24 serviced in CAAAD
- Total number of potential 5 day suspended students = 10 serviced in CAAAD
- Total number of instructional minutes restored (3 day suspensions) = 25,920 minutes
- Total number of instructional minutes restored (5 day suspension) = 18,000 minutes

Tremper

- Total of 101 suspension days saved to activity.
- 30 total students from THS to the CAAAD
- 39 incidents
- 5 students returned to the CAAAD, 2 students 2 times, 2 students 3 times and 1 student 4 times.
- 10 students were Special Education
- 18 Male students
- 12 Female students
- 12 African American
- 8 Caucasian
- 5 Hispanic
- 5 2 or more races

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A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mr. Flood was called to order at 8:32 P.M. with the following Committee members present: Mrs. Taube, Mrs. Anderson, Ms. Karabetsos, Mrs. Renish, Ms. Galli, and Mr. Flood. Dr. Hancock was also present. Mrs. Coleman and Mrs. Daghfal were excused. Mrs. Reed and Mrs. Santoro were absent.

Approval of Minutes – May 14, 2013 Curriculum/Program and Joint Personnel/Policy & Curriculum/Program

Mrs. Taube moved to approve the minutes as contained in the agenda. Mrs. Renish seconded the motion. Unanimously approved.

Information Items

Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, introduced the Elementary Standards-Based Grading Community Presentation and distributed a folder to the Committee which contained: 1) the Assessing and Reporting Parent Meeting Sheet; 2) the Evidence Sheets – Keys for Using Sheet; 3) the Reading Evidence Sheet; 4) the Math Evidence Sheet, and 5) the Elementary Standards-Based Progress Report. She indicated that this information was being presented for informational purposes only at the request of the Committee. She informed the Committee that three public sessions were held in March, 2013 for the purpose of explaining the standard-based grading and examining the reporting tools. Pre-meeting notifications went out by written communication, flyers, and automatic calls. The presentation to community members consisted of distinct segments consisting of: 1) pre-meeting notification; 2) background research on grading and report; 3) interactive dialogue; and 4) personalized conferences. As a result of the meetings, the following two recommendations emerged and Teaching and Learning has begun to move forward with them:

- All elementary principals will host an elementary report card meeting at his/her site so that more parents have an opportunity to hear and learn about the new assessment report card tool.
- A brochure from Teaching and Learning will be developed so that each school will have an opportunity to distribute information explaining this new standards-based report card, providing the necessary background information to parents about reporting progress based on the Common Core State Standards.

Dr. Savaglio-Jarvis; Mrs. Christine Pratt, Coordinator of Mathematics and Science; Mr. David Tuttle, Coordinator of Talent Development; Mr. Mark Hinterberg, Coordinator of Social Studies; and Mrs. Ann Fredriksson, Coordinator of Instructional Technology and Library Media, gave a Standards-Based Grading PowerPoint presentation which provided information on the following

topics: the Process, the Teachers, Informational Parent Meetings, What are Standards and Why Change, Report Card Indicators, Standards-Based Grading Requires Changes in Grading Practices, What Are you Really Measuring, Elementary Proficiency Scale, Evidence Sheet, Report Card, Technical Training, and What is the Most Important Change. Questions asked by Committee members were answered by Administration.

Ms. Karen Davis, Assistant Superintendent of Elementary School Leadership, presented the Elementary Redesign Update as contained in the agenda. She indicated that the purpose of the report was to give an update on the four major design components, which are: 1) teachers being organized into collaborative teams called “families”; 2) half-day school on Fridays to provide staff development and/or collaboration time; 3) flexible grouping of students for instructional purposes; and 4) multi-age classrooms. The data sources used for the report included:

- Student academic data (Fall 2012 and Spring 2013);
- Teacher survey data (February 2013);
- Classroom teacher attendance data (through 3rd quarter 2013);
- Student attendance data (through 3rd quarter 2012 and 2013);
- Teacher anecdotal data – focus groups (January 2013 – February 2013);
- Principal anecdotal data – open ended response (May 2013);
- Principal rating scale (March 2013 and May 2013); and
- Parent survey (November – December 2012).

Ms. Davis provided the Friday student and teacher absence data. She noted that student absenteeism increased an average of 16% on Fridays this year when compared through 3rd quarter of last year, however, the increase varied widely from school to school. Elementary teacher absences were recorded for each Friday as well, however, it was not possible to obtain this data for 2011-2012 in the manner it was collected this year. She noted that two charts were included in the report showing the total teacher absences through the month of April, 2013 – one chart for absences by role, the other absences by reason.

Ms. Davis noted that even though the strategies, structures, and processes implemented as part of the elementary redesign have only been in place less than a year, results are already showing better academic outcomes for students and that the anticipation is that the student results will continue to rise as implantation improvements are made over time. Questions asked by Committee members were answered by Administration.

World Language Program Update

Dr. Savaglio-Jarvis presented the World Language Program Update and indicated that the update was being brought forward at the request of the Committee. She explained that at the beginning of the 2012-13 school year, a blended, personalized learning world language exploratory opportunity was offered to all elementary students for one hour per week through the use of Rosetta Stone and to middle school students using Tell me More. Dr. Savaglio-Jarvis indicated that the report included a listing of course offerings for all levels (including high school) and results from a survey taken by 5,559 participants which consisted of 5,125 students and 434 staff members. She noted that Rosetta Stone and Tell Me More will be providing additional training and development for the 2013-14 school year that will focus on tracking student progress. Mrs. Iva, Plumley, Coordinator of Language Acquisition Programs, was present and answered questions asked by the Committee members.

Head Start Semi-Annual Report

Dr. Savaglio-Jarvis introduced the Head Start Semi-Annual report and indicated that Ms. Belinda Grantham, Director of Early Education, was present to answer any questions. There were no questions from Committee members.

Future Agenda Items

Dr. Savaglio-Jarvis indicated that she would also be presenting the following reports to the Committee: a K-8 Attendance/Truancy Report, a Professional Development Report, 6-8 Math Update, a Common Library Learning Report, and a Next Generation Science Report.

Meeting adjourned at 10:01 P.M.

Stacy Schroeder Busby
School Board Secretary

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**Kenosha Unified School District
Kenosha, Wisconsin**

**July 9, 2013
Curriculum/Program Standing Committee**

CURRICULUM PROPOSAL FOR MATHEMATICS IN GRADES 6 THROUGH 9

Background

The February 14, 2006, board report outlined the implementation of the Holt and McDougal-Littell Mathematic Series at Kenosha Unified School District middle schools and high schools. This curriculum met the Wisconsin Model Academic Standards as required by the state of Wisconsin.

Since the adoption of the curriculum in 2006, much discussion about mathematics instruction has occurred in the United States. Current teaching in mathematics classrooms centers on the procedural teaching of mathematics instead of the conceptual teaching of mathematics. In the United States many students lack a deep conceptual understanding of how math works, and they are not able to apply mathematical skills or solve complex problems. This is largely because the mathematics curriculum in the United States has been “a mile wide and an inch deep” (leadandlearn.com, 2013). To address this issue, on June 2, 2010, the Common Core State Standards were released to the states and adopted by the state of Wisconsin.

In addition to rigorous standards for mathematics and English/language arts, the Common Core State Standards included a component for literacy in all subject areas. Beginning in the 2014-15 school year, students from Kenosha Unified will be assessed using The Smarter Balanced Assessment system, which is based on the new standards. Thus, the current Kenosha Unified School District curriculum for mathematics needed to be reviewed so all students would be on a successful path for the 2015 assessment.

During the summer of 2011, the decision was made to offer Algebra 1 for all grade 8 students. To begin the phase-in process, teacher representatives from each school, one middle school principal, and the coordinator of Science and Mathematics began the work of rearranging the grade 6 and grade 7 existing curriculum to ensure that all students received prealgebra instruction in grade 7. The Common Core State Standards for Mathematics (CCSSM) were used to guide this work. It was completed and implemented during the 2011-12 school year.

In order to prepare for the implementation of Algebra 1 for all grade 8 students, a team of grade 8 and grade 9 algebra teachers met during the summer of 2012. These groups provided two sample curriculum guides with pacing based on the Common Core State Standards for Mathematics. In the 2012-13 school year, Algebra I was implemented for all grade 8 students.

A variety of resources were provided to supplement the existing curriculum materials. This table is an example of the different materials used by grade 8 teachers this past year:

SCHOOL	RESOURCES USED
Bullen Middle School	<ul style="list-style-type: none"> • McDougal Littell Algebra I (traditional textbook, does not include all CCSSM) • Carson Delosa Algebra (practice problems workbook) • Yummy Math (Web site) • Compass Learning • On-Core activities disk • Self-created materials
Lance Middle School	<ul style="list-style-type: none"> • McDougal Littell Algebra I (traditional textbook, does not include all CCSSM) • Punch line binders • Kuda software • Math Dude (videos) • Teachers Pay Teachers (purchased materials), • Ideas from Pinterest • Math In Context • iPad apps • Assessment and Learning in Knowledge Spaces (ALEKS) • Self-created materials
L i n c o l n Middle School	<ul style="list-style-type: none"> • McDougal Littell Algebra I (traditional textbook, does not include all CCSSM) • Punch line practice • Teachers Pay Teachers • ALEKS • iPad apps • Self-created materials
M a h o n e Middle School	<ul style="list-style-type: none"> • McDougal Littell (traditional textbook, does not include all CCSSM) • Kuda software • On-Core Activities Disk • Math in Context • Self-created • iPad apps • Teachers Pay Teachers
W a s h i n g t o n Middle School	<ul style="list-style-type: none"> • McDougal Little (Red Book) • Pearson Common Core Edition for Algebra I • Punch line practice • Teachers Pay Teachers • Assessment and Learning in Knowledge Spaces ALEKS • iPad apps • Self-created materials
K e n o s h a School of	<ul style="list-style-type: none"> • Math in Context • Navigating through Algebra in grades 6-8

SCHOOL	RESOURCES USED
Technology Enhanced Curriculum	<ul style="list-style-type: none"> • Differentiating Instruction with Menus: Math—Grades 6-8 • Station Activities for Mathematics—Grades 6-8

In summary, this attempt proved to be more complex than originally thought. Not all teachers were involved, and the structures for communicating the intention left some teachers unclear as to the direction of implementation of the Common Core State Standards for Mathematics. It left teachers struggling to find resources, rather than focusing on the instructional shifts necessary for successful implementation.

Rationale for Curriculum Update

- The current curriculum materials, published in 2007 by Holt and McDougal-Littell, are not aligned to the Common Core State Standards for Mathematics.
- Current district curriculum documents need further revision to provide clear guidance for teachers, to avoid communication gaps, and to prevent learning gaps for students.
- Teachers currently have to supplement with resources found on their own in order to meet the requirements of the Common Core State Standards for Mathematics.
- Without a unifying curriculum there will be potential for teachers to get side tracked from the direction of the Common Core State Standards.
- Students that transfer between Kenosha schools are not guaranteed to see the same materials or even the same type of instruction.
- It is difficult to analyze curriculum gaps when the materials used are so varied.
- Our current curriculum will not prepare students for the 2015 Smarter Balanced Assessment.
 - The Smarter Balanced assessment gives students complex problems that must be solved by first reading and understanding the problem deeply and then applying knowledge to provide a solution. Our current materials give students problems, which require little thinking and application. Too often, they are required only to repeat a skill as demonstrated by a teacher.
 - Students must practice reasoning and problem-solving skills in a variety of situations to be comfortable with these questions on the upcoming assessment. The problem solving included in the current materials does not provide the needed depth for students.

Grades 6 Through 9 Math Curriculum Review

The following curriculum materials were reviewed by the content coordinators from the Office of Teaching and Learning, instructional technology teacher consultants, and groups of lead teachers from middle schools and high schools:

- Connected Math by Pearson (CMP3)
- College Preparatory Mathematics
- University of Chicago School Mathematics Project (UCSMP)
- Pearson Algebra 1, Geometry, Algebra 2 Common Core Editions
- Holt-McDougal Mathematics Series: Common Core Editions
- Glencoe Mathematics Series: Common Core Editions
- SpringBoard pre-Advanced Placement curriculum
- ALEKS Mathematics
- Odyssey Mathematics courses by Compass Learning

After this thorough review, the committee recommended implementation of the College Preparatory Mathematics Curriculum. The instrument used to evaluate curriculum is attached in Appendix A.

Curriculum Update: Unifying the Curriculum in 2013-14

College Preparatory Mathematics is a nonprofit educational consortium managed and staffed by middle school and high school teachers that offers a complete mathematics program for grades 6 through 12 (calculus). College Preparatory Mathematics provides:

- Free professional development programs, on site and on-line, for all teachers using the program.
- Research-based curriculum materials fully aligned with the Common Core State Standards for Mathematics that use problem-based lessons, collaborative student study teams, and appropriately spaced practice with course concepts.
- Learning strategies that are consistent with the Common Core Standards for Mathematical Practices and highly effective strategies, such as those identified by Dr. Robert Marzano of Mid-Continent Research for Education and Learning.

THE COLLEGE PREPATORY MATHEMATICS PATHWAY	
Grade 6	<ul style="list-style-type: none">• Core Connections Course 1• Topics from Core Connections Course 2
Grade 7 Prealgebra	<ul style="list-style-type: none">• Core Connections Course 2 for Grade 7
Grade 7 Advanced Pre-Algebra	<ul style="list-style-type: none">• Core Connections Topics from Course 2

THE COLLEGE PREPATORY MATHEMATICS PATHWAY	
	<ul style="list-style-type: none"> • Core Connections Course 3
Grade 8 Algebra	<ul style="list-style-type: none"> • Core Connections Course 3 for Grade 8
Grade 8 Advanced Algebra	<ul style="list-style-type: none"> • College Preparatory Math Integrated Math 1
Grade 9 (Students not proficient in grade 8 algebra)	<ul style="list-style-type: none"> • College Preparatory Math Integrated Math 1
Grade 9 (Students proficient in grade 8 algebra)	<ul style="list-style-type: none"> • Geometry or Geometry Honors

Appendix B contains the curriculum overviews for the College Preparatory Mathematics Curriculum outlined above.

Professional Learning Related to Curriculum Update

College Preparatory Mathematics will provide the following training and support free with the purchase of the curriculum:

- Initial training for Kenosha Unified School District middle school and grade 9 teachers in district for five full days (8 a.m. to 3 p.m.), August 12-16, 2013
- Possible abbreviated second training session in early September 2013
- Three on-site follow-up visits during the first year of implementation
- On-going lesson directions and Webinars are available on line.

The Office of Teaching and Learning will provide the following additional support:

- Monthly lead teacher meetings
- On-line collaboration via My Big Campus
- On-going professional learning supported by the building level Common Core cadre

Other training opportunities are available at the following locations:

COURSE	DATES	LOCATION
Core Connections Course 3	July 22-25, 2013	Eagle River, Wisconsin
Algebra Component of Math 1	July 29, 2013-August 2, 2013	DeForest, Wisconsin

COURSE	DATES	LOCATION
Core Connections Course 1	August 5-9, 2013	Oshkosh, Wisconsin
Core Connections Course 2	August 5-9, 2013	Oshkosh, Wisconsin
Core Connections Course 3	August 5-9, 2013	Oshkosh, Wisconsin
Algebra Component of Math 1	August 5-9, 2013	New Berlin, Wisconsin

Budget

STUDENT MATERIALS	
<u>Grade 6</u> <ul style="list-style-type: none"> Core Connections Course 1 Topics from Core Connections Course 2 	\$69 per student x 1,700 students = \$117,300
<u>Grade 7 Prealgebra</u> <ul style="list-style-type: none"> Core Connections Course 2 for Grade 7 	\$69 per student x 1,700 students = \$117,300
<u>Grade 7 Advanced Prealgebra</u> <ul style="list-style-type: none"> Core Connections Topics from Course 2 Core Connections Course 3 	
<u>Grade 8 Algebra</u> <ul style="list-style-type: none"> Core Connections Course 3 for Grade 8 	\$69 per student x 500 students = \$34,500
<u>Grade 8 Advanced Algebra</u> <ul style="list-style-type: none"> College Preparatory Math Integrated Math 1 	\$12 per student x 1,200 students = \$14,400
<u>Grade 9</u> (Students not proficient in grade 8 Algebra) <ul style="list-style-type: none"> College Preparatory Math Integrated Math 1 	\$12 per student x 700 students = \$8,400
<u>Grade 9</u> (Students proficient in grade 8 Algebra) <ul style="list-style-type: none"> Geometry or Geometry Honors 	Use current materials.

TEACHER MATERIALS	
<u>Grades 6 and 7</u> <ul style="list-style-type: none"> Core Connections Course 1 and Course 2 	\$565 per teacher x 30 teachers = \$16,950
<u>Grade 8 Algebra</u> <ul style="list-style-type: none"> Core Connections Course 3 for Grade 8 	\$335 per teacher x 15 teachers = \$5,025
<u>Grade 8 Advanced Algebra</u> <ul style="list-style-type: none"> College Preparatory Math Integrated Math 1 	\$250 per teacher x 15 teachers = \$3,750
<u>Grade 9</u> (Students not proficient in grade 8 algebra)	\$250 per teacher x 10 teachers = \$2,500

TEACHER MATERIALS	
<ul style="list-style-type: none"> College Preparatory Math Integrated Math 1 	
<p style="text-align: center;"><u>Grade 9</u> (Students proficient in grade 8 algebra)</p> <ul style="list-style-type: none"> Geometry or Geometry Honors 	Use current materials.
TOTAL ESTIMATED DOLLAR AMOUNT	\$320,125

Note: All figures are estimations.

References

Appendix A: Curriculum Evaluation Instrument, adapted from the EQuIP Rubric for Lessons & Units: Mathematics from <http://www.achievethecore.org>

Appendix B: College Preparatory Mathematics Curriculum Overviews

Appendix C: College Preparatory Mathematics schools

Recommendation

Administration recommends that the Curriculum/Program Committee forward this curriculum proposal for mathematics in grades 6 through 9 to the Board of Education for consideration.

Dr. Michele Hancock
Superintendent of Schools

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

Mrs. Christine Pratt
Coordinator of Science and Mathematics

APPENDIX A

Rating: 3 2 1 0

Task 1: Alignment to the Depth of the CCSS

Directions: *Examine 1 lesson from the CPM curriculum and provide an in-depth analysis. For each guiding question below, provide evidence from the lesson that you evaluate and choose a rating from 3 to 0.*

1. Lesson targets a set of grade-level CCSS mathematics standard(s) to the full depth of the standards for teaching and learning. (list the standards along with your perception of whether or not the lesson fully meets these standards)
2. Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed. (Identify the specific Standards for Mathematical Practice including examples)
3. Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS. (what skills will students need to solve the problems in this unit? Is there sufficient practice included to help them develop those skills?)
4. What specific improvements might be made to meet the criteria or strengthen alignment?

Rating Scale: 3: Meets most to all of the criteria
1: Meets some of the criteria

2: Meets many of the criteria
0: Does not meet the criteria

Task 2: Key Shifts in the CCSS

Rating: 3 2 1 0

Directions: Examine 1 lesson from the CPM curriculum and provide an in-depth analysis. For each guiding question below, provide evidence from the lesson that you evaluate and choose a rating from 3 to 0.

1. **Focus:** Lessons and units targeting the major work of the grade (at the standard and cluster level) provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting work of the grade (at the standard and cluster level) have visible connection to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades.

2. **Coherence:** The content develops through reasoning about the new concepts on the basis of previous understandings.

3. **Rigor:** Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:

Application: Provides opportunities for students to independently apply mathematical concepts in real-world situations and problem solve with persistence, choosing and applying an appropriate model or strategy to new situations.

Conceptual Understanding: Develops students' understanding through brief conceptual problems and questions, multiple representations and opportunities for students to write and speak about their understanding.

Procedural Skill and Fluency: Expects, supports, and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.

4. **Comments:**

Rating Scale: 3: Meets most to all of the criteria

1: Meets some of the criteria

2: Meets many of the criteria

0: Does not meet the criteria

Task 3: Instructional Supports

Rating: 3 2 1 0

Directions: *Examine 1 lesson from the CPM curriculum and provide an in-depth analysis. For each guiding question below, provide evidence from the lesson that you evaluate and choose a rating from 3 to 0.*

1. Responsiveness to student learning needs in a lesson/unit:

- Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media.
- Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representation (e.g. pictures, symbols, expressions, equations, graphics, models) in the discipline.
- Engages students to productive struggle through relevant, thought provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking.
- Addresses instructional expectations and is easy to understand and use.
- Provides appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners.
- Supports diverse cultural and linguistic backgrounds, interests and styles.
- Provides extra supports for students working below grade level.
- Provides extensions for students with high interest or working above grade level.

2. Unit or Longer Lesson:

- Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations (e.g. including models, using a range of questions, checking for understanding, flexible grouping, pair share).
- Gradually remove supports, requiring students to demonstrate their mathematical understanding independently.
- Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time.
- Expect, support and provide guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.

Rating Scale: 3: Meets most to all of the criteria
1: Meets some of the criteria

2: Meets many of the criteria
0: Does not meet the criteria

Task IV: Assessment

Rating: 3 2 1 0

Directions: *Examine 1 lesson from the CPM curriculum and provide an in-depth analysis. For each guiding question below, provide evidence from the lesson that you evaluate and choose a rating from 3 to 0.*

1. The lesson/unit regularly assesses whether students are mastering standards-based content and skills:

- Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.
- Assesses student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts.
- Includes assigned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance.

2. Unit or Longer Lesson:

- Use varied modes of curriculum embedded assessments that may include pre, formative, summative, and self-assessment measures.

3. Comments:

3. Rigor: Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:

Application: Provides opportunities for students to independently apply mathematical concepts in

Rating Scale: 3: Meets most to all of the criteria
1: Meets some of the criteria

2: Meets many of the criteria
0: Does not meet the criteria

real-world situations and problem solve with persistence, choosing and applying an appropriate model or strategy to new situations.
Conceptual Understanding: Develops students' understanding through brief conceptual problems and questions, multiple representations and opportunities for students to write and speak about their understanding.
Procedural Skill and Fluency: Expects, supports, and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.

4. **Comments:**

Rating Scale: 3: Meets most to all of the criteria
1: Meets some of the criteria

2: Meets many of the criteria
0: Does not meet the criteria

Core Connections, Course 1

Introduction and Overview

Core Connections, Course 1 is the first of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards released in June 2010.

Upon completion of this course, students should be able to:

- Collect, organize and display data in multiple ways.
- Analyze data using measures of central tendency.
- Represent data sets using various methods and analyze how changes in data impact the representation.
- Represent and compare quantities using manipulatives, diagrams and number expressions.
- Represent multiplication using rectangular arrays.
- Model integers.
- Make sense of multiple representations of portions (decimal, fraction, percent) and convert from one form to the other.
- Compare fractions and generate equivalent fractions.
- Recognize ratios in tables and graphs and solve corresponding problems.
- Use ratios to describe relationships with similar plane figures and other situations.
- Use models and standard algorithms for computations with fractions and decimals.
- Simplify variable expressions by combining like terms and using the Distributive Property.
- Evaluate variable expressions and solve simple equations and inequalities.
- Solve distance, rate and time problems.
- Solve percent problems including those with discounts, interest and tips.
- Compute area, surface area and volume of rectangular solids.
- Represent solids using nets.

Lesson Structure and Support

The course is structured around problems and investigations that build conceptual understanding of these topics and an awareness of connections between different ideas. Students are encouraged to investigate concepts, communicate their thinking and generalize.

Lessons are structured for students to collaborate actively by working in study teams. During class time, students work in study teams on challenging problems that introduce new material. The teacher provides guidance as needed and helps to consolidate topics.

The homework in the “Review & Preview” section of each lesson reinforces previously introduced skills and concepts and prepares students for new ones. The homework problems also allow students to apply previously-learned concepts and skills in new contexts and deepen their understanding by solving the same type of problem in different ways. CPM offers open access homework support at the website www.cpm.org/students/homework and also provides teachers with the answers to problems. There are extra practice resources and a parent guide at www.cpm.org and in booklet form.

Course Structure

Chapters are divided into sections that are organized around core topics. Within each section, lessons include activities, challenging problems, investigations and practice problems. Teacher notes for each lesson include a “suggested lesson activity” section with ideas for lesson introduction, specific tips and strategies for lesson implementation to clearly convey core ideas, and a means for bringing the lesson to closure.

Core ideas are synthesized in “Math Notes” boxes. These notes are placed in a purposeful fashion, often falling one or more lessons after the initial introduction of a concept. This approach allows students time to explore and build conceptual understanding of an idea before they are presented with a formal definition or an algorithm. “Math Notes” boxes include specific vocabulary, definitions and instructions about notation, and occasionally interesting extensions or real-world applications of mathematical concepts.

Technology is used in the course to allow students to see and explore concepts after they have developed some initial conceptual understanding. Ideally, classes would have access to a computer lab with computers for pairs of students to use the dynamic tools available at the CPM website that provide students with a deeper understanding of the concepts involved. A classroom computer equipped with projection technology would suffice but not allow students to explore individually.

Learning Log reflections appear periodically at the end of lessons to allow students to synthesize what they know and identify areas that need additional explanation. Toolkits are provided as working documents in which students write Learning Logs, interact with Math Notes and create other personal reference tools.

Core Connections, Course 2

Introduction and Overview

Core Connections, Course 2 is the second of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards released in June 2010.

Upon completion of this course, students should be able to:

- Model integers and operations with integers and rational numbers including using order of operations.
- Use linear models and equal ratios to represent part-whole relationships.
- Use percents and scale factors to determine percent increase or decrease, discounts and markups.
- Use variable expressions to represent quantities in contextual problems.
- Simplify variable expressions by combining like terms and using the Distributive Property.
- Solve linear equations including those with fractional coefficients and those with no solutions or infinite solutions.
- Solve and graph one-variable inequalities.
- Compare experimental and theoretical probabilities.
- Distinguish between dependent and independent events and calculate the probability of compound independent events.
- Represent probabilities of multiple events using systemic lists, charts, or tree diagrams.
- Design, conduct and analyze surveys.
- Collect and compare data and describe the distribution of sets of data.
- Solve distance, rate and time problems.
- Compare ratios and calculate unit rates.
- Recognize and solve problems involving proportional relationships.
- Recognize and use the properties of similar shapes and scale factors to solve problems.
- Describe angles, angle pairs and their measures.
- Compute area and perimeter of standard and compound shapes.
- Compute the volume of a variety of solids.

Lesson Structure and Support

The course is structured around problems and investigations that build conceptual understanding of these topics and an awareness of connections between different ideas. Students are encouraged to investigate concepts, communicate their thinking and generalize.

Lessons are structured for students to collaborate actively by working in study teams. During class time, students work in study teams on challenging problems that introduce new material. The teacher provides guidance as needed and helps to consolidate topics.

The homework in the “Review & Preview” section of each lesson reinforces previously introduced skills and concepts and prepares students for new ones. The homework problems also allow students to apply previously-learned concepts and skills in new contexts and deepen their understanding by solving the same type of problem in different ways. CPM offers open access homework support at the website www.cpm.org/students/homework and also provides teachers with the answers to problems. There are extra practice resources and a parent guide at www.cpm.org and in booklet form.

Course Structure

Chapters are divided into sections that are organized around core topics. Within each section, lessons include activities, challenging problems, investigations and practice problems. Teacher notes for each lesson include a “suggested lesson activity” section with ideas for lesson introduction, specific tips and strategies for lesson implementation to clearly convey core ideas, and a means for bringing the lesson to closure.

Core ideas are synthesized in “Math Notes” boxes. These notes are placed in a purposeful fashion, often falling one or more lessons after the initial introduction of a concept. This approach allows students time to explore and build conceptual understanding of an idea before they are presented with a formal definition or an algorithm. “Math Notes” boxes include specific vocabulary, definitions and instructions about notation, and occasionally interesting extensions or real-world applications of mathematical concepts.

Technology is used in the course to allow students to see and explore concepts after they have developed some initial conceptual understanding. Ideally, classes would have access to a computer lab with computers for pairs of students to use the dynamic tools available at the CPM website that provide students with a deeper understanding of the concepts involved. A classroom computer equipped with projection technology would suffice but not allow students to explore individually.

Learning Log reflections appear periodically at the end of lessons to allow students to synthesize what they know and identify areas that need additional explanation. Toolkits are provided as working documents in which students write Learning Logs, interact with Math Notes and create other personal reference tools.

Core Connections, Course 3

Introduction and Overview

Core Connections, Course 3 is the third of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards released in June 2010.

Upon completion of this course, students should be able to:

- Represent a linear function with a graph, table, rule, and context and should be able to find any representation when provided one of the others
- Solve systems of equations represented in tables and graphs.
- Symbolically manipulate expressions in order to solve problems including those with fractional coefficients.
- Solve contextual word problems using multiple strategies, including making tables, looking for patterns, drawing diagrams, and creating a table of guesses to assist with writing and solving a variable equation.
- Describe various transformations on a coordinate grid.
- Represent data using scatterplots and describe associations.
- Collect and analyze data and make predictions based on the trend of the data.
- Compare ratios, calculate unit rates and slope ratios.
- Analyze the slope of a line graphically, numerically, and contextually.
- Recognize and solve problems involving proportional relationships.
- Graph and analyze non-linear functions.
- Recognize and use the properties of similar shapes to solve problems.
- Use the Pythagorean Theorem and its converse to solve problems in 2 and 3 dimensions.
- Use square and cube roots.
- Represent and simplify expressions using positive and negative exponents.
- Represent and compare large and small numbers using standard and scientific notation.
- Perform operations with numbers represented in scientific notation.
- Use the relationships between angles created by parallel lines with transversals and the triangle sum theorem to solve problems.
- Compute the volume of a variety of solids.

Lesson Structure and Support

The course is structured around problems and investigations that build conceptual understanding of these topics and an awareness of connections between different ideas. Students are encouraged to investigate concepts, communicate their thinking and generalize.

Lessons are structured for students to collaborate actively by working in study teams. During class time, students work in study teams on challenging problems that introduce new material. The teacher provides guidance as needed and helps to consolidate topics.

The homework in the “Review & Preview” section of each lesson reinforces previously introduced skills and concepts and prepares students for new ones. The homework problems also allow students to apply previously-learned concepts and skills in new contexts and deepen their understanding by solving the same type of problem in different ways. CPM offers open access homework support at the website www.cpm.org/students/homework and also provides teachers with the answers to problems. There are extra practice resources and a parent guide at www.cpm.org and in booklet form.

Course Structure

Chapters are divided into sections that are organized around core topics. Within each section, lessons include activities, challenging problems, investigations and practice problems. Teacher notes for each lesson include a “suggested lesson activity” section with ideas for lesson introduction, specific tips and strategies for lesson implementation to clearly convey core ideas, and a means for bringing the lesson to closure.

Core ideas are synthesized in “Math Notes” boxes. These notes are placed in a purposeful fashion, often falling one or more lessons after the initial introduction of a concept. This approach allows students time to explore and build conceptual understanding of an idea before they are presented with a formal definition or an algorithm. “Math Notes” boxes include specific vocabulary, definitions and instructions about notation, and occasionally interesting extensions or real-world applications of mathematical concepts.

Technology is used in the course to allow students to see and explore concepts after they have developed some initial conceptual understanding. Ideally, classes would have access to a computer lab with computers for pairs of students to use the dynamic tools available at the CPM website that provide students with a deeper understanding of the concepts involved. A classroom computer equipped with projection technology would suffice but not allow students to explore individually.

Learning Log reflections appear periodically at the end of lessons to allow students to synthesize what they know and identify areas that need additional explanation. Toolkits are provided as working documents in which students write Learning Logs, interact with Math Notes and create other personal reference tools.

CPM SCHOOLS

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Lisa Academy	21 Corporate Hill Dr	Little Rock, 72205	(501) 227-4942	AR
Arizona Western College	PO Box 929	Yuma, 85366	(888) 293-0392	AZ
Pinon Accelerated Middle	P.O. Box 839	Pinon, 86510	(928) 725-2301	
Pinon High School	1 Mi North of Bashas on Nava	Pinon, 86510	(928) 725-2489	
Abbott Middle	600 36th Ave	San Mateo, 94403	(650) 312-7600	CA
Abraham Lincoln High	2162 - 24th Ave	San Francisco, 94116	(415) 759-2700	
Academy of Alameda	401 Pacific Ave	Alameda, 94501	(510) 214-2460	
Adele Harrison Middle	1150 Broadway	Sonoma, 95476	(707) 935-6080	
Alameda Community Lrng Ctr	210 Central Ave Rm 603	Alameda, 94501	(510) 521-7123	
Alameda Community Lrng Ctr	210 Central Ave Rm 603	Alameda, 94501	(510) 521-7123	
ALBA	4041 Oregon St	San Diego, 92104-1706	(619) 287-8395	
Albert Einstein Academy	3035 Ash St	San Diego, 92102	(619) 795-1190	
Alhambra Sr High	150 E Street	Martinez, 94553-3194	9253355810	
Alisal High	777 Williams Rd.	Salinas, 93905	(831) 796-7600	
Alta Sierra Intermediate	380 W. Teague Ave	Clovis, 93611	5593273500	
Altimira Middle	17805 Arnold Dr.	Sonoma, 95476	(707) 935-6020	
Amador Valley High	1155 Santa Rita Rd	Pleasanton, 94566-6176	9254616100	
American Canyon Middle	300 Benton Way	American Canyon, 94589	(707) 259-8592	
Anderson High	1471 Ferry St	Anderson, 96007	(530) 365-2741	
Anderson Middle	1646 West Ferry St	Anderson, 96007	5303787060	
Anderson Valley Elem.	12300 Anderson Valley Way	Boonville, 95415	(707) 895-3010	
Anderson Vly JR/SR High	18200 Mountain View Rd	Boonville, 95415	(707) 895-3496	
Animo Locke ACE Acad	325 E 111th St	Los Angeles, 90061	(323) 420-2172	
Animo Locke Charter #1	325 E 111th St	Los Angeles, 90061-3003	(323) 568-8622	
Animo Locke Charter #2	325 East 111th St.	Los Angeles, 90061	(323) 249-4027	
Animo Locke Tech #3	325 East 11th St.	Los Angeles, 90061	(323) 420-2100	
Animo Locke Tech High	810 East 111th Pl.	Los Angeles, 90059	(323) 568-8613	
Animo Pat Brown Chrtr	3801 S Broadway	Los Angeles, 90061	(323) 232-9450	
Animo Watts #1	1155 West Arbor Vitae	Inglewood, 90301	(213) 621-0276	
APEX Academy	1309 N. Wilton Pl	Los Angeles, 90028	(323) 817-6500	
Aragon High	900 Alameda de las Pulgas	San Mateo, 94402	6505582999	
Arcade Middle School	3500 Edison Ave	Sacramento, 95821	(916) 971-7300	
Arcata High	1720 M Street	Arcata, 95521	7078252400	
Arellanes K-8	1890 Sandalwood Dr.	Santa Maria, 93455	8053616860	
Arroyo High	15701 Lorenzo Ave	San Lorenzo, 94580-1499	(510) 317-4000	
Arroyo Valley High	1881 W. Baseline St.	San Bernardino, 92411	(909) 381-4295	

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<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
ASCEND K-8	3709 East 12th St	Oakland, 94601	(510) 534-7252	CA
Aspire Alexander Twilight Sec	2360 El Camino Ave	Sacramento, 95821	9169791788	
Aspire AM Lugo Academy	2665 Clarendon Ave	Huntington Park, 90255	(323) 585-1153	
Aspire Berkeley Maynard Acad	6200 San Pablo Ave	Oakland, 94608	(510) 658-2900	
Aspire Cal College Prep	2125 Jefferson Ave	Berkeley, 94703	(510) 486-8133	
Aspire Centennial Coll Prep	2079 Saturn Ave.	Huntington Park, 90255	(323) 826-9616	
Aspire East Palo Alto Phoenix Acad	1848C Bay Rd.	East Palo Alto, 94303	(650) 325-1460	
Aspire ERES Academy	1936 Courtland Ave	Oakland, 94601	(510) 434-5000	
Aspire Golden State Coll Prep	1009 66th Ave	Oakland, 94610	(510) 562-8030	
Aspire Huntington Park	6005 Stafford Ave	Huntington Park, 90255	(323) 826-9616	
Aspire Langston Hughes Acad	2050 West Lane	Stockton, 95205-3358	(510) 434-5000	
Aspire Lionel Wilson Coll Prep	400 105th Ave	Oakland, 94603	(510) 635-7737	
Aspire Pacific Academy	2950 58th St	Huntington Park, 90255	(323) 826-9616	
Aspire Public Schools	1001 22nd Ave	Oakland, 94606	(510) 434-5000	
Aspire Vanguard College Prep	5255 First St	Empire, 95319	(559) 269-9977	
Ball Junior High	1500 W Ball Rd	Anaheim, 92802	(714) 999-3663	
Barstow High	430 South First Ave	Barstow, 92311	(760) 255-6105	
Bear Creek High	10555 Thornton Rd	Stockton, 95209	(209) 953-8234	
Beechwood School	780 Beechwood Ave	Fullerton, 92835	(714) 447-2850	
Bella Vista Elementary	22661 Old Alturas Rd	Bella Vista, 96008	5305494415	
Belmont Sr High	1575 W. Second St	Los Angeles, 90026	(213) 250-0244	
Ben Franklin Intermediate	700 Stewart Avenue	Colma, 94015	6509911202	
Ben Holt College Prep	3293 East Morada Ln	Stockton, 95212	(209) 955-1477	
Benicia High	1101 Military West	Benicia, 94510	(707) 747-8325	
Benicia Middle	1100 Southampton Rd	Benicia, 94510	(707) 747-8340	
Berkeley High	1980 Allston Way	Berkeley, 94704	5106446120	
Beverly Hills High	241 Moreno Dr.	Beverly Hills, 90212	(310) 229-3685	
Bidwell Junior High	2376 North Ave	Chico, 95926	5308913000	
Black Mountain Middle	9353 Oviedo St	San Diego, 92129-2198	8584841300	
Blue Oak Charter	450 West East Ave	Chico, 95926	(530) 879-7483	
Borel Middle	425 Barneson Ave	San Mateo, 94402	6503127670	
Boulder Creek Elem	505 Springer Dr	Redding, 96003	5302244140	
Brandeis Hillel Day	655 Brotherhood Way	San Francisco, 94132	(415) 406-1035	
Brook Haven Elementary	7905 Valentine Ave	Sebastopol, 95472	(707) 829-4590	
Bullard High School	5445 North Palm Ave	Fresno, 93704-1941	5594514320	
Bullis Charter	102 W. Portola Ave	Los Altos, 94022	(650) 947-4939	
Cabrillo Elementary	601 Crespi Dr	Pacifica, 94044	(650) 738-6660	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Cajon Park Jr High	10300 Magnolia Ave	Santee, 92071-1704	(619) 258-2400	CA
Cal Baptist University	8432 Magnolia Ave	Riverside, 92504	8772283615	
Calaveras Hills High	1331 East Calaveras Blvd	Milpitas, 95035	(408) 635-2690	
Camino Nuevo Acad #4	Sandra Cisneros Learning Acad	Los Angeles, 90026	(213) 353-5300	
Camino Nuevo Academy #2	635 South Harvard Blvd	Los Angeles, 90005	(213) 736-5542	
Camino Nuevo Charter Acad	697 South Burlington Ave	Los Angeles, 90057	(213) 413-4245	
Camino Nuevo Chrtr Acad HS	3500 West Temple St	Los Angeles, 90026	(213) 417-3400	
Camino Nuevo Jose Castellanos	1723 Cordova St	Los Angeles, 90007	(323) 730-7165	
Camptonville Academy	848 Gold Flat Rd., Ste. 3	Nevada City, 95959	(530) 478-9458	
Capuchino High	1501 Magnolia Dr	San Bruno, 94066-5451	6505582799	
Carlton Hills Elementary	9353 Pike Road	Santee, 92071-2515	6192583400	
Carlton Oaks Middle	9353 Wethersfield Rd.	Santee, 92072-9007	6199564500	
Cathedral School for Boys	1275 Sacramento Street	San Francisco, 94108	(415) 771-6600	
Catherine Zane Middle	2155 S St	Eureka, 95501	(707) 441-2470	
Cedar Springs Waldorf	6029 Gold Meadows Rd.	Placerville, 95667	(530) 642-9903	
Center High	3111 Center Court Ln	Antelope, 95843	9163386330	
Central LA Area New High #9	450 North Grand Ave	Los Angeles, 90012	(213) 217-8759	
Central Middle	828 Chestnut St	San Carlos, 94070	(650) 508-7321	
Central Middle	2565 Mesa Ave	Oroville, 95966	5305323002	
Cherry Avenue Middle	540 N Cherry	Tulare, 93274	(559) 685-7320	
Chet F. Harritt Elementary	8120 Arlette St.	Santee, 92071-3513	(619) 258-4800	
Chico Christian	2801 Notre Dame Blvd.	Chico, 95928	(530) 343-6051	
Chico Jr High	280 Memorial Way	Chico, 95926	(530) 891-3066	
Chico Senior High	901 The Esplanade	Chico, 95926	(530) 891-3026	
Childrens Community Chrtr	6830 Pentz Rd	Paradise, 95969	5308772227	
Christa McAuliffe Elem	12211 Titus Ave	Saratoga, 95070	(408) 253-4696	
Christa McAuliffe Middle	3880 Iron Canyon Cir	Stockton, 95209	2099539432	
Christian Brothers High	4315 Martin Luther King Jr Blvd.	Sacramento, 95820-2797	(916) 452-2876	
Chrysalis Charter	21945 Old Forty-Four Dr	Palo Cedro, 96073	(530) 547-9726	
City Arts & Tech High	325 La Grande Ave	San Francisco, 94112	(415) 841-2200	
Civitas Schl of Ldrshp	1200 West Colton St.	Los Angeles, 90026	(213) 241-8560	
Coastal Grove Charter	P.O. Box 510	Arcata, 95521	(707) 825-1761	
Comm Chrtr Early College HS	11500 Eldridge Ave	Lakeview Terrace, 91342	(818) 845-0950	
Community Day	804 N Fairview	Santa Ana, 92703	(714) 796-9000	
Contra Costa Jewish Day	3800 Mt. Diablo Blvd	Lafayette, 94549	(925) 284-8288	
Coronado Alternative High	1500 E Francisquito Ave	West Covina, 91791	(626) 931-1810	
Countryside High	1084 South Pratt St	Tulare, 93274	(559) 687-7384	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Crawford Sr High	4191 Colts Way	San Diego, 92115	(619) 583-2500	CA
Crossroads School for Art & Sci	1714 21st Street	Santa Monica, 90404	(310) 829-7391	
Crystal Middle	400 Whispering Way	Suisun City, 94585	7074355800	
Culver City High	4401 Elenda St.	Culver City, 90230-4101	(310) 842-4200	
Cupertino High	10100 Finch Ave	Cupertino, 95014	4083667300	
Cutler-Orosi Community Day	14198 Avenue 384	Yetttem, 93670	(559) 528-3190	
Da Vinci Charter Acad	1400 East 8th St	Davis, 95616	(530) 757-7154	
DaVinci High	13500 Aviation Blvd	Hawthorne, 90250	(310) 725-5800	
De Marillac Academy	175 Golden Gate Ave	San Francisco, 94102	(415) 552-5220	
Deer Valley High	4700 Lone Tree Way	Antioch, 94509	5107765555	
Del Norte High	1301 El Dorado ST	Crescent City, 95531	(707) 464-0274	
Del Norte High	16601 Maascot Ln.	San Diego, 92127	(858) 487-0877	
Del Oro High School	3301 Taylor Road	Loomis, 95650	(916) 652-7243	
Desert Hot Springs High	65850 Pierson Blvd	Desert Hot Springs, 92240	(760) 288-7000	
Dewolf Continuation High	2021 N. Clark AVE	Fresno, 93703	(209) 441-3233	
Discovery Charter	4021 Teale Ave	San Jose, 95117	(408) 243-9800	
Dixon High School	455 East A Street	Dixon, 95620	(707) 678-2391	
Dixon Montessori Charter	355 North Almond St	Dixon, 95620	(707) 678-8953	
Downtown College Prep Alviso	1621 Gold St.	Alviso, 95002	(408) 942-7000	
Downtown Magnet High	1081 W. Temple St	Los Angeles, 90012	(213) 481-0371	
Durham High	9455 Putney Dr.	Durham, 95973	(530) 895-4685	
E.V. Cain Middle	150 Palm Avenue	Auburn, 95603	(530) 823-6106	
Eagle Rock High	1750 Yosemite Dr.	Los Angeles, 90041	(323) 254-6891	
East Bay School for Boys	1798 Scenic Ave	Berkeley, 94709	(510) 849-8190	
East Palo Alto Academy	475 Pope St	Menlo Park, 94025	(650) 329-2811	
East Palo Alto Charter	1286 Runnymede St.	East Palo Alto, 94303	(650) 614-9100	
East Palo Alto High	475 Pope St	Menlo Park, 94025	(650) 329-2811	
Ecole Bilingue Elem.	1009 Heinz Ave	Berkeley, 94710-2718	(510) 549-3867	
Edgewood High	1301 Trojan Way	West Covina, 91790	(626) 939-4600	
Edgewood Middle	1625 West Durness	West Covina, 91790	(626) 939-4900	
Edison High	540 E. California	Fresno, 93706	(559) 441-3900	
Edward Roybal Lrng Center	1200 West Colton St	Los Angeles, 90026	(213) 580-6400	
Eich (Warren T.) Intermediate	1509 Sierra Gardens Dr	Roseville, 95661	(916) 783-5245	
EJE Middle Academy	851 South Johnson Ave	El Cajon, 92020	(619) 401-4150	
El Camino High	400 Rancho del Oro Dr	Oceanside, 92057	(760) 757-8550	
El Camino Junior High	219 W. El Camino St.	Santa Maria, 93454	(805) 361-7800	
El Capitan High	10410 Ashwood St	Lakeside, 92040-2497	(619) 938-9191	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
El Colegio New City School	1633 Long Beach Blvd	Long Beach, 90813	(562) 599-7405	CA
El Monte Middle	42111 Road 128	Orosi, 93647	(559) 528-3017	
El Puente	20 Sherwood Pl	Salinas, 93906	(831) 796-7700	
El Rancho High	6501 S. Passons Blvd	Pico Rivera, 90660	(562) 801-5355	
El Sausal Middle	1155 E Alisal St	Salinas, 93905	(831) 796-7200	
Ellen Ochoa Lrng Ctr	5027 Live Oak St	Cudahy, 90201	(323) 562-1611	
Emerson (Ralph Waldo) Jr High	2121 Calaveras Ave	Davis, 95616	(530) 757-5430	
Enrique Camarena Jr High	800 East Rivera Ave	Calexico, 92231	7607683808	
Envision Academy	1515 Webster St	Oakland, 94612	(510) 596-8901	
Eugene A. Obregon	3300 Sandoval Ave	Pico Rivera, 90660	(562) 463-0258	
Eureka Senior High	1915 J Street	Eureka, 95501	(707) 441-2508	
Everett Alvarez High	1900 Independence Blvd	Salinas, 93906	(831) 796-7800	
Fair View High School	102 West 11th Street	Chico, 95928	(530) 891-3092	
Fairfax Sr High	7850 Melrose Ave	Los Angeles, 90046	3233701200	
Fairfield High	205 E. Atlantic Ave	Fairfield, 94533	(707) 422-8672	
Fernando Rivera Intermediate	1255 Southgate Ave	Daly City, 94015	(650) 991-1225	
Fesler Jr High	1100 E. Fesler St	Santa Maria, 93454	(805) 346-8586	
Fieldbrook Elem.	4070 Fieldbrook Rd	Arcata, 95519-9709	(707) 839-3201	
Foothill Country Day	1035 West Harrison Ave	Claremont, 91711	(909) 626-5681	
Foshay Learning Center	3751 S. Harvard Blvd	Los Angeles, 90018	(323) 735-0241	
Frances E.W. Harper Jr High	4000 East Covell Blvd	Davis, 95616	(530) 757-5330	
Franklin Jr High	501 Starr Ave	Vallejo, 94590	(707) 556-8470	
Franklin Sr High	820 N. Avenue 54	Los Angeles, 90042	(213) 254-7104	
Fremont High	1279 Sunnyvale-Saratoga Rd	Sunnyvale, 94087	(408) 522-2400	
Freshwater Charter Middle	75 Greenwood Heights Dr.	Eureka, 95503	(707) 442-2969	
Fresno High	1839 N. Echo Ave	Fresno, 93704	(209) 441-3800	
Gabriella Charter	1435 Logan St	Los Angeles, 90026	(213) 413-5741	
Galt High	145 N. Lincoln Way	Galt, 95632	(209) 745-3081	
Garfield Senior High	5101 E 6th St	Los Angeles, 90022	(323) 981-5500	
George Washington High	600 - 32nd Ave	San Francisco, 94121	(415) 750-8400	
Gilmore (Lyman) Intermediate	10837 Rough & Ready Hwy	Grass Valley, 95945	(916) 273-8479	
Glendale Sr High	1440 E. Broadway	Glendale, 91205	(818) 242-3161	
Glendora High School	1600 E. Foothill Blvd	Glendora, 91741	(626) 963-5731	
Godinez Fundamental HS	3002 W Centennial Rd.	Santa Ana, 92704	(714) 433-6731	
Goleta Valley Jr High	6100 Stow Canyon Rd	Goleta, 93017	(805) 967-3486	
Gompers Charter Middle	1005 47th St	San Diego, 92102	(619) 263-2171	
Gompers Prep Academy	1005 47th St	San Diego, 92102	(619) 263-2171	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Gonzalo Felicitas Mendez Fund.	2000 N. Bristol St.	Santa Ana, 92706	(714) 973-6329	CA
Granite Oaks Middle	2600 Wyckford Blvd.	Rocklin, 95765	(916) 315-9009	
Grant Elementary	8835 Swasey Dr	Redding, 96001	5302430561	
Grenada Elementary	P.O. Box 10	Grenada, 96038	(530) 438-2233	
Half Moon Bay High	498 Kelly Ave	Half Moon Bay, 94019	6507127200	
Hall Middle	200 Doherty	Larkspur, 94939	(415) 927-6978	
Happy Camp High	234 Indian Creek Rd	Happy Camp, 96039	(530) 493-2697	
Harbor High	300 La Fonda Ave	Santa Cruz, 96062	(831) 429-3810	
Harden Middle	1561 McKinnon St	Salinas, 93906	(831) 796-7300	
Harvest Ridge Coop Chtr	9050 Old State Hwy	Newcastle, 95658	(916) 663-3307	
Heber Elementary	1052 Heber Ave	Heber, 92249	7603376530	
Helen Bernstein High	1309 North Wilton Pl.	Hollywood, 90028	(323) 817-6400	
Helms Middle	2500 Road 20	San Pablo, 94806	(510) 233-3988	
High Tech High	2861 Womble Rd	San Diego, 92169	(619) 243-5000	
High Tech High Media Arts	2230 Truxton Rd.	San Diego, 92106	(619) 398-8620	
Hill Creek Middle	9665 Jeremy St.	Santee, 92072-9007	(619) 258-2370	
Hillsdale High	3115 Del Monte St	San Mateo, 94403	6505582699	
Hiram Johnson High	6879 14th Ave	Sacramento, 95820	(916) 277-6300	
Hogan Senior High	850 Rosewood Ave	Vallejo, 94590	(707) 556-8510	
Holden High	10 Irwin Way	Orinda, 94563	(925) 254-0199	
Hollywood Sr High	1521 N. Highland Ave	Los Angeles, 90028	(323) 461-3891	
Holmes (Oliver Wendell) Jr High	1220 Drexel Dr	Davis, 95616	(530) 757-5445	
Homestead High School	21370 Homestead Rd	Cupertino, 95014	(408) 522-2500	
Hoopa Valley High	P.O. Box 1308	Hoopa, 95546	(530) 625-4218	
Hoover High	5550 N. First St	Fresno, 93710	(209) 441-3888	
Hubert Howe Bancroft MS	929 N Las Palmas Ave	Los Angeles, 90038	(323) 993-3400	
Huntington Park HS	6020 Miles Ave	Huntington Park, 90255	(323) 826-2300	
Idyllwild Arts Academy	52500 Temecula Dr	Idyllwild, 92549	(909) 659-2171	
Impact Acad of Arts & Tech HS	2560 Darwin St	Hayward, 94545	(510) 300-1560	
Imperial Co. Ofc of Ed.	1398 Sperber Rd	El Centro, 92243	(760) 339-6464	
Ingrid B. Lacy Middle	1427 Palmetto Ave	Pacifica, 94044	(650) 738-6665	
International Studies Academy	655 De Haro St.	San Francisco, 94107	(415) 695-5866	
Ione Junior High	217 Rex Avenue	Jackson, 95642	(209) 274-2491	
Ishi Hills Middle	1 Ishi Hills Way	Oroville, 95966	5305323045	
Jackson Junior High	747 Sutter St	Jackson, 95642	(209) 257-5742	
Jackson Street Elemn	405 Jackson St	Yreka, 96097	5308423561	
James Madison High	4833 Doliva Dr.	San Diego, 92117	(858) 496-8410	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Jefferson Middle	823 Acacia Ave	Oceanside, 92054	(760) 757-6060	CA
Jepson (Willis) Middle	580 Elder Street	Vacaville, 95688	(707) 453-6280	
Jesse Bethel High	1800 Ascot Pkwy	Vallejo, 94591	(707) 556-5700	
John C Fremont Sr. High	7676 S San Pedro St.	Los Angeles, 90003	(323) 565-1200	
John F. Kennedy High	4300 Cutting Blvd.	Richmond, 94804	(510) 235-2291	
John Liechty Middle	650 S. Union Ave.	Los Angeles, 90017	(213) 482-5386	
John O'Connell High	1920 41st AVE	San Francisco, 94709	(415) 759-2724	
Julian Charter	1704 Cape Horn	Julian, 92036	(760) 765-3847	
Junction Middle	9019 Deschutes Rd	Palo Cedro, 96073	5305475494	
Kabbalah Childrens Academy	9250 W Olympic Blvd	Beverly Hills, 90212	(310) 385-1187	
Katherine Edwards Middle	6812 S Norwalk Blvd	Whittier, 90606	(562) 789-3115	
Kearny Sr High	7651 Wellington St	San Diego, 92111	(858) 496-8370	
Keiller Leadership	7270 Lisbon St.	San Diego, 92114	(619) 263-9266	
Kenilworth Jr High	998 E. Washington St	Petaluma, 94952	(707) 778-4710	
Kennedy Middle	900 N. Sixth St.	El Centro, 92243	(760) 352-0444	
Kettleman City Elem.	P.O. Box 599	Kettleman City, 93239	(559) 386-5702	
King (M.L., Jr) Middle	26890 Holly Hill Ave	Hayward, 94545	(510) 293-8528	
King Drew Medical Magnet High	1601 E 120th St	Los Angeles, 90059	(323) 566-0420	
Knox Middle	1098 South 49th St	San Diego, 92113	(619) 262-2473	
La Colina Jr High	4025 Foothill Rd	Santa Barbara, 93110	(805) 967-4506	
La Cuesta Cont. High	905 North Nopal St	Santa Barbara, 93103-2318	(805) 966-0883	
La Cumbre Middle School	2255 Modoc Rd	Santa Barbara, 93101	(805) 687-0761	
La Paz Middle	1300 N. Sanborn	Salinas, 93905	(831) 796-7900	
La Serna High	15301 E. Youngwood Dr	Whittier, 90605-1397	(562) 698-8121	
Larchmont Charter	815 N El Centro Ave	Los Angeles, 90038	(323) 836-0860	
Larchmont Chrtr W. Hlywd	1265 N Fairfax Ave	West Hollywood, 90046	(323) 656-6418	
Las Plumas High	2380 Las Plumas Ave	Oroville, 95966	(530) 538-2310	
Lathrop Intermediate	1111 S. Broadway	Santa Ana, 91707	(714) 558-5701	
Latino College Prep Academy	1966 Flint Ave	San Jose, 95148	(408) 729-2281	
Laurel Elementary	925 North Hayworth Ave	Los Angeles, 90046	(323) 654-1930	
Laurel Tree Charter	4555 Valley West Blvd	Arcata, 95521	(707) 822-5626	
Leadership Public Schools	1881 Cunningham Ave	San Jose, 95122	(408) 937-2700	
Lemoore High School	101 E. Bush St	Lemoore, 93245	(559) 924-6600	
Liberty Elementary	11535 Avenue 264	Visalia, 93277	5596861675	
Liberty Ranch High	12945 Marengo Rd	Galt, 95632	2097444250	
Life Learning Academy-Charter 140	651 8th St, Bldg 229	San Francisco, 94107	(415) 397-8957	
Lighthouse Comm. Charter High	444 Hegenberger Rd	Oakland, 94621-1418	(510) 271-8403	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Lincoln High	150 South 49th St	San Diego, 92113	(619) 264-2326	CA
Lincoln High	1081 Seventh ST	Lincoln, 95648	(916) 645-6360	
Little Citizens Westside Academy	3666 7th Ave	Los Angeles, 90018	(323) 732-1212	
Live Oak Middle	980 N. Laspina	Tulare, 93274	(559) 685-7310	
Live Oak Middle	2082 Pennington Rd	Live Oak, 95953	(530) 865-3447	
Live Oak School	1555 Mariposa St	San Francisco, 94107	(415) 861-8840	
Lodi High	3 S. Pacific Ave	Lodi, 95242	(209) 331-7815	
Lodi Unified School Dist.	1305 E. Vine Street	Lodi, 95420	(209) 331-7000	
Logan Street Elementary	1711 W Montana St	Los Angeles, 90026	(213) 413-6353	
Los Angeles Leadership Acad	234 East Ave 33	Los Angeles, 90031	3232277719	
Los Angeles River School	2050 San Fernando Rd	Los Angeles, 90065	(213) 241-0131	
Los Angeles Schl of Global Studies	322 S Lucas Ave.	Los Angeles, 90017	(213) 240-3850	
Los Molinos Elementary	7700 Stanford	Los Molinos, 96055	5303847903	
Los Tules Middle	801 W Gail	Tulare, 93274	(559) 687-3156	
Lovell High	12724 Avenue 382	Cutler, 93615	(559) 528-4703	
Luther Burbank Middle	6460 N Figueroa St	Los Angeles, 90042	(323) 340-4400	
MacArthur (Douglas) Jr High	600 W. Alton Ave	Santa Ana, 92707	714) 513-9800	
Magnolia Science Acad 5	5616 Carlton Way	Hollywood, 90028	(323) 871-4258	
Manual Arts High	4131 S. Vermont Ave	Los Angeles, 90037	(323) 232-1121	
Manzanita Elementary	627 East Evans-Reimer Rd	Gridley, 95948	(530) 846-5594	
Marcum-Illinois Elem.	2452 El Centro Blvd.	East Nicolaus, 95659	(530) 658-2407	
Maria Carrillo High	6975 Montecito Blvd.	Santa Rosa, 95409	(707) 528-5785	
Marina Middle	3500 Fillmore St	San Francisco, 94123	(415) 749-3495	
Marina Village Middle	1901 Francisco Dr	El Dorado Hills, 95762	(916) 933-3993	
Marsh Jr High	2253 Humboldt Rd	Chico, 95928	(530) 895-4110	
Marshall Sr High	3939 Tracy St	Los Angeles, 90027	(323) 660-1440	
Mary Collins Charter	1001 Cherry St	Petaluma, 94952	(707) 778-4740	
Mayfair High	6000 N Woodruff Ave	Lakewood, 90713	(562) 925-9981	
McCaffrey Middle	997 Park Terrace Dr	Galt, 95632	2097455462	
McFadden Intermediate	2701 South Raitt	Santa Ana, 92704	(714) 435-3700	
McKinleyville Elementary	2285 Central Avenue	McKinleyville, 95519	(707) 839-1508	
McKinleyville High	1300 Murray RD	McKinleyville, 95521-3599	7078396400	
Medea Creek Middle	1002 Doubletree Rd.	Oak Park, 91301	(818) 707-7922	
Mendocino High	P.O. Box 226	Mendocino, 95460	(707) 937-5871	
Mendocino K-8	44261 Little Lake Rd	Mendocino, 95460	(707) 937-5460	
Mesa Middle	2555 Halcyon RD	Arroyo Grande, 93420	(805) 473-4136	
Metro Arts & Tech High	1195 Hudson Ave	San Francisco, 94124	(415) 550-5920	

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Miguel Contreras Lrng Complex	322 Lucas Ave.	Los Angeles, 90017	(213) 240-3805	CA
Mill Valley Middle	425 Sycamore Ave	Mill Valley, 94941	(415) 389-7711	
Millswood Middle	233 N. Mills	Lodi, 95242	(209) 331-8332	
Mira Mesa Senior High	10510 Reagan Rd	San Diego, 92126	(858) 566-2262	
Mission Oak High	3442 East Bardsley Ave	Tulare, 93274	(559) 688-2021	
Monta Vista High	21840 McClellan Rd	Cupertino, 95014	(408) 366-7600	
Montevideo Elementary	13000 Broadmoor Dr.	San Ramon, 94583	(925) 803-7450	
Morada Middle School	5001 Eastview Dr	Stockton, 95212	2099538495	
Moreland Middle	4600 Student Lane	San Jose, 95130-1709	4088753300	
Morse Senior High	6905 Skyline DR	San Diego, 92114	(619) 262-0763	
Mount Toro High	10 Sherwood Pl	Salinas, 93906	(831) 796-7700	
Mt. Baldy Elem.	1 Mt. Baldy Rd., Box 489	Mt. Baldy, 91759-0489	(909) 985-0991	
Mulcahy (Alice G.) Middle	1001 W. Sonora Ave	Tulare, 92374	(559) 685-7250	
Murphy (Martin) Middle	141 Avenida Espana	San Jose, 95131	408) 201-6260	
Nevada City Schl of the Arts	13032 Bitney Spgs Rd #8	Nevada City, 95959-9017	530) 273-7736	
New City School	1230 Pine Ave	Long Beach, 90813	(562) 436-0689	
New Roads School	3131 Olympic Blvd	Santa Monica, 90404	(310) 828-5582	
New Technology High	920 Yount St	Napa, 94559	(707) 259-8557	
Newcastle Elementary	8951 Valley View Dr.	Newcastle, 95658	(916) 663-3307	
North Cow Creek Elem	10619 Swede Creek Rd.	Palo Cedro, 96073	(530) 549-4488	
North High	3620 West 182nd St	Torrance, 90504	(310) 533-4412	
North Park Middle	4450 S Durfee Ave	Pico Rivera, 90660	(562) 801-5137	
North Salinas High	55 Kip Dr	Salinas, 93906	(831) 796-7506	
Northridge Academy High	9601 Zelzah Ave	Northridge, 91325	(818) 700-2222	
Northview High	1016 W. Cypress AVE	Covina, 91722	626) 974-6120	
Northwood High	4515 Portola Pkwy	Irvine, 92620-2200	(949) 936-7200	
Norwalk High School	11356 E. Leffingwell RD	Norwalk, 90650	(562) 868-0431	
Notre Dame	435 Hazel St	Chico, 95928	(530) 342-2502	
Oak Valley Union Elem	24500 Road 68	Tulare, 93274	5596882908	
Oakland Military Institute	3877 Lusk St	Oakland, 94608	(510) 594-3900	
Oakland School for the Arts	530 18th St	Oakland, 94612	(510) 873-8800	
Oakland Technical Sr High	4351 Broadway	Oakland, 94611	510) 879-3050	
Oakland U.S.D.	1025 2nd Avenue	Oakland, 94606	510) 879-8582	
Oakmont High	1710 Cirby Way	Roseville, 95661	(916) 782-3781	
Ocean Shore Elem.	411 Ocean Blvd.	Pacifica, 94118	(650) 738-6650	
Oceana High	401 Paloma Ave	Pacifica, 94044	(650) 550-7300	
Oceanside High	One Pirates Cove	Oceanside, 92054	(760) 722-8201	

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Orchard Academies	6411 Orchard Ave	Bell, 90201	(323) 826-3975	CA
Orosi High	41815 Road 128	Orosi, 93647	(559) 528-4731	
Oroville High	1535 Bridge St	Oroville, 95966	(916) 538-2320	
Oroville Union HSD	2211 Washington Ave	Oroville, 95966	5305382300	
Osburn Burke Middle	8101 Orange Ave	Pico Rivera, 90660	(562) 801-5059	
Pacheco Elementary	7430 Pacheco School Rd	Redding, 96002	5302244585	
Pacific High	1020 Pacific St	San Bernardino, 92404	909) 388-8419	
Palisades Charter High	15777 Bowdoin St.	Pacific Palisades, 90066	(310) 230-6623	
Parlier High	601 Third St	Parlier, 93648	(559) 646-3573	
Parlier Jr High	900 Newmark Ave	Parlier, 93648	(559) 646-1660	
Patrick Henry Sr High	6720 Wandermere DR	San Diego, 92120	(619) 286-7700	
Peoples High	233 Hobbs Ave	Vallejo, 94590	(707) 556-8670	
Pepper Drive Elem.	1935 Marlinda Way	El Cajon, 92021-1998	619) 956-5100	
Petaluma High	201 Fair St.	Petaluma, 94952	(707) 778-4651	
Phillip & Sala Burton High	400 Mansell St	San Francisco, 94134	(415) 469-4550	
Piedmont Middle	955 Piedmont Rd	San Jose, 95132	(408) 923-1945	
Pinewood Upper Campus	26800 Fremont Rd	Los Altos Hills, 94022	(650) 209-3010	
Pinole Middle School	1575 Mann Drive	Pinole, 94564	510) 231-1436	
Pleasant Grove	3075 Howsley Rd	Pleasant Grove, 95668	(916) 655-3235	
Pleasant Grove Middle	2540 Green Valley Rd	Rescue, 95672	5306724400	
Pleasant Valley Sr High	1475 East Ave	Chico, 95926	(530) 891-3050	
Point Arena High	270 Lake St	Point Arena, 95468	(707) 882-2134	
Pollicita (Thomas R.) Middle	550 East Market St	Daly City, 94014-2103	(650) 991-1216	
Price Intermediate	1320 Sixth St	Orland, 95973	(530) 865-1225	
PRIDE Academy	9303 Prospect Ave	Santee, 92071-1998	(619) 258-2420	
Prospect High Continuation	2060 Second St	Oroville, 95965	(530) 538-2330	
Raoul Wallenberg Trad High	40 Vega Street	San Francisco, 94115	(415) 749-3469	
REALM Charter HS	1442 A Walnut St #172	Berkeley, 94709	(510) 672-4653	
REALM Charter MS	2023 Eighth St	Berkeley, 94710	5108099800	
Redwood Elementary	6900 Lake Earl Dr	Crescent City, 95531	(707) 464-0360	
Redwood Middle	3600 Oxford St	Napa, 94558	(707) 253-3415	
Richard Henry Dana Middle	5504 W. 135th St	Hawthorne, 90250	(310) 725-4700	
Richmond High	1250 23rd St.	Richmond, 94804	(510) 237-8770	
Ridgeview High	8501 Stine Road	Bakersfield, 93313	(661) 398-3100	
Rincon Valley Jr High	950 Middle Rincon Rd.	Santa Rosa, 95405	(707) 528-5255	
Ring Mountain Day	70 Lomita Dr	Mill Valley, 94941	(415) 381-8183	
Rio Seco Elementary	9545 Cuyamuca St	Santee, 92071	(619) 956-5500	

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River Oak Charter	555 Leslie St	Ukiah, 95482	(707) 467-1855	CA
Rivera Middle School	7200 Citronell	Pico Rivera, 90660	(310) 801-5088	
Rocklin Alternative Ed	3250 Victory Dr	Rocklin, 95765	(916) 632-3195	
Rocklin Elementary	5025 Meyers St	Rocklin, 95877	(916) 624-3311	
Rocklin High School	5301 Victory Ln	Rocklin, 95765	(916) 632-1600	
Roosevelt High	4250 E. Tulare St	Fresno, 93702	(209) 441-3777	
Ruben Salazar Continuation	9115 Balfour St	Pico Rivera, 90660	(562) 801-5021	
Salinas High School	726 S. Main St	Salinas, 93901	(831) 796-7400	
San Ardo Elementary	62428 Center St	San Ardo, 93450	(831) 627-2520	
San Diego City USD	4100 Normal ST	San Diego, 92103-2682	(619) 293-8686	
San Dieguito Academy	800 Santa Fe Dr	Encinitas, 92024	(760) 753-1121	
San Francisco Unified SD	555 Franklin St	San Francisco, 94102	(415) 241-6000	
San Francisco Waldorf	2938 Washington St	San Francisco, 94115	(415) 931-2750	
San Gabriel High	801 Ramona St	San Gabriel, 91776	(626) 308-2352	
San Geronio High	2299 E. Pacific Ave.	San Bernardino, 92404	(909) 862-1440	
San Lorenzo High School	50 East Lewelling Blvd.	San Lorenzo, 94580	(510) 481-4627	
San Marcos Sr High	4750 Hollister Ave	Santa Barbara, 93110	(805) 967-4581	
San Roque School	2300 Garden St	Santa Barbara, 93105	(805) 687-3717	
Santa Barbara Charter	6100 Stow Canyon Rd	Goleta, 93117	(805) 967-6522	
Santa Barbara Jr High	721 E. Cota St	Santa Barbara, 93103	(805) 963-7751	
Santa Cruz High	415 Walnut Ave	Santa Cruz, 95060	(831) 429-3960	
Santa Maria High	901 South Broadway	Santa Maria, 93454	(805) 925-2567	
Santa Paula High	404 North 6th St	Santa Paula, 93060	(805) 525-4406	
Santa Rosa Charter	1835A West Steele Ln	Santa Rosa, 95403-2628	(707) 547-2480	
School of the Madeleine	1225 Milvia Street	Berkeley, 94709	(510) 526-4744	
Sebastopol Indep Charter	200 Main St	Sebastopol, 95473	(707) 824-9700	
Sequoia High	1201 Brewster Ave.	Redwood City, 94062	6503679780	
Serra Sr High	5156 Santo Rd	San Diego, 92124-2098	(619) 496-8342	
Shasta COE	1644 Magnolia Ave	Redding, 96001-1513	5302250200	
Sierra Intermediate	1901 N. McClay	Santa Ana, 92705	(714) 558-5886	
Sierra Vista High	1070 South Pratt	Tulare, 93274	(559) 687-7384	
Sinai Akiba Academy	10400 Wilshire Blvd	Los Angeles, 90024	(310) 475-6401	
Sir Francis Drake High	1327 S.F. Drake Blvd.	San Anselmo, 94960	(415) 453-8770	
Six Rivers Charter High	1720 M St.	Arcata, 95521	(707) 825-2428	
Solano Junior High	1025 Corcoran Ave	Vallejo, 94589	(707) 556-8600	
Soloquest Acad & Lrning Center	414 W Napa St	Sonoma, 95476	(707) 939-1133	
Sonoma Valley High	20000 Broadway	Sonoma, 95476	(707) 933-4010	

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Soquel High	401 Old San Jose Rd	Soquel, 95073	(831) 429-3909	CA
South High	1101 Planz Road	Bakersfield, 93304-6199	(661) 831-3680	
South High School	4801 Pacific Coast Hwy	Torrance, 90505	(310) 533-4352	
South Region High	8800 S. San Pedro St	Los Angeles, 90003	(323) 565-4500	
Southeast Middle	2560 Tweedy Blvd	South Gate, 90280	(323) 568-3100	
Springstowne Jr High	2833 Tennessee St.	Vallejo, 94590	(707) 556-8620	
Spurgeon (Wm H.) Intermediate	2701 W. Fifth ST	Santa Ana, 92703	(714) 480-2200	
St. John the Baptist	11156 San Pablo Ave	El Cerrito, 94530	(510) 234-2244	
St. John the Baptist Catholic	360 South Abel St	Milpitas, 95035	(408) 262-8110	
St. John's School	4501 Bob Doyle Dr	Roseville, 95678	(916) 786-5400	
St. Lucy Parrish Schl	76 Kennedy Ave	Campbell, 95008	4088718023	
St. Mary and All Angels	7 Pursuit	Aliso Viejo, 92656	(949) 448-9027	
St. Mary's College High	1294 Albina Ave.	Berkeley, 94706	(510) 559-6237	
St. Paul's Episcopal	116 Montecito Ave	Oakland, 94610	(510) 285-9600	
St. Simon Elementary	1840 Grant Rd.	Los Altos, 94024	(650) 968-9952	
Stuart Hall for Boys	2222 Broadway St	San Francisco, 94115	(415) 292-3143	
Summit Prep Charter High	890 Broadway St	Redwood City, 94063	(650) 683-0455	
Sycamore Hills Elementary	10201 Settle Rd	Santee, 92071	6199565400	
Synergy School	1387 Valencia St	San Francisco, 94110	(415) 567-6177	
Tahoe-Truckee Jr/Sr High	11725 Donner Pass RD	Truckee, 96161	(916) 582-7630	
Taylor Middle	850 Taylor Blvd	Millbrae, 94030	6506974096	
The Bishop's School	7607 La Jolla Blvd	La Jolla, 92037	(858) 459-4021	
The Girls Middle	3400 Bayshore Dr	Palo Alto, 94303	(650) 968-8338	
The San Francisco School	300 Gaven St	San Francisco, 94134	CO TURNE	
Thomas Starr King Middle	4201 Fountain Middle	Los Angeles, 90029	(323) 644-6700	
Toddy Thomas School	2800 Thomas St.	Fortuna, 95540	(707) 725-5197	
Tommie Kunst Jr High	930 Hidden Pines Way	Santa Maria, 93458	(805) 361-5800	
Town School for Boys	2750 Jackson Street	San Francisco, 94115	(415) 921-3747	
Triumph Academy	919 Eighth St.	San Fernando, 91340	(818) 559-7699	
Trona High	83600 Trona Rd	Trona, 93562	(760) 372-2865	
Tulare Christian	470 North Gem St	Tulare, 93274	5596882010	
Tulare COE	2637 West Burrel Ave	Visalia, 93291	(559) 733-6300	
Tulare Tech Prep High	737 West Bardsley Ave	Tulare, 93274	(559) 687-7400	
Tulare Union High	755 E. Tulare Ave	Tulare, 93274	(209) 686-4761	
Tulare Western High	824 West Maple Ave	Tulare, 93274	(559) 686-8751	
Twin Peaks Middle	14640 Tierra Bonita Rd	Poway, 92064-3091	(858) 748-5131	
UC Davis	Department of Math.	Davis, 95616	(916) 752-2212	

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UCLA Community School	3400 Wilshire Blvd	Los Angeles, 90010	(213) 480-3750	CA
Vaca Pena Middle	200 Keith Way	Vacaville, 95687	(707) 453-6270	
Vallejo Charter	436 Del Sur St	Vallejo, 94591	(707) 556-8850	
Vallejo High	840 Nebraska St	Vallejo, 94590	(707) 556-8700	
Vallejo Middle	1347 Amador St	Vallejo, 94590	(707) 556-8650	
Vallemar Elementary	377 Reina Del Mar	Pacifica, 94127	(650) 738-6655	
Valley Christian High	100 Skyway Dr, Ste 110	San Jose, 95111	4085132400	
Verdugo Hills Sr High	10625 Plainview Ave	Tujunga, 91042	(818) 353-1171	
Villa Fundamental	1441 E. Chestnut Ave	Santa Ana, 92701	(714) 558-5100	
Vina Elementary	7th & D Streets	Vina, 96092	5308392182	
Vista del Lago High	1970 Broadstone Pkwy	Folsom, 95630	(916) 294-2410	
Vista Middle School	1770 S. Jackson St	Red Bluff, 96080	(530) 527-7840	
Walnut Grove Intermediate	614 East Vine	West Covina, 91790	(626) 919-7018	
Walnut Park Middle Sci/Tech	7500 Marbrisa Ave	Walnut Park, 90255	(323) 568-8503	
Walter Dexter Middle	11532 East Floral Dr	Whittier, 91709	(562) 789-3090	
Washington Middle	560 Iverson St	Salinas, 93901	(831) 796-7100	
Weaver Middle	3076 East Childs Ave.	Merced, 95341	(209) 723-2174	
Weaverville Elementary	234 Trinity Lakes Rd.	Weaverville, 96093-1000	(530) 623-5533	
Webster Middle	11330 W. Graham Pl	Los Angeles, 90064	(310) 478-2041	
Weed High School	909 Hillside Dr	Weed, 96094	(530) 938-4774	
Weimar Hills Middle	200 W. Weimar Cross Road	Weimar, 95736	(530) 637-4121	
West Covina High	1609 East Cameron Ave.	West Covina, 91791	(626) 859-2900	
Weston Ranch High	4604 McCuen Ave	Stockton, 95206	(209) 982-5387	
White Hill Middle	101 Glen Dr	Fairfax, 94930	(415) 454-8390	
Whitney High	701 Wildcat Blvd	Rocklin, 95765	(916) 632-6500	
Whittier High	12417 E. Philadelphia St	Whittier, 90601	(562) 698-8121	
Wildwood School	11811 Olympic Blvd	Los Angeles, 90064	(310) 558-9284	
Will C. Wood High	998 Marshall Road	Vacaville, 95687	(707) 453-6900	
Willard (Frances E.) Intermediate	1342 N. Ross	Santa Ana, 92706	(714) 480-4800	
William Mulholland Middle	17120 Vanowen St	Van Nuys, 91406	(818) 609-2500	
Willits Charter	1431 South Main St	Willits, 95490	(707) 459-5506	
Willits Jr-Sr High	299 N. Main ST	Willits, 95490	(707) 459-7706	
Windsor High	9291 Old Redwood Hwy	Windsor, 95492-9217	(707) 837-7767	
Woodlake High School	400 W. Whitney Ave	Woodlake, 93286	5595643307	
Woodland School	360 La Cuesta Dr	Portola Valley, 94028	(650) 854-9065	
Woodland Star Charter	17811 Arnold Dr	Sonoma, 95476	(707) 996-3849	
Yosemite Middle	1292 North Ninth St.	Fresno, 93703	(559) 457-3450	

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Young Oak Kim Academy	615 South Shatto Pl	Los Angeles, 90005	(213) 739-6500	CA
Arvada Middle	5751 Balsam St	Arvada, 80002	(303) 982-1240	CO
Aspen High	235 High School Rd	Aspen, 81611	(970) 925-3760	
Bayfield High	800 Co Rd 501	Bayfield, 81122	(970) 884-9521	
Bell Middle	1001 Ulysses St	Golden, 80401	(303) 982-4280	
Bennett Middle	455 8th St	Bennett, 80102	(303) 644-3234	
Berthoud High	850 Spartan Ave	Berthoud, 80513	(970) 613-7700	
Bill Reed Middle	370 W 4th St	Loveland, 80537	(970) 613-7200	
Brighton High	360 S. 8th St.	Brighton, 80601	(303) 655-4200	
Brighton Schl Dist 27J	18551 E 160th Ave	Brighton, 80601	(303) 655-2900	
Caliche JR/Sr High	26308 Buffalo Rd	Iliff, 80736	(970) 522-8200	
Carmel Middle	1740 Peppercorn Drive	Colorado Springs, 80910	(719) 579-3210	
Carmody Middle	2050 S. Kipling St	Lakewood, 80227	(303) 982-8930	
Carson Middle School	6919 Prairie Wind Dr.	Colorado Springs, 80923	(719) 382-1610	
Castle Rock Middle	2575 Meadows Blvd	Castle Rock, 80109	(303) 387-1300	
Christ The King	860 Elm St	Denver, 80220	(303) 388-1643	
Colorado Academy	3800 S. Pierce St	Denver, 80235	(303) 986-1501	
Columbine Middle	600 South 12th	Montrose, 81402	(970) 249-2581	
Conrad Ball Middle	2660 N. Monroe Ave	Loveland, 80538	(970) 613-5000	
Cotopaxi School	345 County Rd 12	Cotopaxi, 81223	(719) 942-4131	
Craig Jr High	915 Yampa Ave	Craig, 81625	(970) 824-3289	
Creighton Middle	50 S Kipling St	Lakewood, 80228	(303) 982-6282	
Crested Butte Comm Schl	818 Red Lady Ave	Crested Butte, 81224	(970) 641-7720	
Darrell Smith High	201 South 11th Ave	Sterling, 80751	(970) 522-5079	
Deer Creek Middle	9201 W. Columbine Dr.	Littleton, 80128	(303) 982-3820	
Denver Schl of Sci & Tech	Stapleton Middle	Denver, 80235	(303) 320-5570	
Douglas County High	2842 Front St	Castle Rock, 80104	3033871000	
Dunstan Middle	1855 S Wright St	Lakewood, 80228	(303) 982-9270	
Eagleview Middle	1325 Vindicator Dr	Colorado Springs, 80919	(719) 234-3400	
Evergreen Middle	8059 Hiwan Dr	Evergreen, 80439	(303) 982-5020	
Falcon Bluffs Middle	8449 S Garrison St	Littleton, 80128	(303) 982-9900	
Falcon High	10255 Lambert Rd	Peyton, 80831-3800	(719) 495-2261	
Falcon Middle	9755 Towner Ave	Peyton, 80831	(719) 391-5232	
Ferguson High	804 E. Eisenhower	Loveland, 80537	(970) 613-5300	
Fremont Middle	251 N Maple	Florence, 81226	(719) 784-4856	
Ft. Lupton High	530 Reynolds St	Ft. Lupton, 80621	(303) 857-7100	
Glenwood Springs High	1340 Pitkin Ave.	Glenwood Springs, 81602	(970) 384-5555	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Golden High	701 24th Street	Golden, 80401	(303) 982-4200	CO
Harold Ferguson High	804 East Eisenhower	Loveland, 80537	(970) 613-5300	
Hayden High	495 West Jefferson Street	Hayden, 81639	(970) 276-3761	
Henderson Elementary	12301 East 124th Avenue	Henderson, 80640	(303) 655-2700	
Highland High	201 W First St.	Ault, 80610	(970) 834-2816	
Highland Middle	209 West 1st	Ault, 80610	(970) 834-2820	
Holy Family High	5195 West 144th Ave	Broomfield, 80020	(303) 410-1411	
Horizon Middle	1750 Piros Dr	Colorado Springs, 80915	(719) 574-7700	
Janitell Jr High	7635 Fountain Mesa Rd	Fountain, 80817	(719) 391-3295	
La Escuela Tlatelolco	2949 N. Federal Blvd	Denver, 80211	(303) 964-8993	
Lake County High	1000 West 4th St	Leadville, 80461	(719) 486-6950	
Lake County Middle	1000 W 6th St	Leadville, 80461	(719) 486-6830	
Lakewood High	9700 W. 8th Ave	Lakewood, 80215	(303) 982-7096	
Lewis Palmer High	1300 Higby Rd	Monument, 80132	(719) 488-4720	
Littleton High	199 E. Littleton Blvd.	Littleton, 80121	(303) 347-7700	
Loveland High	920 West 29th St.	Loveland, 80538	(970) 613-5243	
Lucille Erwin Middle	4700 Lucerne Ave	Loveland, 80538	(970) 613-7600	
Mandalay Middle	9651 North Pierce St	Westminster, 80021	(303) 982-9802	
Mary E. Pennock Elementary	3707 Estrella St	Brighton, 80601	(720) 685-7500	
Mesa Middle	365 N Mitchell St	Castle Rock, 80104	(303) 387-4750	
Mesa Ridge High	6070 Mesa Ridge Pkwy	Colorado Springs, 80911	(719) 391-3600	
Milliken Middle	66 Irene Ave	Milliken, 80543	(970) 587-4341	
Moffat County High	900 Finley Ln	Craig, 81625	(970) 824-7036	
Moffat County School Dist	775 Yampa Ave	Craig, 81625	(970) 824-3268	
Montrose High	1002 S. Colorado Ave	Montrose, 81402	(970) 249-6636	
Mountain Ridge Middle	9150 Lexington Dr.	Colorado Springs, 80920	(719) 234-3200	
Mountain Valley High	403 Pitkin Avenue	Saguache, 81149	(719) 655-2578	
Mountain View Elementary	810 Third St	Windsor, 80550	(970) 686-8300	
Mountain View High	3500 Mountain Lion Dr.	Loveland, 80537	(970) 613-7800	
Nativity of Our Lord	900 W Midway Blvd	Broomfield, 80020	(303) 466-4177	
North Arvada Middle	7285 Pierce St	Arvada, 80003	(303) 982-0528	
Northeast Elementary	1605 Longspeak	Brighton, 80601	(303) 655-2550	
Oberon Middle	7300 Quail Street	Arvada, 80005	(303) 982-2020	
Olathe Middle	P.O. Box 430	Olathe, 81425	(970) 323-5521	
Otho Stuart Middle	15955 E 101st Way	Commerce City, 80022	(720) 685-5500	
Overland Trail Middle	455 N. 19th Ave	Brighton, 80601	(303) 655-4000	
Palmer Ridge High	19255 Monument Hill Rd	Monument, 80132	(719) 867-8600	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Patriot Learning Center	11990 Swingline NE Rd.	Peyton, 80831	(719) 495-5505	CO
Pine Creek High	10750 Thunder Mtn Ave	Colorado Springs, 80908	(719) 234-2600	
Platte River Academy	4085 Lake Sparrow St	Denver, 80126	(303) 221-1070	
Platte Valley Middle	700 Hill St	Kersey, 80644	(970) 336-8610	
Prairie View High	12909 E. 120th Ave	Henderson, 80640	(303) 655-8800	
Prairie View Middle	12909 E. 120th Ave.	Henderson, 80640	(720) 685-5400	
Rampart High	8250 Lexington Dr.	Colorado Springs, 80920	(719) 234-2000	
Sand Creek High	7005 N. Carefree Cir	Colorado Springs, 80922	(719) 495-1160	
Severance Middle	1801 Avery Plaza St	Windsor, 80550	(970) 674-5200	
Sierra Middle	6651 Pine Lane Ave	Parker, 80138	(303) 387-3800	
Silver Creek High	4901 Nelson Rd	Longmont, 80503	(720) 494-3721	
Skyview Elementary	1000 Stone Mountain Dr	Windsor, 80550	(970) 686-8500	
Skyview Middle	6350 Windom Peak Blvd	Colorado Springs, 80922	(719) 495-5560	
Soroco High	305 South Grant Street	Oak Creek, 80467	(970) 736-2531	
South Park High	640 Hathaway St	Fairplay, 80440	(719) 836-2006	
Southeast Elementary	1595 Southern St	Brighton, 80601	(303) 655-2650	
Sproul Jr High	235 Sumac Dr	Colorado Springs, 80911	(719) 391-3215	
St. John the Baptist	323 Collyer St	Longmont, 80501	(303) 776-8760	
St. Louis Catholic School	925 Grant Ave	Louisville, 80027	(303) 666-6220	
Standley Lake High	9300 W. 104th Ave.	Westminster, 80021	(303) 982-3311	
Sterling High	407 W Broadway	Sterling, 80751	(970) 522-2944	
Sterling Middle	1177 Pawnee St	Sterling, 80751	(970) 522-1041	
Thompson Valley High	1669 Eagle Dr.	Loveland, 80537	(970) 613-7900	
Turner Middle	950 Massachusetts	Berthoud, 80513	(970) 613-7444	
University Schools	6525 18th St	Greeley, 80634	(970) 330-2221	
Vikan Middle	879 Jessup St	Brighton, 80601	(303) 655-4050	
Vista Ridge High	6888 Black Forest Rd.	Colorado Springs, 80923	(719) 494-8800	
Walter Clark Middle	2605 Carlisle Dr	Loveland, 80537	(970) 613-5400	
Wasson High	2115 Afton Way	Colorado Springs, 80909	(719) 328-2000	
Watson Jr High	136 Fontaine Blvd	Colorado Springs, 80911	(719) 391-3255	
Wayne Carle Middle	10200 W. 100th Ave	Westminster, 80021	(303) 982-9070	
Weld Re-4 School District	1020 Main St	Windsor, 80550	(970) 686-8000	
West Denver Prep - Federal Cmps	1825 South Federal	Denver, 80219	(303) 573-23017	
West Jefferson Middle	9449 S. Barnes St	Conifer, 80433	(303) 982-3056	
Wheat Ridge High	9505 W. 32nd Ave	Wheat Ridge, 80033	(303) 982-7695	
Wheat Ridge Middle	7101 W. 38th Ave.	Wheat Ridge, 80033	(303) 982-2833	
Widefield High	615 Widefield Dr	Colorado Springs, 80911	(719) 391-3200	

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Windsor High	1100 West Main St	Windsor, 80550	(970) 686-8100	CO
Windsor Middle	900 Main St	Windsor, 80550	(970) 686-8200	
Zion Lutheran School	1400 Skeel St	Brighton, 80601	(303) 659-3443	
Fairfield Ludlowe High	785 Unquowa Rd	Fairfield, 06824	(203) 255-7201	CT
Fairfield Warde High	755 Melville Ave	Fairfield, 06825	(203) 255-8354	
Fairfield Woods Middle	1115 Fairfield Woods Rd	Fairfield, 06824	(203) 255-8334	
Mansfield Middle	205 Spring Hill Rd	Storrs, 06268	(860) 429-9341	FL
Tomlinson Middle	200 Unquowa Rd	Fairfield, 06824	(203) 255-8336	
Carrollton School	3747 Main Hwy	Miami, 33133	(305) 446-5673	
Crooms Academy	2200 W. 13th St	Sanford, 32771	(407) 320-5750	
GW Carver Middle	4901 Lincoln Dr.	Coral Gables, 33133	(305) 444-7388	
Hagerty High School	3225 Lockwood Blvd	Oviedo, 32765	(407) 851-0750	
Lake Brantley High	991 Sand Rd.	Altamonte Springs, 32714	(407) 320-3450	
Lake Howell High	4200 Dike Rd.	Winter Park, 32792	(407) 320-9050	
Lake Mary High	2647 Creekview Circle	Oviedo, 32765	(407) 320-9500	
Lyman High	865 S Ronald Reagan Blvd	Longwood, 32750	(407) 320-2050	
Markham Woods Middle	6003 Markham Woods Rd	Lake Mary, 32746	(407) 871-1750	
New Springs Middle	2410 East Busch Blvd	Tampa, 33612	(813) 933-5025	
Orlando Science MS/HS	2427 Lynx Lane, Unit #4	Orlando, 32804	(407) 928-3790	
Oviedo High	601 King St.	Oviedo, 32765	(407) 320-4050	
Quest Academy	1626 W. Airport Blvd.	Sanford, 32773	(407) 320-4790	
River City Science Academy	3266 Southside Blvd	Jacksonville, 32216	(904) 565-0065	
Rosenwald Center	1096 Merritt Street	Altamonte Springs, 32701	(407) 320-3250	
Seminole High	2701 Ridgewood Lane	Sanford, 32771	(407) 320-5050	
Shultz Ctr for Tchng & Ldshp	4019 Boulevard Ctr Dr	Jacksonville, 32207	(904) 348-5757	
Stars Middle	1234 Blountstown Hwy	Tallahassee, 32304	(850) 681-7827	GA
Sweetwater Branch Academy	1000 NE 16th Ave Bldg C	Gainesville, 32608	(352) 375-8838	
Tuskawilla Middle School	1801 Tuskawilla Rd	Oviedo, 32765	(407) 320-8550	
Winter Springs High	300 Tuskawilla Rd.	Winter Springs, 32708	(407) 320-8750	
Atlanta Girls' School	3254 Northside Pkwy NW	Atlanta, 30327	(404) 845-0900	
Forsyth Central High	520 Tribble Gap Road	Cumming, 30040	(770) 887-8151	HI
Fulton Science Academy	1675 Hembree Rd	Alpharetta, 30004	(770) 753-4141	
Liberty Middle	7465 Wallace Tatum Rd	Cumming, 30040	(770) 781-4889	
TEACH Charter High	4100 Old Milton Parkway	Alpharetta, 30005	(404) 768-3600	
American Renaissance Acad	91-1011 Lexington St	Kapolei, 96707	(808) 682-7337	
Hawaii Baptist Academy	2429 Pali Hwy	Honolulu, 96817	(808) 595-7585	HI
High School of the Pacific	79-7486 Mamalahoa Hwy	Kealahakua, 96750	(808) 324-7333	

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Highlands Intermediate	1460 Hoolaulea St	Pearl City, 96782	(808) 453-6480	HI
Island Pacific Academy	909 Haumea St.	Kapolei, 96707	(808) 637-1526	
Kailua High	451 Ulumanu Dr	Kailua, 96734	(808) 266-7900	
Kamehameha Schools	16-714 Volcano Rd	Keaau, 96749	(808) 982-0000	
Kapolei High	91-5005 Kapolei Parkway	Kapolei, 96707	(808) 692-8200	
Mid-Pacific Institute	2445 Kaala Street	Honolulu, 96822	(808) 973-5001	
Moanalua High	2825 Ala Ilima St	Honolulu, 96816	(808) 837-8455	
Sacred Hearts Academy	3253 Waialae Ave.	Honolulu, 96816	(808) 734-5058	
St. Joseph School	94-651 Farrington Highway	Waipahu, 96797	(808) 677-4475	
St. Theresa School	712 N School St	Honolulu, 96817	(808) 536-4703	
Waolani Judd Nazarene Schl	408 N Judd St	Honolulu, 96817	(808) 531-5251	
Windward Nazarene Academy	45-232 Puaae Rd	Kaneohe, 96744	(808) 235-8787	
Bettendorf High	3333 18th St	Bettendorf, 52722	(562) 332-7001	IA
Bettendorf Middle	2030 Middle Rd	Bettendorf, 52722	(563) 359-3686	
Scattergood Friends	1951 Delta Ave	West Branch, 52358	(319) 643-7600	
Arts West School	3415 Flint Dr.	Eagle, 83616	(208) 283-6421	ID
Idaho Science & Tech Charter	21 N. 550 W	Blackfoot, 83221	(208) 785-7827	
Lake City High	6101 Ramsey Rd	Coeur d'Alene, 83815	(208) 769-0769	
Marion Pritchett Schl	1617 North 24th	Boise, 83702	2088546830	
Moscow Junior High	1410 E D St	Moscow, 83843	(208) 882-3577	
Post Falls High	2832 E. Poleline Rd	Post Falls, 83854	(208) 773-0581	
ACE Tech Charter High	5410 S State St	Chicago, 60609	(773) 548-8705	IL
Beach Park Middle	40667 N Green Bay Rd	Beach Park, 60099	(847) 596-5880	
Booker T Washington STEM	606 E Grove St	Champaign, 61820	2173513901	
Bradley Bourbonnais Comm. HS	700 W. North Street	Bradley, 60915	(815) 937-3707	
Breese Central High	7740 Old US 50	Breese, 62230	6185264578	
Centennial High	913 S Crescent Dr	Champaign, 61821	(217) 351-3954	
Central Community High	7740 Old US 50	Breese, 62230	6185264578	
Central High	610 W University Ave	Champaign, 61820	(217) 351-3914	
Champaign Schools Unit 4	703 South New St	Champaign, 61820	(217) 351-3800	
Edison Middle	306 West Green St	Champaign, 61820	(217) 351-3771	
Franklin Middle	817 North Harris Ave	Champaign, 61820	(217) 351-3819	
Garden Hills Elem	2001 Garden Hills	Champaign, 61821	(217) 351-3872	
Genoa-Kingston High	980 Park Ave.	Genoa, 60135	(815) 784-5111	
Genoa-Kingston Middle	941 W. Main St	Genoa, 60135	(815) 970-2917	
Haines Middle	305 S. 9th St	St. Charles, 60174	(630) 377-4827	
Jefferson Middle	1115 S Crescent Dr	Champaign, 61821	(217) 351-3790	

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North Ridge Middle	1619 N Jackson St	Danville, 61832	(217) 444-3400	IL
Olive Harvey Middle College	10001 S. Woodlawn Ave.	Chicago, 60628	(773) 291-6518	
South View Middle	133 E 9th St	Danville, 61832	(217) 444-1800	
Spectrum Progressive	2909 North Main St	Rockford, 61103	(815) 877-1600	
St. Charles East High	1020 Dunham Rd	St. Charles, 60174	(630) 377-4709	
St. Charles North High	255 Red Gate Rd	St. Charles, 60175	(630) 443-5700	
Stillman Valley High	425 S Pine St	Stillman Valley, 61084	(815) 645-2291	
Stratton Elementary	902 North Randolph	Champaign, 61820	2173737330	
Thompson Middle	705 W. Main St	St. Charles, 60174	(630) 377-4872	
UIC College Prep	1231 S Damen	Chicago, 60608	(312) 243-3741	
UNO Major Garcia Chrtr High	4248 W. 47th St, 3rd Flr	Chicago, 60632	(773) 579-3480	
Wredling Middle	818 Indiana St	St. Charles, 60174	(630) 443-3360	
Zion Benton High	1 Z-B Way	Zion, 60099	(847) 731-9300	
Belmont Sr High	1000 North Adams	Decatur, 46733	(260) 724-7121	IN
Central Middle	725 7th St	Columbus, 47201	(812) 376-4287	
Charlestown Middle	8804 High Jackson Rd	Charlestown, 47111	(815) 256-6363	
Charlestown Sr High	1 Pirate Place	Charlestown, 47111	(812) 256-3328	
Columbus North High	1400 25th St	Columbus, 47201	(812) 376-4431	
Corden Porter Edu Center	601 East Couroute Ave	Jeffersonville, 47130	(812) 288-4891	
Discovery Middle	10050 Brummit Rd	Granger, 46530	(574) 674-6010	
Elkhart Central High	1 Blazer Blvd	Elkhart, 46516	(574) 295-4700	
Elkhart Memorial High	2608 California Rd	Elkhart, 46517	(574) 262-5600	
Fremont High	701 W Toledo St	Fremont, 46737	(260) 495-9876	
Fremont Middle	811 W Renee Dr	Fremont, 46737	(260) 495-6100	
Griffith High	600 North Wiggs St	Griffith, 46319	(219) 924-4281	
Jeffersonville High	2315 Allison Lane	Jeffersonville, 47130	(812) 282-6601	
LIFE @ Tipton Street Ctr	1013 Tipton St	Elkhart, 46516	(574) 295-4903	
New Washington Middle	226 Rd 62 North	New Washington, 47162	(812) 293-3368	
Northside Middle	1400 27th St	Columbus, 47201	(812) 376-4405	
Parkside Elementary	1400 Parkside Dr	Columbus, 47201	(812) 376-4314	
Parkview Middle	1600 Brigman Ave	Jeffersonville, 47130	(812) 288-4844	
Penn High	56100 Bittersweet Rd	Mishawaka, 46545	(574) 259-7961	
Phoenix School of Discovery	4601 Valley Station Rd NW	Corydon, 47112	(502) 485-7700	
Prairie Heights High	245 S 1150 E	LaGrange, 46761	(260) 351-3214	
Prairie Heights Middle	395 S 1150 E	LaGrange, 46761	(260) 351-3214	
Richmond High	380 Hub Etchison Pkwy	Richmond, 47374	(765) 973-3424	
Schmucker Middle	56045 Bittersweet Rd	Mishawaka, 46545	(574) 259-5661	

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St. Josephs Catholic Schl	127 N 4th St	Decatur, 46733	(260) 724-2765	IN
Veritas Academy	530 E Ireland Rd Bldg B	South Bend, 46614	(574) 287-3230	
Virgil Grissom Middle	13881 Kern Rd	Mishawaka, 46544	(574) 633-4061	
Capital City School	500 SW Tuffy Kellogg Dr	Topeka, 66606	(785) 295-3600	KS
Highland Park High	2424 SE California Ave	Topeka, 66605	(785) 274-6000	
Hope Street Academy	1900 SW Hope St	Topeka, 66604	(785) 438-4280	
Topeka High School	800 SW 10th St	Topeka, 66612	(785) 295-3150	
Topeka West High	2001 SW Fairlawn Rd	Topeka, 66604	(785) 438-4000	
Alex Kennedy Metro MS	4515 Taylorsville Rd	Louisville, 40220	(502) 485-6950	KY
Atherton High	3000 Dundee Rd	Louisville, 40205	(502) 485-8202	
Audubon Youth Dev Ctr	8711 Lagrange Road	Louisville, 40242	(502) 429-7287	
Ballard High	6000 Brownsboro Rd	Louisville, 40222	(502) 482-8206	
Barret Traditional MS	2561 Grinstead Dr.	Louisville, 40206	(502) 485-8207	
Barrett Traditional MS	2561 Grinstead Dr	Louisville, 40206	(502) 485-8207	
Bellewood School	11103 Park Rd	Louisville, 40223	(502) 245-4171	
Boone County High	7056 Burlington Pike	Florence, 41042	(859) 282-5655	
Boys Haven	2301 Goldsmith Lane	Louisville, 40218	(502) 454-5194	
Breckinridge Metro High	1128 E Broadway	Louisville, 40204	(502) 485-8215	
Brooklawn Youth Svs	2125 Goldsmith Lane	Louisville, 40218	(502) 515-0460	
Buechel Metro High	1960 Bashford Manor Ln	Louisville, 40218	(502) 485-8316	
Butler Traditional HS	2222 Crums Lane	Louisville, 40216	(502) 485-8220	
Carrithers Middle	4320 Billtown Rd	Louisville, 40299	(502) 485-8224	
Central High	1130 W Chestnut St	Louisville, 40203	(502) 485-8226	
Conway Middle	6300 Terry Rd	Louisville, 40258	(502) 485-8233	
Crosby Middle	303 Gatehouse Ln	Louisville, 40243	(502) 485-8235	
Dawson-Orman Ed Ctr	900 S Floyd St	Louisville, 40203	(502) 485-3173	
Doss High	7601 St. Andrews Church Rd	Louisville, 40228	(502) 485-8239	
DuPont Manual High	120 W Lee St.	Louisville, 40208	(502) 485-8241	
Eastern High	12400 Old Shelbyville Rd	Louisville, 40243	(502) 485-8243	
Fairdale High MCA	1001 Fairdale Rd	Louisville, 40118	(502) 485-8248	
Farnsley Middle	3400 Lees Lane	Louisville, 40216	(502) 485-8242	
Fern Creek Traditional HS	9115 Fern Creek Rd	Louisville, 40291	(502) 485-8251	
FL Olmstead Acad North	4530 Bellevue Ave	Louisville, 40215	(502) 485-8331	
FL Olmstead Acad South	5650 Southern Pkwy	Louisville, 40214	(502) 485-8270	
Frost Middle	13700 Sandray Blvd	Louisville, 40272	(502) 485-8256	
Gheens Prof Dev Academy	4425 Preston Hwy	Louisville, 40213	(502) 485-3055	
Graham Brown High	546 S First St	Louisville, 40202	(502) 485-8216	

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Highland Middle	1700 Norris Place	Louisville, 40205	(502) 485-8266	KY
Iroquois High MCA	4615 Taylor Blvd	Louisville, 40215	(502) 485-8269	
Jefferson County High	900 S Floyd St	Louisville, 40203	(502) 485-3173	
Jefferson County Public Schools	PO Box 34020	Louisville, 40232	(502) 485-3011	
Jefferson County Trad MS	1418 Morton Ave	Louisville, 40291	(502) 485-8272	
Jefferson Cty Virtual School	10200 Dixie Hwy	Louisville, 40272	(502) 485-7700	
Jeffersontown HS MCA	9600 Old Six Mile Ln	Louisville, 40299	(502) 485-8275	
Johnson Trad Middle	2509 Wilson Ave	Louisville, 40210	(502) 485-8277	
Kammerer Middle	7315 Westboro Rd	Louisville, 40222	(502) 485-8279	
King Middle	1101 Moberly Rd	Harrodsburg, 40330	(859) 733-7060	
Knight Middle	9803 Blue Lick Rd	Louisville, 40229	(502) 485-8287	
Lassiter Middle	8200 Candleworth Dr	Louisville, 40214	(502) 485-8288	
Liberty High	3307 E Indian Trail	Louisville, 40213	(502) 485-7100	
Louisville Male High	4409 Preston Hwy	Louisville, 40213	(502) 485-8292	
Mary Ryan Academy	1900 S 7th St	Louisville, 40208	(502) 485-8988	
Mercer Cnty 9th Grd Acad	937 Moberly Rd	Harrodsburg, 40330	(859) 733-7100	
Mercer County Sr High	1125 Moberly Rd	Harrodsburg, 40330	(859) 733-7160	
Meyzeek Middle	828 S Jackson St	Louisville, 40203	(502) 485-8299	
Moore Traditional High	6415 Outer Loop	Louisville, 40228	(502) 485-8304	
Myers Middle	3741 Pulliam Dr	Louisville, 40218	(502) 485-8305	
Newburg Middle	4901 Exeter Ave	Louisville, 40218	(502) 485-8306	
Newcomer Academy	4018 West Market St	Louisville, 40212	(502) 485-6324	
Noe Middle School	121 W Lee St	Louisville, 40208	(502) 485-8307	
Peace Academy	2020 Newburg Rd	Louisville, 40205	(502) 479-4180	
Phoenix Schl of Discovery	10200 Dixie Hwy	Louisville, 40720	(502) 485-7700	
Pleasure Ridge Park HS	5901 Greenwood Rd	Louisville, 40258	(502) 485-8311	
Ramsey Middle	6409 Gellhaus Ln	Louisville, 40299	(502) 485-8391	
Seneca High MCA	3510 Goldsmith Ln	Louisville, 40220	(502) 485-8323	
Shawnee High MCA	3510 Goldsmith Ln	Louisville, 40220	(502) 485-8326	
South Oldham Middle	6403 West Highway 146	Crestwood, 40014	(502) 241-0320	
South Park TAPP	1010 Neighborhood Pl	Louisville, 40118	(502) 485-8748	
Southern High MCA	8620 Preston Hwy	Louisville, 40219	(502) 485-8330	
Stuart Middle	4601 Valley Station Rd	Louisville, 40272	(502) 485-8334	
Ten Broeck-KMI	8521 LaGrange Road	Louisville, 40242	(502) 426-6380	
The Brook KMI	8521 LaGrange Rd	Louisville, 40242	(502) 426-6380	
Thomas Jefferson Middle	1501 Rangeland Road	Louisville, 40219	(502) 485-8273	
Valley Traditional High	10200 Dixie Hwy	Louisville, 40272	(502) 485-8339	

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Waggener Traditional High	330 S Hubbards Lane	Louisville, 40207	(502) 485-8340	KY
Western Middle	2201 W Main St	Louisville, 40212	(502) 485-8345	
Western MST Magnet	2501 Rockford Lane	Louisville, 40216	(502) 485-8344	
Westport Trad MS & FAA	8100 Westport Rd	Louisville, 40242	(502) 485-8346	
Woodford County High	180 Frankfort St	Versailles, 40383	(859) 873-5434	
Bancroft School	110 Shore Dr	Worcester, 01605	(508) 853-2640	MA
Codman Academy Charter	637 Washington St	Dorchester, 02124	(617) 822-8144	
Derby Academy	56 Burditt Ave.	Hingham, 02043	(781) 749-0746	
Hudson High	69 Brigham St	Hudson, 01749	(978) 567-6250	
Jerimiah Burke High	60 Washington St	Dorchester, 02121	(617) 635-9837	
Nativity Prep of New Bedford	66 Spring St	New Bedford, 02740	(508) 994-3800	MD
Calverton School	300 Calverton School Rd	Huntingtown, 20639	(410) 535-0216	
Deep Creek Middle	1000 S Marilyn Ave	Baltimore, 21221	(410) 887-0112	
Caribou High	308 Sweden St	Caribou, 04736	(207) 493-4260	
Spruce Mtn North High (Jay High)	33 Community Drive	Jay, 04239	(207) 897-4336	
Abbott Middle	3380 Orchard Lake Rd	West Bloomfield, 48324	(248) 865-3670	MI
Armada High	23655 Armada Center Rd	Armada, 48005	5867842400	
Armada Middle Acad	23550 Center Rd	Armada, 48005	5867842500	
Austin Catholic Acad	24125 26 Mile Rd	Ray Township, 48096	5867497900	
Douglas Welch High	830 Harrison St	Ionia, 48846	(616) 527-3530	
Ionia High	250 East Tuttle Rd	Ionia, 48846	(616) 527-0600	
Ionia Middle	438 Union St	Ionia, 48846	(616) 527-0040	
Kalamazoo Central High	2432 N. Drake Rd	Kalamazoo, 49006	(269) 337-0300	
Loy Norrix High	606 E. Kilgore Road	Kalamazoo, 49001	(269) 337-0200	
Macomb Acad of Arts & Sci	2321 West 54th St	Armada, 48005	5867842150	
Mason High	1001 S Barnes	Mason, 48854	5176769055	
North Central High	W3795 Hwy US 2	Powers, 49874	(906) 498-7737	
Orchard Lake Middle	6000 Orchard Lake Rd	West Bloomfield, 48322	(248) 865-4480	
Surline Middle	147 State Street	West Branch, 48661	(989) 343-2140	
West Bloomfield High	4925 Orchard Lake Rd	West Bloomfield, 48323	(248) 865-6720	
Agriculture & Food Science Acad	100 Vadnais Blvd	Vadnais Heights, 55127	(651) 415-5370	MN
Bethel American Intl School	2236 Marshall Ave	St. Paul, 55104	(651) 646-3047	
Cannon River STEM School	1800 14th St NE	Faribault, 55021	(507) 331-7836	
Carondelet Catholic Schl	2900 W 44th St	Minneapolis, 55410	(612) 927-8673	
Dover-Eyota High	615 South Ave. SW	Eyota, 55934	(507) 545-2631	
Edison High	700 22nd Ave NE	Minneapolis, 55418	(612) 668-1300	
El Colegio Charter	4137 Bloomington Ave	Minneapolis, 55407	(612) 728-5728	

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High School For Recording Arts	550 Vandalia St	St. Paul, 55114	(651) 287-0890	MN
Hill City Secondary	500 Ione Ave	Hill City, 55748	(218) 697-2394	
Holdingford Secondary	900 5th St	Holdingford, 56340	(320) 746-2221	
Jefferson Sr High	4001 W. 102nd St	Bloomington, 55437	(952) 806-7600	
Kennedy High	9701 Nicollet Ave S	Bloomington, 55420	(952) 681-5000	
Kittson Central Secondary	PO Box 670	Hallock, 56728	(218) 843-3682	
Learning for Leadership	3300 Fifth st NE	Minneapolis, 55418	(612) 789-9598	
Legacy Christian Academy	3037 Bunker Lake Blvd NW	Andover, 55304	(763) 427-4595	
Lincoln High	101 Knight Ave. S	Thief River Falls, 56701	(218) 681-7432	
MERC Alternative	2539 Pleasant Ave S	Minneapolis, 55404	(612) 872-2777	
Minneapolis Public Schools	807 NE Broadway St	Minneapolis, 55413	(612) 668-0000	
Mounds Park Academy	2051 Larpenteur Ave. East	St. Paul, 55109	(651) 777-2555	
North Sr High	1500 James Ave N	Minneapolis, 55411	(612) 668-1700	
Oak Grove Middle	1300 W. 106th St	Bloomington, 55431	(952) 681-6600	
Ogilvie High	333 School Dr	Ogilvie, 56358	(612) 272-5000	
Olson Middle	4551 W. 102nd St	Bloomington, 55437	(952) 806-8600	
PACT Charter	7250 E Ramsey Pkwy	Ramsey, 55303	(763) 712-4200	
Red Wing High	2451 Eagle Ridge Dr	Red Wing, 55066	(651) 385-4600	
Spring Lake Park High	1100 81st Ave NE	Spring Lake Park, 55432	(763) 786-5571	
St. Croix Lutheran MS/HS	1200 Oakdale Ave	So St. Paul, 55075	(612) 387-6961	
St. Croix Prep Academy	4260 Stagecoach Dr N	Stillwater, 55082	(651) 395-5900	
Valley View Middle	8900 Portland Ave	Bloomington, 55420	(952) 681-5800	
Westwood Middle	711 91st Ave NE	Blaine, 55434	(763) 784-8625	
Center Hill High	13250 Kirk Rd	Olive Branch, 38654	6628902490	MS
Center Hill Middle	8756 Forest Hill Irene	Olive Branch, 38654	6628926800	
DeSoto Central High	2911 Central Pkwy	Southaven, 38672	(662) 536-3612	
DeSoto Central Middle	2611 Central Pkwy	Southaven, 38672	6623496660	
DeSoto County Schools	5 East South St	Hernando, 38632	(662) 429-5271	
Hernando High	805 Dilworth Lane	Hernando, 38632	6624294170	
Hernando Middle	700 Dilworth Ln	Hernando, 38632	(662) 429-4154	
Horn Lake High	3360 Church Rd.	Horn Lake, 38637	(662) 393-5273	
Horn Lake Middle	6125 Hurt Rd	Horn Lake, 38637	6623937443	
Lake Cormorant High	10201 Starlanding Rd	Lake Cormorant, 38641	(662) 996-3060	
Lake Cormorant Middle	3203 Wilson Mill Rd	Lake Cormorant, 38641	6627810778	
Lewisburg High	1755 Craft Rd	Olive Branch, 38654	(662) 890-6201	
Lewisburg Middle	1711 Craft Road	Olive Branch, 38654	6628925050	
Olive Branch High	9366 E Sandidge Rd	Olive Branch, 38654	(662) 893-3344	

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Olive Branch Middle	6530 Blocker St	Olive Branch, 38654	6628954610	MS
Southaven High	735 Rasco Rd	Southaven, 38671	(662) 393-9300	
Southaven Middle	899 Rasco Rd W	Southaven, 38671	6622800422	
CM Russell High	228 17th Ave NW	Great Falls, 59404	(406) 268-6100	MT
East Middle	4040 Central Ave.	Great Falls, 59405	(406) 268-6500	
Great Falls High	1900 2nd Ave. S	Great Falls, 59405	(406) 268-6250	
Helena Flats School	1000 Helena Flats Rd	Kalispell, 59901	(406) 257-2301	
Holy Spirit Catholic	2820 Central Ave	Great Falls, 59401	(406) 761-5775	
North Middle	2601 8th St NE	Great Falls, 59405	(406) 268-6534	
St. Matthews Catholic Schl	602 S. Main	Kalispell, 59901	(406) 752-6303	
Whitefish High	600 East 2nd St.	Whitefish, 59937	(406) 862-8600	
Whitefish Middle	600 E 2nd St	Whitefish, 59937	(406) 862-8650	
Triad Math & Science Chtr	700 Creek Ridge Rd	Greensboro, 27407	(336) 621 0061	NC
Auburn High	1829 Central Ave.	Auburn, 68305	(402) 274-4328	NE
Auburn Middle	1713 J Street	Auburn, 68305	(402) 274-4027	
Grand Island Sr. High	2124 N. Lafayette	Grand Island, 68803	(308) 385-5950	
RJ Barr Middle	602 W. Stolley Park Rd	Grand Island, 68801	(308) 385-5875	
RM Marrs Magnet Ctr	5619 S. 19th St.	Omaha, 68107	(402) 557-4400	
Scottsbluff High	313 E 27th St	Scottsbluff, 69361	(308) 635-6230	
Walnut Middle	1600 N Custer Ave	Grand Island, 68803	(308) 385-5990	
Westridge Middle	1812 Mansfield Rd	Grand Island, 68803	(308) 385-5886	
A Crosby Kennett Jr High	176 Main Street	Conway, 03818	(603) 447-6364	NH
A Crosby Kennett Sr High	409 Eagles Way	North Conway, 03860	(603) 356-4343	
Claremont Middle	107 South St.	Claremont, 03743	(603) 543-4250	
Coe-Brown Academy	907 1st Nh Turnpike	Northwood, 03261	(603) 942-5531	
Daisy Bronson Middle	96 School St	Littleton, 03561	(603) 444-3361	
Littleton High	159 Oak Hill Ave	Littleton, 03561	(603) 444-5601	
Stevens High	175 Broad Street	Claremont, 03743	(603) 543-4220	
Belen High	520 North Main St	Belen, 87002	(505) 966-1300	NM
Belen Middle School	314 S 4th Street	Belen, 87002	(505) 966-1600	
Native Amer Comm Acad	1100 Cardenas Ave SE	Albuquerque, 87108	(505) 266-0992	
Navajo Preparatory	1220 W Apache St	Farmington, 87401	(505) 326-6571	
Raton High	1535 Tiger Circle	Raton, 87740	5754453541	
Raton Middle	500 South Third St	Raton, 87740	5754455988	
Springer High	1401 8th St	Springer, 87747	(505) 483-2482	
Acad of Medical Technology	8-21 Bay 25th St	Far Rockaway, 11691	(718) 471-3571	NY
Baccalaureate Sch/Global Ed	34-12 36th Ave	Long Island City, 11106	(718) 361-5275	

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Blue Rock School	110 Demarest Mill Rd.	West Nyack, 10994	(845) 627-0234	NY
Bronx Design & Construction Acad	333 East 151 St	Bronx, 10451	(718) 402-7690	
Bronx Leadership Academy	1710 Webster Ave	Bronx, 10457	(718) 299-4274	
Brooklyn Schl for Collab Studies	610 Henry St	Brooklyn, 11231	(718) 923-4750	
Canisius High	1180 Delaware Ave	Buffalo, 14216	(716) 882-0466	
CES Vanguard High	317 E 67th St Rm 401	New York, 10021	(212) 517-5175	
Chelsea Vocational High	131 Ave of the Americas	New York, 10013	(212) 925-1080	
Community Action School	154 West 93rd St	New York, 10025	(212) 678-5888	
Creative Digital Minds High	439 W 49th St	New York, 10027	(212) 245-5925	
East Bronx Acad for the Future	1716 Southern Blvd	Bronx, 10460	7188618641	
East Side Comm High	420 East 12th St.	New York, 10009	(212) 460-8467	
Harry S. Truman High	750 Baychester Ave	Bronx, 10475	(718) 904-5400	
In-Tech Academy MS/HS	2975 Tibbett Ave	Bronx, 10463	7184324300	
International High-Union Sq	40 Irving Place	New York, 11222	2125332560	
Intl Prep School @ Grover	110 14th St	Buffalo, 14213	(716) 816-4306	
Manhasset Sr. High	200 Memorial Pl	Manhasset, 11030	(516) 267-7600	
Math For America	160 5th Ave 8th Floor	New York, 10010	(646) 437-0904	
MLK Arts & Tech	122 Amsterdam Ave	New York, 10023	(212) 501-1198	
Northwest College Prep	940 Fernwood Park	Rochester, 14609	(585) 456-2110	
Palisade Prep School	201 Palisade Ave	Yonkers, 10701	(914) 376-8177	
Satellite Academy HS	120 W 30th St	New York, 10001	(212) 646-2800	
St. Ann's School	33 Jefferson St	Nyack, 10980	(845) 358-0125	
Victor Central High	953 High St	Victor, 14564	(585) 924-3252	
Washington Hghts Exp. Lrng.	511 West 182nd St	New York, 10033	(212) 781-0524	
World Journalism Prep	34-65 192nd St.	Flushing, 11358	(646) 283-7234	
Arthur Road Elementary	33425 Arthur Rd.	Solon, 44139	(440) 349-6210	OH
Beachwood High	25100 Fairmount Blvd	Beachwood, 44122	2168312080	
Beachwood Middle	2860 Richmond Rd	Beachwood, 44122	2168310355	
Blendon Middle	223 S Otterbein Ave	Westerville, 43081	6147976400	
Buckeye Valley High	901 Coover Rd	Delaware, 43015	(740) 363-1349	
Buckeye Valley Middle	683 Coover Rd.	Delaware, 43015	(740) 363-6626	
Chagrin Falls High	400 E Washington St	Chagrin Falls, 44022	4402472583	
Chagrin Falls Intermediate	77 E Washington St	Chagrin Falls, 44022	4408937691	
Chagrin Falls Middle	342 E Washington St	Chagrin Falls, 44022	4408937695	
Chardon Middle	424 North St	Chardon, 44024	4402854062	
Dayton Regional STEM Schl	1724 Woodman Dr	Kettering, 45420	(937) 256-3777	
Gahanna East Middle	730 Clotts Rd	Gahanna, 43230	(614) 478-5550	

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Gahanna MS South	349 Shady Spring Dr	Gahanna, 43230	(614) 337-3730	OH
Gahanna West Middle	350 Stygler Rd.	Gahanna, 43230	(614) 478-5570	
Genoa Middle	5948 Old 3C Highway	Westerville, 43082	6147976500	
Greenbriar Middle	11810 Huffman Rd	Parma, 44130	4408852370	
Heritage Middle	390 N Spring Rd	Westerville, 43082	6147976600	
Hillside Middle	1 Educational Park Dr	Seven Hills, 44131	4408852373	
Hudson City Schools	2400 Hudson Aurora Rd	Hudson, 44236	3306531200	
Hudson High	2500 Hudson-Aurora Rd	Hudson, 44236	3306531416	
Hudson Middle	77 N Oviatt St	Hudson, 44236	3306531316	
Kenston High	9500 Bainbridge	Chagrin Falls, 44023	4405439831	
Kenston Middle	17425 Snyder Rd	Chagrin Falls, 44023	4405438241	
Loudonville High	421 Campus Ave	Loudonville, 44842	(419) 994-4101	
Normandy High	2500 W Pleasant Vly Rd	Parma, 44134	4408852400	
Parma City Schools	5311 Longwood Dr	Parma, 44134	4408425300	
Parma Senior High	6285 West 54th St	Parma, 44129	4408852300	
Shiloh Middle	2303 Grantwood Dr	Parma, 44134	4408858485	
Solon High	33600 Inwood Drive	Solon, 44139-4199	(216) 349-6230	
Solon Middle	6835 S.O.M. Center Rd	Solon, 44139	(440) 349-7405	
Valley Forge High	9999 Independence Blvd	Parma Heights, 44130	4408852330	
Walnut Springs Middle	888 E Walnut St	Westerville, 43081	6147976700	
Westerville Central High	7118 Mount Royal Ave	Westerville, 43082	6147976800	
Westerville North High	950 County Line Rd	Westerville, 43081	6147976200	
Westerville South High	303 S Otterbein Ave	Westerville, 43081	6147976800	
Alice Robertson Jr High	402 North S St	Muskogee, 74403	9186843775	OK
Ben Franklin Science Acad	300 Virgil Matthews Dr	Muskogee, 74401	9186843870	
Boulevard Academy	215 N Boulevard	Edmond, 73034	(405) 715-6100	
Central Middle	500 East Ninth	Edmond, 73034	(405) 340-2890	
Edmond Memorial High	1000 East 15th St	Edmond, 73013	(405) 340-2850	
Edmond North High	215 West Danforth	Edmond, 73003	4053402875	
Glenpool High	461 E 146th St	Glenpool, 74033	9183229500	
Glenpool Middle	PO Box 1149	Glenpool, 74033	9183229500	
Muskogee High	3200 East Shawnee Rd	Muskogee, 74403	9186843700	
Muskogee Juvenile Det Ctr	601 W Shawnee	Muskogee, 74401	9186833696	
Muskogee Public Schls	202 West Broadway	Muskogee, 74401	9186843700	
Putnam North High	11800 North Rockwell	Oklahoma City, 73162	(405) 722-4220	
Sadler Arts Academy	800 Altamont	Muskogee, 74401	9186843820	
Santa Fe High	1901 W 15th St	Edmond, 73013	(405) 340-2230	

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Tulsa Technology Ctr	5647 S 122nd East Ave	Tulsa, 74146	9188285000	OK
University School @ Tulsa U	800 S Tucker Dr	Tulsa, 74104	(918) 631-5060	
Wynnewood Middle	702 E Robert S Kerr Blvd	Wynnewood, 73098	4056652004	
Abiqua School	4985 Battle Creek Rd SE #107	Salem, 97302	(503) 399-9020	OR
Acad of Arts & Academics	615 Main St	Springfield, 97477	(541) 744-6728	
Arts & Technology Academy	1650 West 22nd Ave	Eugene, 97405	(541) 790-5700	
Barbara Roberts High	3620 State St	Salem, 97301	(503) 399-5550	
Beaumont Middle	4043 NE Fremont St	Portland, 97212	(503) 916-5610	
Benson Polytechnic High	546 NE 12th Ave	Portland, 97232	(503) 916-5100	
Boise-Eliot	620 N Fremont Ave	Portland, 97227	(503) 916-6171	
Bridger K-8	7910 SE Market St	Portland, 97215	(503) 916-6336	
Cal Young Middle	2555 Gilham Rd	Eugene, 97401	(541) 790-6400	
Cleveland High	3400 SE 26th Ave	Portland, 97202	(503) 916-5120	
Clinton School	3400 SE 26th	Portland, 97202	(503) 916-2693	
Creative Science	1231 SE 92nd Ave	Portland, 97216	(503) 916-6431	
Da Vinci School	2508 NE Everett	Portland, 97232	(503) 916-5356	
Dallas High	1250 SE Holman Ave	Dallas, 97338	(503) 623-8336	
Durham Education Ctr	8040 SW Durham Rd	Tigard, 97224	(503) 431-4580	
Eugene School District 4J	200 North Monroe St	Eugene, 97402	(541) 790) 7700	
Franklin High	5405 SE Woodward St	Portland, 97206	(503) 916-5140	
Grant High	2245 NE 36th Ave	Portland, 97212	(503) 916-5160	
Hamilton Creek Middle	32135 Berlin Rd	Lebanon, 97355	(541) 451-8574	
Harrison Park School	2225 SE 87th Ave	Portland, 97216	(503) 916-5700	
Hayhurst School (Odyssey)	5037 SW Iowa St	Portland, 97221	(503) 916-6300	
Hazelbrook Middle	11300 SW Hazelbrook	Tualatin, 97062	(503) 431-5100	
Hosford Middle	2303 SE 28th Pl	Portland, 97214	(503) 916-5640	
Houck Middle	1155 Connecticut SE	Salem, 97301	(503) 399-3446	
Humboldt School	4915 N Gantenbein Ave	Portland, 97217	(503) 916-5468	
Irvington School	1320 NE Brazee	Portland, 97212	(503) 916-6185	
Jackson Middle	10625 SW 35th	Portland, 97219	(503) 916-5680	
Jason Lee K-8	2222 NE 92nd Ave	Portland, 97220	(503) 916-6144	
Jefferson High	5210 N Kerby	Portland, 97217	(503) 916-5180	
Judson Middle	4512 Jones Rd SE	Salem, 97302	(503) 399-3201	
Kelly Middle	850 Howard Ave	Eugene, 97404	(541) 790-4740	
Kennedy Middle	2200 Bailey Hill Rd	Eugene, 97405	(541) 790-5500	
Lane Middle	7200 SE 60th Ave	Portland, 97206	(503) 916-6355	
Laurelhurst School	840 NE 41st Ave	Portland, 97232	(503) 916-6210	

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Lebanon High	1700 S 5th St	Lebanon, 97355	(541) 451-8555	OR
Leslie Middle	3850 Pringle Rd	Salem, 97302	(503) 399-3208	
Lincoln High	1600 SW Salmon St	Portland, 97205	(503) 916-5200	
Madison High	2735 NE 82nd Ave	Portland, 97220	(503) 916-5220	
Madison Middle	875 Wilkes Dr	Eugene, 97404	(541) 790-4300	
McKay High	2440 Lancaster Dr NE	Salem, 97305	(503) 399-3080	
McNary High	595 Chemawa Rd N	Keizer, 97303	(503) 399-3233	
Molalla High	357 Frances St	Molalla, 97038	(503) 829-2355	
Molalla River Middle	318 Leroy Ave	Molalla, 97038	(503) 829-6133	
Monroe Middle	2800 Bailey Lane	Eugene, 97401	(541) 790-6300	
Mount Tabor Middle	5800 SE Ash St	Portland, 97215	(503) 916-5646	
North Eugene High	200 Silver Lane	Eugene, 97404	(541) 687-3261	
North Salem High	765 14th St NE	Salem, 97301	(503) 399-3241	
Park Academy	PO Box 34	Marylhurst, 97036	(503) 697-6213	
Parrish Middle	801 Capitol St NE	Salem, 97301	(503) 399-3210	
Portland Public Schools	501 N Dixon St	Portland, 97227	(503) 916-2000	
Robert Gray Middle	5505 SW 23rd Ave	Portland, 97239	(503) 916-5676	
Roosevelt High	6941 N. Central St	Portland, 97203	(503) 916-5260	
Roosevelt Middle	680 E 24th Ave	Eugene, 97405	(541) 790-8500	
Roseburg High	400 W. Harvard Ave	Roseburg, 97470	(541) 440-4142	
Rosemary Anderson M/HS	717 N. Killingsworth Ct.	Portland, 97006	(503) 735-1825	
Rosemont DART	9911 SE Mt. Scott Blvd	Portland, 97266	(503) 777-8090	
Roseway Heights K-8	7334 NE Siskyou St	Portland, 97213	(503) 916-5600	
Salem Keizer SD	2450 Lancaster DR NE	Salem, 97305	(503) 399-3000	
Sellwood Middle	8300 SE 15th Ave	Portland, 97202	(503) 916-5656	
Seven Oaks Middle	38910 Mountain Home Dr	Lebanon, 97355	(541) 367-6512	
Sheldon High	2455 Willakenzie Rd.	Eugene, 97401	(541) 790-6600	
Skyline Elementary	2634 NE Halsey St	Portland, 97232	(503) 916-5212	
Skyline School	11536 NW Skyline Blvd	Portland, 97231	(503) 916-5212	
South Eugene High	400 E 19th Ave	Eugene, 97401	(541) 790-8000	
South Medford High	815 S Oakdale	Medford, 97501	(541) 842-3680	
South Salem High	1910 Church St SE	Salem, 97302	(503) 399-3252	
Spencer Butte Middle	500 E 43rd Ave	Eugene, 97405	(541) 790-8300	
Sprague High	2373 Kuebler Blvd S	Salem, 97302	(503) 399-3261	
Springfield Acad Arts & Academics	615 Main St	Springfield, 97478	(541) 744-6728	
St. Mary's Academy	1615 SW 5th Avenue	Portland, 97201	(503) 228-8306	
Stephens Middle	4962 Hayesville Dr NE	Salem, 97305	(503) 399-3442	

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Straub Middle	1920 Wilmington Ave NW	Salem, 97304	(503) 399-2030	OR
Sunnyside Environmental	3421 SE Salmon St	Portland, 97214	(503) 916-6226	
Thomas Fowler Middle	10865 SW Walnut St.	Tigard, 97223	(503) 431-5000	
Tigard High School	9000 SW Durham Rd.	Tigard, 97224	(503) 431-5532	
Tualatin High	22300 SW Boones Ferry Rd	Tualatin, 97062	(503) 431-5800	
Twality Middle	14650 SW 97th Ave	Tigard, 97224	(503) 431-5200	
Vernon School	2044 NE Killingsworth	Portland, 97211	(503) 916-6415	
Vestal School	161 NE 82nd Ave	Portland, 97216	(503) 916-6437	
Waldo Middle	2805 Lansing Ave NE	Salem, 97303	(503) 399-3215	
West Salem High	1776 Titan Dr NW	Salem, 97304	(503) 399-5533	
West Sylvan Middle	8111 SW West Slope Dr	Portland, 97225	(503) 916-5690	
Whiteaker Middle	1605 Lockhaven Dr NE	Keizer, 97303	(503) 399-3224	
Wilson High	1151 SW Vermont St	Portland, 97219	(503) 916-5280	
Winston Churchill High	1850 Bailey Hill Rd	Eugene, 97405	(541) 790-5100	
Winterhaven School	3830 SE 14th Ave	Portland, 97202	(503) 916-6200	
Woodburn High	1785 N Front St	Woodburn, 97317	(503) 981-2600	
Woodlawn School	7200 NE 11th	Portland, 97211	(503) 916-6282	
Academy Park High	300 Calcon Hook Rd	Sharon Hill, 19079	(610) 522-4330	PA
Bala Cynwyd Middle	510 Bryn Mawr Ave	Bala Cynwyd, 19004	(610) 645-1480	
Boyertown Area Senior High	120 North Monroe St.	Boyertown, 19512	(610) 369-7435	
Boyertown Junior High East	2020 Big Rd.	Gilbertsville, 19525	(610) 754-9550	
Central York High	601 Mundis Mill Rd	York, 17404	(717) 846-6789	
Central York Middle	1950 North Hills Rd	York, 17402	(717) 846-6789	
Christopher Dock Mennonite	1000 Forty Foot Rd	Lansdale, 19446-4398	(215) 362-2675	
Cumberland Valley High	6746 Carlisle Pike	Mechanicsburg, 17050	(717) 766-0217	
Darby Township School	801 Ashland Ave	Glenolden, 19036	(610) 522-4375	
Eagle View Middle	6747 Carlisle Pike	Mechanicsburg, 17050	(717) 766-0217	
Ephrata Middle	957 Hammon Ave	Ephrata, 17522	(717) 733-1468	
Fairfield High	4840 Fairfield Rd	Fairfield, 17320	(717) 642-8228	
Friendship Elementary	3457 Sticks Rd	Glen Rock, 17327	(717) 235-4811	
Good Hope Middle	451 Skyport Rd	Mechanicsburg, 17050	(717) 761-1865	
Hanover Middle	300 Keagy Ave	Hanover, 17331	(717) 637-9000	
Harris School	501 Sharon Ave	Collingdale, 19023	(610) 522-4370	
Harriton Sr High	600 N. Ithan Ave	Rosemont, 19010	(610) 658-3950	
Haverford Middle School	1701 Darby Rd.	Havertown, 179083	(610) 853-5900	
Haverford Senior High	200 Mill Rd.	Havertown, 19083	(610) 853-5900	
Hershey High	P.O. Box 898	Hershey, 17033	(717) 531-2244	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Hershey Middle	Homestead Rd	Hershey, 17033	(717) 531-2222	PA
I-LEAD Charter	200 Noirth 8th St	Reading, 19601	(855) 453-2327	
Kennard-Dale High	393 Main Street	Fawn Grove, 17321	(717) 382-4871	
Kraybill Mennonite School	598 Kraybill Church Rd	Mount Joy, 17552	(717) 653-5236	
Lancaster Mennonite	2176 Lincoln Hwy E	Lancaster, 17602	(717) 229-0436	
Littlestown Sr High	200 E Myrtle St	Littlestown, 17340	(717) 359-4146	
Lower Merion High	245 E Montgomery Ave	Ardmore, 19003	(610) 645-1810	
Maple Avenue Middle	75 Maple Avenue	Littlestown, 17340	(717) 359-4146	
Merion Elementary	549 South Bowman Ave	Merion, 19066	(610) 645-1470	
New Oxford High	130 Berlin Rd	New Oxford, 17350	(717) 624-2157	
New Oxford Middle	130 Berlin Rd	New Oxford, 17350	(717) 624-2157	
North Hills Elementary	1330 North Hills Rd	York, 17406	(717) 846-6789	
Northley Middle	2801 Concord Road	Aston, 19014	(610) 497-6300	
Penn Bernville Elementary	24 Shartlesville Rd	Bernville, 19506	(610) 488-6248	
Penn Valley Elementary	301 Righters Mill Rd	Narberth, 19072	(610) 645-1460	
Penn View Christian	420 Cowpath Rd	Souderton, 18964	(215) 723-1196	
Penn Wynne Elementary	250 Haverford Rd	Wynnewood, 19096	(610) 645-1450	
Red Lion Area Jr High	200 Country Club Rd	Red Lion, 17356	(717) 244-1448	
SD of Upper Moreland Twp	2900 Terwood Rd	Willow Grove, 19090	2158301511	
Sharon Hill School	701 Coates St	Upper Darby, 19082	(610) 522-4355	
Shrewsbury Elem	P.O. Box 128	Glen Rock, 17327	(717) 235-4811	
Sinking Springs Elementary	2850 Susquehanna Trail	York, 17402	(717) 846-6789	
Somerset Area Sr High	645 S Columbia Ave	Somerset, 15501	(814) 443-2831	
South Eastern MS East	375 Main Street	Fawn Grove, 17321	(717) 382-4851	
Southern Elementary	3280 Fissels Church Rd	Glen Rock, 17327	(717) 235-4811	
Southern York Middle	P.O. Box 128	Glen Rock, 17327	(717) 235-4811	
Spring Ford 8th Grade Ctr	700 Washington St	Royersford, 19468	(610) 705-6002	
Spring Ford HS 9th Grd Ctr	400 S Lewis Rd	Royersford, 17468	(610) 705-6011	
Spring Ford Senior High 10-12	350 S Lewis Rd	Royersford, 19468	(610) 705-6001	
Sun Valley High	2881 Pancoast Ave	Aston, 19014	(610) 497-6300	
Susquehannock High	3280 Fissels Church Rd	Glen Rock, 17327	(717) 235-4811	
Tulpehocken Jr/Sr High	430 New Schaefferstown Rd	Bernville, 19506	(610) 488-6286	
Twin Valley High	4851 N. Twin Valley Rd	Elverson, 19520	(610) 286-8600	
Twin Valley Middle	770 Clymer Hill Rd	Elverson, 19520	(610) 286-8660	
Upper Moreland High	3000 Terwood Rd	Willow Grove, 19090	2158301500	
Upper Moreland Middle	4000 Orangemans Rd	Hatboro, 19040	2156744185	
Welsh Valley Middle	325 Tower Lane	Narberth, 19072	(610) 658-3920	

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West York Area High	1800 Bannister St.	York, 17406	(717) 845-6600	PA
West York Area Middle	1700 Bannister St	York, 17404	(717) 845-1671	
Wilkes University	84 West South St	Wilkes Barre, 18766	8009455978	
Wilson High	2601 Grandview Blvd	West Lawn, 19609	(610) 670-0180	
Wissahickon High	521 Houston Rd	Ambler, 19002	2156198112	
York Suburban Middle	455 Sundale Dr	York, 17402	(717) 755-2841	
Gordon School	45 Maxfield Ave	E. Providence, 02914	(401) 434-3833	RI
Rocky Hill School	530 Ives Rd	East Greenwich, 02906	(401) 884-9070	
The Wheeler School	216 Hope St.	Providence, 02906	(401) 421-8100	
Central High	433 North 8th	Rapid City, 57701	(605) 394-4023	SD
Douglas High	420 Patriot Dr.	Box Elder, 57719	(605) 923-0030	
Enning Union Ctr Elem	Hwy 34 Box 22	Enning, 57737	6059855367	
Jefferson Academy (Alternative)	21 St. Joseph	Rapid City, 57701	(605) 394-4048	
New Underwood Jr/Sr High	300 East Ash	New Underwood, 57761	(605) 754-6485	
Piedmont Vly Elem	16159 Second St	Piedmont, 57769	6057875295	
Stevens High	1200 44th Street	Rapid City, 57702	(605) 394-4051	
Sturgis Brown High	12930 E HWY 34	Sturgis, 57785	6053472686	
Sturgis William Middle	1425 Cedar St	Sturgis, 57785	6053475232	
Todd County High	PO Box 726	Winner, 57580	(605) 856-4812	
Todd County Middle	2005 Omaha St Hwy 83	Mission, 57555	(605) 856-2341	
Notre Dame High	2701 Vermont Ave	Chattanooga, 37404	(423) 624-4618	TN
Sacred Heart Catholic Schl	711 Northshore Dr	Knoxville, 37919	(865) 588-0415	
Saint Ann School	5105 Charlotte Pike	Nashville, 37209	(615) 269-0568	
St. Cecilia Academy	4210 Harding Rd	Nashville, 37205	(615) 298-4525	
St. Joseph School	1225 South Gallatin Rd	Madison, 37115	(615) 865-1491	
Abell Jr High	3201 Heritage Blvd	Midland, 79701	(432) 689-6200	TX
Adams Middle	833 W. Tarrant Rd	Grand Prairie, 75051	(972) 262-1936	
Alamo Jr High	3800 Storey Ave	Midland, 79703	(432) 689-1700	
Carver Center	1300 E. Wall	Midland, 79701	(432) 689-1420	
First Baptist Academy Middle	PO Box 868	Dallas, 75221	(214) 969-2478	
Frassati Catholic High	PO Box 131645	Spring, 77393	(832) 482-4031	
Gilmer High	850 Buffalo St.	Gilmer, 75644	(903) 841-7500	
Goddard Jr High	2500 Haynes Ave	Midland, 79705	(432) 689-1300	
KIPP Sharpstown College Prep	8430 Westglen Dr.	Houston, 77063	(281) 879-3000	
Lee Freshman High	1400 E Oak Ave	Midland, 79705	(432) 689-1250	
Lee Senior High	3500 Neely Ave	Midland, 79707	(432) 689-1600	
Midland Early College High	3600 N Garfield	Midland, 79705	(432) 685-4641	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Midland Freshman	100 E Gist Ave.	Midland, 79701	(432) 689-1200	TX
Midland High	906 W. Illinois	Midland, 79701	(432) 689-1100	
Midland Independent S.D.	615 W Missouri Ave	Midland, 79701	(432) 689-1000	
Pleasanton Jr High	831 Stadium Dr	Pleasanton, 78064	(830) 569-1280	
San Jacinto Jr High	1400 N N St	Midland, 79701	(432) 689-1350	
South Grand Prairie	301 Warrior Tr.	Grand Prairie, 75050	(972) 264-4731	
Acad for Math Eng & Science	5715 South 1300 East	Salt Lake City, 84121	(801) 278-9460	UT
Daniels Academy	3725 South Big Hollow Rd	Daniel, 84032	(801) 979-6294	
Salt Lake Arts Academy	844 South 200 East	Salt Lake City, 84111	(801) 531-1173	
Brook Road Academy	8000 Brook Road	Richmond, 23227	(804) 262-7848	VA
Eastern Mennonite School	801 Parkwood Dr	Harrisonburg, 22802	(540) 432-4500	
Barre City Elem/Middle	50 Parkside Terrace	Barre, 05641	(802) 476-6541	VT
Barre Town MS/ES	70 Websterville Rd	Barre, 05641	(802) 476-6617	
Long Trail School	1045 Kirby Hollow Rd	Dorset, 05251	(802) 867-5717	
Rochester School	222 S Main	Rochester, 05767	(802) 767-3161	
Spaulding High School	155 Ayers St.	Barre, 05641	(802) 476-4811	
Williamstown High	120 Hebert Road	Williamstown, 05679	(802) 433-5359	
Allen Elementary	17145 Cork Road	Bow, 98232	(360) 757-3352	WA
Amboy Middle	22115 NE Chelatchie Rd	Amboy, 98601	(360) 885-6050	
Assumption Catholic	2116 Cornwall Ave	Bellingham, 98225	(360) 733-6133	
Battle Ground High	300 W. Main St	Battle Ground, 98604	(360) 885-6500	
Bay View Elementary	15241 Josh Wilson Rd	Burlington, 98233	(360) 757-3322	
Bellingham High	2020 Cornwall Ave	Bellingham, 98225	(360) 676-6470	
Burlington Edison High	301 N Burlington Blvd	Burlington, 98233	(360) 757-4074	
Carriage Crest Elementary	18235 -140th Avenue. SE	Renton, 98058	(253) 373-2597	
Cedar Heights Jr High	2220 Pottery Ave	Port Orchard, 98366	(360) 876-7323	
Cedar Heights Middle	19640 SE 272nd St	Covington, 98042	(253) 373-7620	
Cedar Valley Elementary	26500 Timberlane Way SE	Covington, 98002	(253) 373-7649	
Chief Umtuch Middle	700 NW 9th St	Battle Ground, 98604	(360) 885-6350	
Clover Park High	11023 Gravelly Lake Dr SW	Lakewood, 98499	(253) 583-5500	
Columbia Basin Secondary	6527 Patton Blvd.	Moses Lake, 98837	(509) 766-2667	
Coupeville High	501 S. Main Street	Coupeville, 98239	(360) 678-4409	
Covington Elementary	17070 SE Wax Road	Covington, 98042	(253) 373-7652	
Crestwood Elementary	25225 180th Ave SE	Kent, 98042	(253) 373-7634	
Cusick Jr Sr High	305 Monumental Way	Cusick, 99119	(509) 445-1125	
Daybreak Middle	15312 NE 43rd St.	Battle Ground, 98682	(360) 885-6900	
East Hill Elementary	9825 S 240th St	Kent, 98031	(253) 373-7455	

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Emerald Park Elementary	11800 SE 216th St	Kent, 98031	(253) 373-3850	WA
Explorer Academy	1723 Wolves Dr	Port Orchard, 98366	(360) 443-3605	
Fairhaven Middle	110 Park Ridge Rd	Bellingham, 98225	(360) 676-6450	
Fairwood Elementary	16600 148th Ave SE	Renton, 98058	(253) 373-7491	
Ferndale High	5830 Golden Eagle Dr	Ferndale, 98248	(360) 383-9240	
Foothills Middle	1410 Maple St	Wenatchee, 98801	(509) 664-8961	
George T. Daniel Elem	11310 SE 248th St	Kent, 98030	(253) 373-2278	
Glenridge Elementary	19405 120th Ave SE	Renton, 98058	(253) 373-7494	
Grass Lake Elementary	28700 191st Pl SE	Kent, 98042	(253) 373-7661	
Horizon Elementary	27641 144th SE	Kent, 98042	(253) 631-7313	
Issaquah Middle	401 1st Ave SE	Issaquah, 98027	(425) 837-6800	
Jenkins Creek Elem	26915 - 186th Ave SE	Kent, 98042	(253) 373-7331	
John Sedgwick Jr High	8995 SE Sedgwick Rd	Port Orchard, 98366	(360) 876-7376	
Kent Elementary	24700 64th Ave. S	Kent, 98032	(253) 373-7497	
Kent Meridian High	10020 SE 256th St	Kent, 98031	(253) 373-7405	
Kent Mountain View Acad	22420 Military Rd. S	Des Moines, 98198	(253) 373-7488	
Kent School District	12033 SE 256th St	Kent, 98030	(253) 373-7000	
Kingston High School	26201 Siyaya Ave. NE	Kingston, 98346	(360) 394-4985	
Kingston Jr High	9000 NE W Kingston Rd	Kingston, 98346	(360) 394-4900	
Kittitas Secondary	PO Box 599	Kittitas, 98934	(509) 968-3902	
Kulshan Middle	1250 Kenoyer Dr	Bellingham, 98226	(360) 676-4886	
Lake Youngs Elementary	19660 142nd Ave. SE	Kent, 98042	(253) 373-7646	
Laurin Middle	13601 NE 97th Ave	Vancouver, 98662	(360) 885-5200	
Lucille Umbarger Elem	820 S Skagit St	Burlington, 98233	(360) 757-3366	
Lynden High	1201 Bradley Rd	Lynden, 98264	(360) 354-4401	
Lynnwood High	18218 North Rd	Bothell, 98012	(425) 670-7520	
Mabton Jr/Sr High	500 E "B" Street	Mabton, 98935	(509) 894-4951	
Marcus Whitman Jr High	1887 Madrona Dr SE	Port Orchard, 98366	(360) 874-6160	
Martin Sortun Elem	12711 SE 248th Street	Kent, 98030	(253) 373-7310	
Mattson Middle	16400 SE 251st	Kent, 98042	(253) 373-7670	
Meadow Ridge Elem	27710 108th Ave SE	Kent, 98031	(253) 373-7870	
Meeker Middle School	12600 SE 192nd St.	Renton, 98058	(253) 373-7284	
Meridian Elementary	25621 140th Ave. SE	Kent, 98042	(253) 373-7664	
Meridian High	194 W Laurel Road	Bellingham, 98226	(360) 398-8111	
Meridian Middle	23480 120th Ave. SE	Kent, 98031	(253) 373-7383	
Mill Creek Middle	620 N. Central Ave.	Kent, 98032	(253) 373-6215	
Millennium Elem	11919 SE 270th St	Kent, 98031	(253) 373-3900	

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Moses Lake High	803 E. Sharon Ave.	Moses Lake, 98837	(509) 766-2666	WA
Neely-O'Brien Elem	6300 South 236th Street	Kent, 98032	(253) 373-7434	
North Kitsap High	1780 NE Hostmark	Poulsbo, 98370	(360) 779-4408	
North Thurston High	600 Sleater Kinney Rd. NE	Lacey, 98506	(360) 412-4800	
Northwood Middle	17007 SE 184th St.	Renton, 98058	(253) 373-7780	
Orchard Middle	P.O. Box 421	Peshastin, 98847	(509) 548-4889	
Our Lady of Guadalupe	3401 SW Myrtle	Seattle, 98126	(206) 935-0651	
PAL Program	1845 NE Hostmark St	Poulsbo, 98370	(360) 598-8538	
Panther Lake Elem	10200 SE 216th St	Kent, 98031	(253) 373-7470	
Park Orchard Elem	11010 SE 232nd St	Kent, 98031	(253) 373-7473	
Pine Tree Elem	27825 118th Ave SE	Kent, 98031	(253) 373-7687	
Pioneer Middle	1620 Russell St.	Wenatchee, 98801	(509) 663-7171	
Prairie High	P.O. Box 200	Battle Ground, 98604	(360) 885-5000	
Ridgewood Elem	18030 162nd Pl SE	Renton, 98058	(253) 373-7482	
River Ridge High	350 River Ridge Dr. SE	Lacey, 98513	(360) 412-4820	
Sawyer Woods Elem	31135 228th Ave SE	Black Diamond, 98010	(253) 373-7750	
Scenic Hill Elem	26025 Woodland Way S	Kent, 98031	(253) 373-7479	
Seattle Girls' School	2706 S. Jackson St	Seattle, 98122	(206) 709-2228	
Sehome High	2700 Bill McDonald Pkwy	Bellingham, 98225	(360) 676-6481	
Shuksan Middle	2713 Alderwood Ave	Bellingham, 98225	(360) 676-6454	
Soos Creek Elementary	12651 SE 218th Pl	Kent, 98031	(253) 373-7690	
South Kitsap High	425 Mitchell Ave	Port Orchard, 98366	(360) 876-7318	
South Sound High	5400 5th Ave. SE	Lacey, 98513	(360) 412-4880	
Springbrook Elementary	20035 - 100th Avenue SE	Kent, 98031	(253) 373-7485	
Squalicum High	3773 E. McLeod Rd	Bellingham, 98226	(360) 676-6471	
Sunrise Elementary	22300 132nd Ave. SE	Kent, 98031	(253) 373-3816	
The Villa Academy	5001 NE 50th St	Seattle, 98105	(206) 524-8885	
Timberline High	6120 Mullen Rd. SE	Lacey, 98503	(360) 412-4860	
Tonasket High	35 HS Hwy 20 E	Tonasket, 98855	(509) 486-2161	
Tonasket Middle School	35ms Hwy 20 E	Tonasket, 98855	(509) 486-2147	
Warden High School	101 West Beck Wy	Warden, 98857	(509) 359-2581	
Wenatchee High	1101 Millerdale Ave.	Wenatchee, 98801	(509) 663-8117	
West Valley High	8301 E Buckeye	Spokane, 99212	(509) 922-5488	
Westside High	1521 Ninth St	Wenatchee, 98801	(509) 663-7947	
Whatcom Day Academy	5217 Northwest Rd	Bellingham, 98226	(360) 734-1447	
Whatcom Middle	810 Halleck St	Bellingham, 98225	(360) 676-6460	
Windward High	5330 Labounty Dr	Ferndale, 98248	(360) 383-9150	

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Abbotsford Middle/Senior High	307 N 4th Ave	Abbotsford, 54405	(715) 223-2386	WI
Adams Friendship High	1109 E North St	Adams, 53910	(608) 339-3921	
ALPS Charter	108 W New York Ave	Oshkosh, 54901	(920) 424-0349	
Appleton North High	5000 N Ballard Rd	Appleton, 54913	9208324300	
Appleton West High	610 N Badger Ave	Appleton, 54914	9208326219	
Ashwaubenon High	2391 S. Ridge Road	Green Bay, 54304	(920) 492-2950	
Ashwaubenon SD	1055 Griffiths Lane	Ashwaubenon, 54304	9204922900	
Bay Port High	2710 Lineville Rd.	Green Bay, 54313	(920) 662-7000	
Bay View Middle	1217 Cardinal Ln	Green Bay, 54313	(920) 662-8196	
Black Creek Middle	308 E Burdick St	Black Creek, 54106	(920) 984-3396	
Bloomer Middle	600 Jackson St	Bloomer, 54724	(715) 568-1025	
Bruce School	104 W Washington Ave	Bruce, 54819	(715) 868-2585	
Cardinal Heights Upper MS	220 Kronke Dr	Sun Prairie, 53590	(608) 235-2466	
Chetek Weyerhauser Middle	1001 Knapp St.	Chetek, 54868	(715) 924-3136	
Chetek-Weyerhauser High	1001 Knapp St.	Chetek, 54728	(715) 924-3137	
Cochrane-Fountain City High	P.O. Box 517	Fountain City, 54629	(608) 687-4391	
Cornell High	PO Box 517	Cornell, 54732	(715) 239-6464	
DC Everest High	6500 Alderson St.	Weston, 54476	(715) 359-6561	
DC Everest Jr. High	1000 Machmueller St.	Schofield, 54476	(715) 355-4649	
De Pere Middle	700 Swan Rd	De Pere, 54115	(920) 337-1024	
DeForest High	815 Jefferson St	De Forest, 53532	(608) 842-6600	
DeForest Middle	404 Yorktown Rd	DeForest, 53532	(608) 842-6000	
DeLong Middle	2000 Vine St	Eau Claire, 54703	(715) 852-4900	
Eau Claire Memorial High	2225 Keith St	Eau Claire, 54701	(715) 852-6300	
Eau Claire North High	1801 Piedmont Ave	Eau Claire, 54703	(715) 852-6600	
Eleva Strum Central High	W23597 U.S. Hwy 10	Strum, 54770	(715) 695-2696	
Elkhart Lake-Glenbeulah MS	PO Box 518	Elkhart Lake, 53020	(920) 876-3307	
Fall Creek High	336 E Hoover Ave	Fall Creek, 54742	(715) 877-2809	
Foxview Intermediate	650 S Michigan St	De Pere, 54115	(920) 337-1036	
Franklin Elementary	800 S 35th St	Manitowoc, 54220	(920) 683-4751	
Gilmanton High	S889 Larson Rd	Gilmanton, 54743	(715) 946-3158	
Glacier Creek Middle	2800 Military Rd	Cross Plains, 53719	(608) 829-9420	
Glenwood City High	850 Maple St.	Glenwood City, 54013	(715) 265-4266	
Granton High	217 N. Main	Granton, 54436	(715) 238-7175	
Holmen High	1001 McHugh Rd	Holmen, 54636	6085283372	
Holy Trinity School	510 Church Ave	Casco, 54205	(920) 837-7531	
Jack Young Middle	1531 Draper St	Baraboo, 53913	(608) 355-3930	

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Jackson Elementary	1201 N 18th St	Manitowoc, 54220	(920) 683-4752	WI
Jefferson Elementary	1415 Division St	Manitowoc, 54220	(920) 683-4753	
Kettle Moraine High	349 N.Oak Crest Dr	Wales, 53183	(262) 968-6200	
Kettle Moraine Middle	301 E Ottawa Ave	Dousman, 53118	(262) 965-6515	
Kewaunee High	911 3rd St	Kewaunee, 54216	(920) 388-2951	
Kewaunee Intermediate	921 Third St	Kewaunee, 54216	(920) 388-2458	
Kewaunee Middle	921 3rd St	Kewaunee, 54115	(920) 388-2458	
Kiel Middle	502 Paine St	Kiel, 53042	(920) 894-2264	
Kromrey Middle	7009 Donna Dr	Middleton, 53562	(608) 829-9530	
Laconia High School	316 Eureka St.	Ripon, 54971	(920) 872-2161	
Lake Holcombe High	27331 262nd Ave	Holcolombe, 54745	(715) 595-4241	
LB Clarke Middle	4608 Bellevue Pl	Two Rivers, 54241	(920) 794-1614	
Lineville Intermediate	2700 Lineville Rd	Green Bay, 54313	(920) 662-7871	
Luxemburg Casco High	512 Center Dr	Luxemburg, 54217	(920) 845-2336	
Luxemburg Casco Intermediate	318 N Main St	Luxemburg, 54217	(920) 845-2371	
Luxemburg Casco Middle	619 Church Ave	Casco, 54205	(920) 837-2205	
Madison Elementary	701 N 4th St	Manitowoc, 54220	(920) 683-4754	
Manitowoc Lincoln High	1433 S 8th St	Manitowoc, 54220	(920) 683-4761	
Maplewood Middle	1600 Midway Rd	Menasha, 54952	9209671600	
Marshall High	623 W Madison St	Marshall, 53559	(608) 655-1310	
Marshall Middle School	401 School St.	Marshall, 53559	(608) 655-5710	
McKinley Academy	1010 Huron St	Manitowoc, 54220	(920) 683-4780	
Menasha High	420 Seventh St	Menasha, 54952	9209671800	
Menominee Indian MS	N3455 Highway 47	Neopit, 54150	(715) 756-2324	
Merrill High School	1201 N. Sales St.	Merrill, 54452	(715) 536-4594	
Merrill Middle	108 W New York Ave	Oshkosh, 54901	(920) 424-0177	
Middleton Alternative High	2429 Clark St	Middleton, 53562	(608) 829-9644	
Middleton High	2100 Bristol Street	Middleton, 53562	(608) 828-1620	
Mishicot Middle/High	660 Washington St	Mishicot, 54228	(920) 755-2311	
Mondovi Middle	337 N Jackson St	Mondovi, 54755	(715) 926-3609	
Monroe Elementary	2502 S 14th St	Manitowoc, 54220	(920) 683-4755	
Neillsville High	401 Center St.	Neillsville, 54456	(715) 743-8837	
New Auburn Jr/Sr High	704 N East St	New Auburn, 54757	(715) 237-2505	
New Holstein Middle	1717 Plymouth St	New Holstein, 53061	9208984769	
New Richmond High	701 E 11th St	New Richmond, 54017	7152437411	
North Shore Middle	800 North Shore Dr	Hartland, 53029	(262) 369-6767	
Northland Pines High	1800 Pleasure Island Rd	Eagle River, 54521	(715) 479-4473	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Northland Pines Middle	1700 Pleasure Island Rd	Eagle River, 54521	(715) 479-6479	WI
Northstar Middle	2711 Abbe Hill Dr	Eau Claire, 54703	(715) 852-5100	
Oconto Falls High	210 N Farm Rd	Oconto Falls, 54154	9208484467	
Oshkosh North High	1100 W Smith Ave	Oshkosh, 54901	(920) 424-7000	
Oshkosh West High	375 N Eagle St	Oshkosh, 54902	(920) 424-4090	
Owen Withee High	832 W 3rd St	Owens, 54460	(715) 229-2151	
Pardeeville High	120 S. Oak St.	Pardeeville, 53954	(608) 429-2153	
Pardeeville Middle	120 S Oak St	Pardeeville, 53954	(608) 429-2153	
Park Elementary	1209 Park St	Cross Plains, 53528	(608) 829-9250	
Parkside School	300 South 16th Ave	Wautoma, 54982	9207874577	
Parkview Middle	955 Willard Dr	Green Bay, 54304	(920) 492-2945	
Perry Tipler Middle	325 S Eagle St	Oshkosh, 54902	(920) 424-0320	
Phantom Knight Charter	300 S. Sixth St.	DePere, 54313	(920) 425-1915	
Portage High	301 East Collins St	Portage, 53901	6087428545	
Prairie River Middle	106 N Polk St	Merrill, 54452	(715) 536-9593	
Prentice High	1025 Town St	Prentice, 54556	7154282811	
Pulaski Community MS	911 S St. Augustine St.	Pulaski, 54162	(920) 822-6500	
Pulaski High	1040 S. St Augustine St	Pulaski, 54162	(920) 822-6700	
Second Chance	215 Waugoo Ave	Oshkosh, 54901	9204244048	
Sevastopol High	4550 Highway 57	Sturgeon Bay, 54235	(920) 743-6282	
Seymour High	10 Circle Dr	Seymour, 54165	(920) 833-2306	
Seymour Middle	10 Circle Dr	Seymour, 54165	(920) 833-7199	
Shell Lake High	271 Hwy 63 S	Shell Lake, 54871	(715) 468-7814	
Solon Springs High	8993 E. Baldwin Ave.	Solon Springs, 54873	(715) 378-2263	
South Middle	2115 Mitscher Ave	Eau Claire, 54701	(715) 852-5200	
South Park Middle	1551 Delaware St	Oshkosh, 54902	(920) 424-0431	
Spooner High	500 College St	Spooner, 54801	(715) 635-2172	
St. Mary's Luxemburg	1406 Main St	Luxemburg, 54217	(920) 845-2224	
Stangel Elementary	1002 East Cedar Ave	Manitowoc, 54220	(920) 683-4856	
Stanley Boyd High School	507 E 1st Ave	Stanley, 54768	(715) 644-5534	
Sun Prairie High	888 Grove Street	Sun Prairie, 53590	(608) 834-6717	
Traeger Middle	3000 W 20th Ave	Oshkosh, 54904	(920) 424-0065	
Turtle Lake High	205 Oak St. North	Turtle Lake, 54889	(715) 986-4470	
Union Grove High	3433 S Colony Ave	Union Grove, 53182	(262) 878-2434	
Washington Jr High	2101 Division St	Manitowoc, 54220	(920) 683-4857	
Wautoma High	514 S Cambridge St	Wautoma, 54982	(920) 787-3354	
Wayne Bartels Middle	2505 New Pinery Rd	Portage, 53901	6087422165	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Webster Stanley Middle	915 Hazel St	Oshkosh, 54901	(920) 424-0442	WI
West De Pere High	665 Grant Street	De Pere, 54115	(920) 338-5200	
Wilson Junior High	1201 North 11th St	Manitowoc, 54220	(920) 683-4759	
New River Acad Kayak Sch	4632 Beckwith Rd	Fayetteville, 25840	(304) 574-0403	WV
Campbell Co. High School	1000 Camel Dr	Gillette, 82716	(307) 682-7247	WY
Davis Middle	837 No Name St.	Evanston, 82931	(307) 789-8096	
Dean Morgan Jr High	1440 South Elm	Casper, 82601	(307) 577-4440	
Elk Mountain Elementary	202 Veterans	Elk Mountain, 82324	(307) 348-7731	
Encampment K-12	514 Rankin	Encampment, 82325	(307) 327-5442	
Evanston High	701 West Cheyenne Dr	Evanston, 82931	(307) 789-0757	
Evanston Middle	341 Summit	Evanston, 82931	(307) 789-5499	
Hanna Elementary	P.O. Box 100	Hanna, 82324	(307) 325-6523	
Hanna Elk Mtn Jr/Sr High	PO Box 810	Hanna, 82327	(307) 325-6545	
Horizon High	P.O. Box 6002	Evanston, 82930	(307) 789-7571	
Jackson Hole Community Schl	1715 High School Rd #240	Jackson, 83002	(307) 733-5427	
Jackson Hole High	1910 W High School Rd	Jackson, 83001	(307) 732-3700	
Medicine Bow Elementary	340 West Spruce P.O. Box 185	Medicine Bow, 82329	(307) 379-2345	
Sage Valley Jr High	1000 W. Lakeway	Gillette, 82718	(307) 682-2225	
Saratoga Elementary	P.O. Box 952	Saratoga, 82331	(307) 326-8365	
Saratoga Middle/High	P.O. Box 1710	Saratoga, 82331	(307) 326-5246	
Southeast High	Lacy Avenue	Yoder, 82244	(307) 532-7176	
Torrington High	2400 West C Street	Torrington, 82240	(307) 532-7101	
Torrington Middle	626 West 25th Ave	Torrington, 82240	(307) 532-7014	
Twin Spruce Jr High	100 E. 7th St	Gillette, 82716	(307) 682-3144	
Upton High	610 Poplar St.	Upton, 82730	(307) 468-2361	
Westwood High	601 Rohan	Gillette, 82716	(307) 682-9809	
Wright Jr/Sr High	220 Wright Blvd.	Wright, 82732	(307) 464-0140	
Hong Kong Intl School	700 Tai Tam Reservoir Rd	Tai Tam, Hong Kong,	851-3-1497267	ZZ
International School of Beijing	No 10 An Hua St	Beijing, China,		
Intl School of Bangkok		Bangkok, Thailand,		
Intl School of Qatar		Doha, Qatar,		
Lincoln School of Nepal		Kathmandu, Nepal,		
Singapore American Schl	40 Woodlands St 41	Singapore,		
Tsinghua International Schl	North of Tsinghua Univ	Beijing, China, 100084		

**Kenosha Unified School District
Kenosha, Wisconsin**

**July 9, 2013
Curriculum/Program Standing Committee**

UPDATE ON THE NEXT GENERATION SCIENCE STANDARDS

Background

The Next Generation Science Standards (NGSS) are a new set of standards developed to guide science instruction across the United States. They were developed through a collaborative, state-led process. The final standards were released nationally in April 2013. States, including Wisconsin, are in the process of reviewing them and adopting them as state science standards.

These new kindergarten through twelfth grade science standards are rich in content and practice and arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. The Next Generation Science Standards are based on the *Framework for K-12 Science Education* developed by the National Research Council. This framework and the Next Generation Science Standards are available for free download at <http://www.nextgenscience.org/>.

Although the process for developing the Next Generation Science Standards was similar to the one used in the development of the Common Core State Standards for Mathematics, English Language Arts, and Literacy, these standards are not called “common core” science standards. The table below compares the process used to develop each set of standards.

	NEXT GENERATION SCIENCE STANDARDS	COMMON CORE STATE STANDARDS
Initiated, Researched and Supported by:	<ul style="list-style-type: none">• Carnegie Foundation• National Research Council• National Science Teachers Association• American Association for the Advancement of Science	<ul style="list-style-type: none">• Council of Chief State School Officers• National Governors Association
Writing of Standards Managed by:	<ul style="list-style-type: none">• Achieve*	<ul style="list-style-type: none">• Achieve*

At the time of the release of the Next Generation Science Standards, Wisconsin state science leaders fully expected to adopt them as the new state science standards. To date, this has not happened. The school district’s coordinator of Science and Mathematics is monitoring developments through participation in the Wisconsin Science Education Leadership Association.

*Achieve is a bipartisan, nonprofit organization formed by a group of governors and corporate leaders. Achieve strives to help states raise academic standards, improve assessments, and strengthen accountability to prepare all young people for postsecondary education, work, and citizenship.

Access to the Framework for kindergarten through twelfth grade science education and the final version of the Next Generation Science Standards and has been provided to building leadership teams and teacher leaders within Kenosha Unified School District. When the Next Generation Science Standards are adopted by the Wisconsin Department of Instruction, they will become the district's standards as well. A complete review of the prekindergarten through twelfth grade science curriculum will occur, and necessary updates in curriculum and shifts in instructional strategies will be implemented.

Conceptual Shifts Required to Implement the Next Generation Science Standards

1. Kindergarten through twelfth grade science education must reflect how science and engineering are done in the *real world*. Content and practice are interconnected.
2. The NGSS are listed as performance expectations to inform assessment. They are not a curriculum.
3. The NGSS are constructed as learning progressions that reflect developmentally appropriate topics in a focused and coherent manner from kindergarten through twelfth grade.
4. The NGSS call for a deeper understanding and application of the core ideas of science and engineering.
5. Science, technology, and engineering are integrated in all grades (kindergarten through twelfth grade). Science, technology, engineering, and mathematics aren't separate from science courses.
6. The NGSS are designed to prepare ALL students for college, career, and citizenship. Context is vital. Instruction must be culturally relevant.
7. The authors of the NGSS carefully considered the content of the Common Core State Standards for English/language arts, literacy, and mathematics. The two sets of standards are well aligned and support the same critical thinking skills.

Structure of the Next Generation Science Standards: Three Dimensions

DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

1. Asking questions (science) and defining problems (engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (science) and designing solutions (engineering)
7. Engaging in argument from evidence

8. Obtaining, evaluating, and communicating information

DIMENSION 2: CROSS-CUTTING CONCEPTS

1. Patterns
2. Cause and effect: Mechanism and explanation
3. Scale, proportion, and quantity
4. Systems and system models
5. Energy and matter: Flows, cycles, and conservation
6. Structure and function
7. Stability and change

DIMENSION 3: DISCIPLINARY CORE IDEAS

Physical Sciences

- PS1: Matter and its interactions
- PS2: Motion and stability: Forces and interactions
- PS3: Energy
- PS4: Waves and their applications in technologies for information transfer

Life Sciences

- LS1: From molecules to organisms: Structures and processes
- LS2: Ecosystems: Interactions, energy, and dynamics
- LS3: Heredity: Inheritance and variation of traits
- LS4: Biological evolution: Unity and diversity

Earth and Space Sciences

- ESS1: Earth's place in the universe
- ESS2: Earth's systems
- ESS3: Earth and human activity

Engineering, Technology, and Application of Science

- ETS1: Engineering design
- ETS2: Links among engineering, technology, science, and society

The three dimensions are woven together at every grade level to create performance expectations.

As these new standards come on board, district science teachers are provided with a unique transformational opportunity along with science educators across the nation. One of the

most positive outcomes of common standards from state to state is the vast amount of high quality curriculum and instructional strategy development that occurs when educators and students across the nation are all working toward the same standards. As the Next Generation Science Standards are adopted by states, a phenomenon will be seen similar to what is now being seeing with the Common Core State Standards. With the high level of professional networking possible (due to technology resources) teachers can and do collaborate with their colleagues from across the district and from all over the United States.

Next Steps

In September 2013 the coordinator of Science and Mathematics will convene a vertical team of lead science teachers to develop a district-wide plan for implementation of the Next Generation Science Standards. This team will develop and conduct a series of workshops for district teachers and administrators to explore and deeply understand the standards. They will also conduct a thorough review of kindergarten through twelfth grade science curricula and seek out additional professional learning opportunities specific to teachers' needs. The team will work collaboratively to develop, among district teachers and administrators, the capacity to make the instructional shifts demanded by the Next Generation Science Standards. Communication with all stakeholders will be a priority.

References

<http://www.nextgenscience.org/>

Summary

This is an informational agenda item update.

Dr. Michele Hancock
Superintendent of Schools

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

Mrs. Christine Pratt
Coordinator of Science and Mathematics

Kenosha Unified School District No. 1
Kenosha, Wisconsin

July 9, 2013
Curriculum/Program Standing Committee

**TRANSFORMATION OF KENOSHA UNIFIED SCHOOL DISTRICT
LIBRARIES TO LEARNING COMMONS**

Per the Kenosha Unified School District Transformation Plan, ensuring all students and staff are proficient in information, technology, and media literacy to be successful in the global community, has been a focus for the Office of Library Media and Instructional Technology. One of the action items targeted for the 2012-13 and 2013-14 school years was to transform the school libraries into learning centers (twenty-first century media centers).

In December 2012 a committee of district library media teachers, lead by Christine O'Regan, teacher consultant: library media, was formed to decide how to accomplish the action step outlined in the Transformation Plan. The committee included representatives from the elementary, middle and high school libraries. After extensive research the committee will be transforming libraries into flexible spaces that will enhance learning through technology, collaboration, the love of reading, and community as outlined in *The Learning Commons: Seven Simple Steps to Transform Your Library* by Pamela Colburn Harland.

A learning commons is a centralized space within a school created in collaboration with the library media specialist, teachers, and students with the unique needs of staff and students in mind. No longer does a school library exist in isolation where students use the library for story time, study time, and circulating books. No longer are books the main resource for teaching and learning, and a computer is no longer just a computer. Although there will always be a place for books and reading enjoyment, technology has taken precedence in school libraries. The library media specialist can deliver cost effective professional development for innovative Web 2.0 tools, the use of electronic devices in the classroom, and effective presentation tools.

The goal of a learning commons is to provide a flexible physical space staffed by a professional library media specialist that provides physical and virtual resources essential to teaching and learning as well as a place to use innovative technologies and information resources. This philosophy will be used to facilitate the transformation of twenty-first century learners into passionate researchers and social learners that can present and reflect their learning in multiple ways. "Twenty-first century learners are always on, always connected. They are comfortable multitasking. They are multimedia oriented. Their world is Web-based. They want instant gratification. They are impatient, creative, expressive, and social. They are risk-takers who thrive in less structured environments (<http://www.p21.org/>)."

As common core standards influence teaching, the learning commons is the resource for content. Library media specialists have expertise in collecting, sharing and integrating common

core standards. Maker spaces are facilitated for investigation and creativity using production tools useful in real-world situations. Students will become responsible and well-prepared community members by practicing critical thinking skills through inquiry, research, and presentation.

Implementing a learning commons can vary in cost from simply changing the floor plan to incorporate flexible spaces that incurs no cost at all to spending thousands of dollars for furniture additions and/or remodels. Listed below are examples of what Kenosha Unified School District libraries are spending on implementing a learning commons (including their funding sources).

Bose Elementary School

- Furniture repurposed to create flexible maker spaces

Cost: Minimal

Pleasant Prairie Elementary School

- Computer tables and repurposed shelving with assistance from Kenosha Unified School District carpenters, technology relocated

Cost: Approximately \$6,000 from building funds

Bradford High School

- Formal remodel and new bookshelves/library furniture

Cost: \$20,000 from building/Title funds

Lance Middle School

- Furniture repurposed and bookstore shelving

Cost: No cost to make this change

Washington Middle School

- Community furniture maker spaces and technology

Cost: \$5,000 from Parent-Teacher Association

Whittier Elementary School

- Community furniture and technology

Cost: \$600 from Parent-Teacher Association

Prairie Lane Elementary School

- Floor plan changes

Cost: No cost to make this change

Tremper High School

- Repurposed technology and community furniture

Cost: \$10,000 from building

Harborside Academy

- New floor plan and community furniture

Cost: \$6,500 from Harborside charter funds

The following presentations were offered to further communicate the plan:

- March 2013—Presented the learning commons PowerPoint to all library media teachers
- April 2013—Presented the learning commons PowerPoint to all building principals

Many principals have already inquired about low cost changes they can make to accommodate the new philosophy.

In summer 2013 library media teachers will begin work using the *Partnership for 21st Century Learners* text to focus on one learning commons concept each month for the duration of the coming school year. The intent is to have the full transformation completed by the end of the 2013-14 school year.

Dr. Michele Hancock
Superintendent of Schools

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

Mrs. Ann Fredriksson
Coordinator of Library Media and Instructional Technology

Mrs. Christine O'Regan
Teacher Consultant: Library Media

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

July 9, 2013
Curriculum/Program Standing Committee

KINDERGARTEN THROUGH EIGHTH GRADE ATTENDANCE PROCEDURES

Background

The kindergarten through eighth grade attendance office's Attendance Improvement Means Success (AIMS) program began implementation in the Kenosha Unified School District in 2010-11 and is in the final year of programming. The AIMS program is designed to reduce truancy for elementary and middle school-aged children before poor attendance patterns become ingrained habits. Appendix A is the 2012-13 kindergarten through eighth grade attendance office's end-of-the-year report, which details the following:

- The number of students referred to the kindergarten through eighth grade attendance office,
- The outcome of the referrals to the kindergarten through eighth grade attendance office, and
- Prereferral student attendance data versus postreferral student attendance data.

AIMS increases school attendance by focusing on strengthening the relationship between school and family and resolving obstacles families may come across on a daily basis.

Kenosha Unified School District is moving to implement the School First Attendance Campaign to continue support for the first transformation goal, Improve Student Achievement, and the second transformation goal, Expand Collaborative Partnerships with Families, Community, and Industry. By implementing the School First Campaign, Kenosha Unified School District will intensify the promotion of positive school attendance, increase district and community awareness surrounding the benefits of positive school attendance, and encourage all educational stakeholders to make school the first priority of all students. Kenosha Unified School District is also moving to provide assistance to school communities by supporting them in the implementation of attendance best practices and procedures, data monitoring and interpretation, and creating tiered interventions that impact school attendance. Kenosha Unified School District will continue to provide support to schools, students, and families by helping to eliminate barriers to attendance and aid them in making connections to community resources.

School First Attendance Campaign Implementation Plan

Phase 1: January 2013 Through March 2013

- Research attendance team models.
 - School district visits
- Conduct Kenosha Unified School District school site visits/attendance assessments.
 - Meet with kindergarten through eighth grade schools to discuss current attendance practices and areas of needed improvement.
- Review Compulsory School Attendance Policy 118.15.
- Review School Attendance Enforcement Policy 118.16.
- Review School Board Policy Rule 5310: Student Attendance.
- Conduct Attendance Team Focus Group.
 - Set up a meeting with building-level officials, such as administrators, attendance secretaries, and counselors, to gain input on attendance procedures moving forward.

Phase 2: March 2013 Through August 2013

- Develop Attendance Response to Intervention Model
 - Process for tiered attendance procedures and interventions
- Create attendance team roles/responsibilities
- Develop focus area action plan for school attendance
 - Process for building leaders to create goals surrounding school attendance
- Develop needs assessment tool for school attendance
 - Ensures professional development for school communities
 - Addresses areas of weakness in regards to school attendance
- Revise current attendance forms and documents.
- Design and distribute School First promotional material.

Phase 3: August 2013

- Complete needs assessment for school attendance (building administrator).\
- Complete focus area action plan for school attendance (building administrator).
- Outline school attendance professional development.
 - Professional development based on completed needs assessment
- Continue distribution of School First promotional material.

Phase 4: September 2013-June 2014

- Building-level professional development for school attendance
 - Structure of attendance TEAM.
 - Response to intervention model for school attendance
 - Law expectations/affidavit of habitual school truancy
 - Promotion and incentive development
 - Attendance data interpretation and monitoring

References

- **Appendix A:** K-8 Attendance Office Annual Report 2012-13
- **Appendix B:** Attendance Response to Intervention Model
- **Appendix C:** Attendance Teams Roles/Responsibilities
- **Appendix D:** Focus Area Action Plan for School Attendance
- **Appendix E:** Needs Assessment for School Attendance Survey

Summary

Administration is providing this update as an information item.

Dr. Michele Hancock
Superintendent of Schools

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

Mr. Paris Echoles
Coordinator of Student Engagement and Equity



**K-8 Attendance Office
Annual Report
2012-2013**

Heidi Schneider
Student Engagement & Equity
K-8 Attendance Officer/AIMS Program Manager

I. Introduction

The K-8 Attendance Officer responsibilities include: investigating attendance referrals, providing support services to school staff, writing affidavits, referring students and families to community support agencies, clarifying the state compulsory school attendance law to students, parents, and school staff, providing in-service training to school staff, and managing the Kenosha Unified School District's (KUDS) Attendance Improvement Means Success (AIMS) Program. This officer also serves as a liaison between Juvenile Court/Municipal Court and KUSD for court related matters involving attendance concerns.

Services are provided to twenty-four elementary schools, five middle schools, three charter schools, and one high school (Hillcrest). The AIMS program did not provide services at the high school level because there are designated staff members who monitor attendance issues at the high school level. This report reflects the number of students who have received K-8 Attendance Officer interventions and the outcomes of those interventions.

The following is a list of school-based procedures that exist to help with truancy intervention.

- District policy indicates that school personnel are to notify the parent/guardian of truancy as soon as possible, but no later than the end of the second school day.
- In compliance with Wisconsin State Statutes parents are to be notified by phone, letter or personal contact after the second day of truancy.
- Following the fifth day of truancy, parents are to be notified by school officials by certified letter about their child's habitual truancy. The letter includes the compulsory school attendance law and the state statutes that reference compulsory attendance as well as the City of Kenosha Municipal Ordinance for Truancy. This letter establishes a parent meeting and/or a Student Intervention Team Meeting.
- A meeting between the school and the parents takes place within five days of the date of the letter.
- The attendance issue is brought before the Student Intervention Team (SIT) or Individual Educational Plan Team Meeting (IEP) to discuss steps required to overcome learning, social/emotional problems and appropriate referrals are made. School staff, administrators, parents, and the student work together to design a plan that allows the student to reach his/her full academic potential.
- If the student continues to exhibit attendance concerns, after school-based interventions are implemented, school staff may refer the student to the K-8 Attendance Officer for further investigation, intervention, AIMS programming, community intervention and/or possible juvenile court referral.

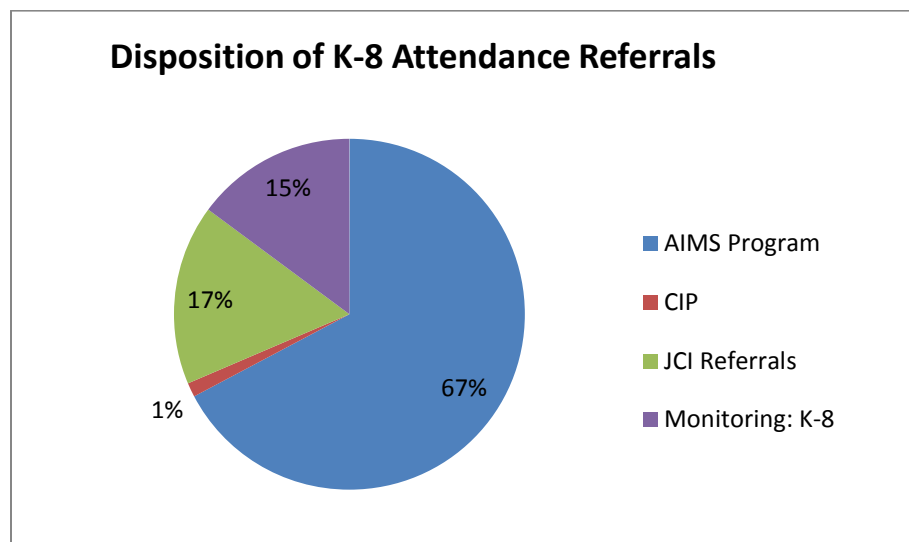
This report also documents the outcomes of the students who have been referred to the K-8 Attendance Officer as part of the school based intervention process.

II. Dispositions

During the 2012-2013 school year, 214 students were referred to the K-8 Attendance Officer. This caseload consisted of students referred to the K-8 Attendance Officer during the academic school year for attendance concerns and students on a current Deferred Prosecution Agreement or formal court supervision for truancy.

This year the number of attendance referrals to the K-8 Attendance Officer decreased by seventy-five students. The decrease in referrals is likely due to staffing transitions within our department and throughout KUSD.

Figure 1: Disposition of K-8 Attendance Referrals for 2012-2013 SY



During the 2012-2013 school year, 214 K-8th grade students were referred to the K-8 Attendance Officer for truancy and chronic absenteeism concerns. Upon receiving referrals from the K-8 building attendance monitors, the K-8 Attendance Officer meets with the referred family and determines the level of supports and interventions needed to improve the student's school attendance. It is at this meeting that discussions take place surrounding the Compulsory Attendance Law and families enter into an informal agreement that includes working with the AIMS specialist increase student attendance. If the student/family is not compliant, or refuses enrollment into the AIMS Program, the student/family may be referred to Juvenile Court Intake.

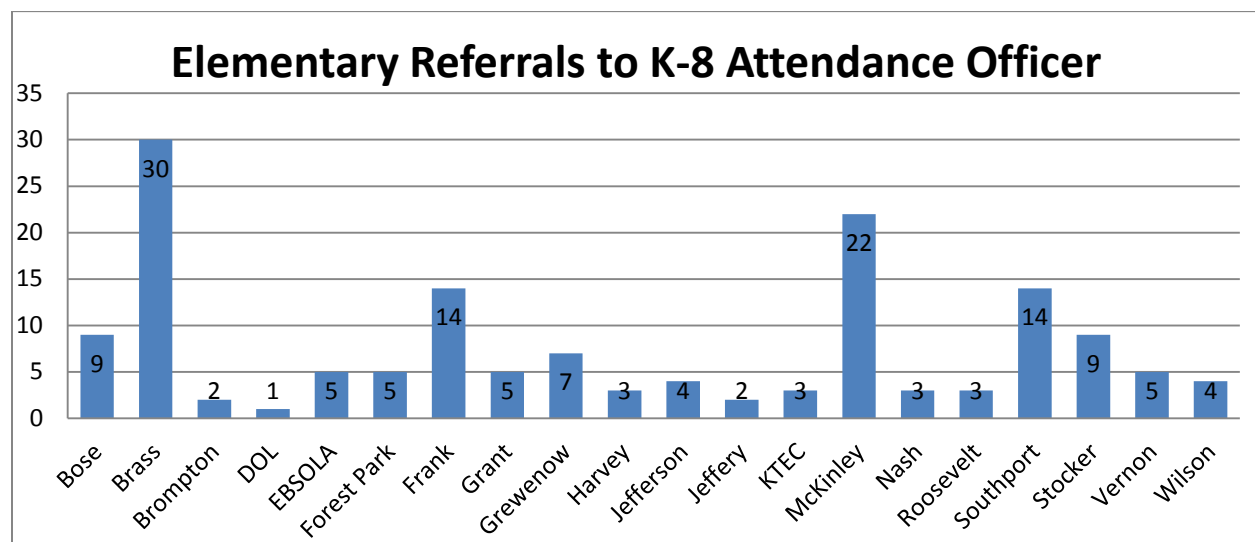
154 students were placed in KUSD's AIMS Program. Three students were enrolled in the Community Impact Program's Truancy Reduction Program through this office. Both AIMS and the CIP programs are designed to provide early interventions to students at the elementary and middle school level. The ultimate goal is reducing the number of truancy referrals placed into the county system. Fifteen students served by the AIMS program were eventually referred to

Juvenile Court Intake (JCI) due to their non-compliance with improving school attendance and continued truancy. Thirty-four students were placed on district level monitoring supervision by the K-8 Attendance Officer, due to compliance with improved attendance or parental declining to participate in formal programming. These cases were monitored by the K-8 Attendance Officer and received a lower level of formal support due to improved attendance. The attendance of these students' was monitored closely. If attendance problems continued to occur, the K-8 Attendance Officer and/or AIMS staff intervened immediately.

Distribution of Referrals by School Building-Elementary

The K-8 Attendance Officer provides services to twenty-four elementary schools, five middle schools, and four charter schools. Figure 2 indicates the number of referrals/students served by schools. These figures include the number of referrals made during the 2012-2013 school year and the students who were continuing services from referrals at the end of the 2011-2012 school year or summer.

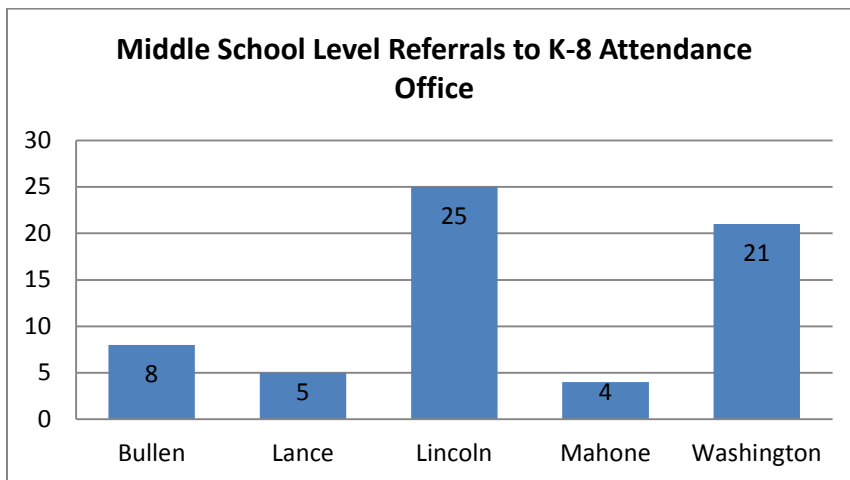
Figure 2: Elementary and Charter School Referrals



Distribution of Referrals by School Building: Middle School

During the 2012-2013 school year, the greatest number of referrals came from Lincoln Middle School. Twenty-Five students were served. Along with the intervention supports of the K-8 Attendance Office, there is also the Community Impact Program support staff at the following buildings: Lincoln Middle School, Bullen Middle School, and Washington, Middle School. Figure 3 reflects the middle school referral data. These figures include the number of referrals made during the 2012-2013 school year and the number of students who were continuing services from referrals at the end of the 2011-2012 school year and summer. There was also one referral made by Hillcrest for a ninth grader.

Figure 3: Middle School Referrals

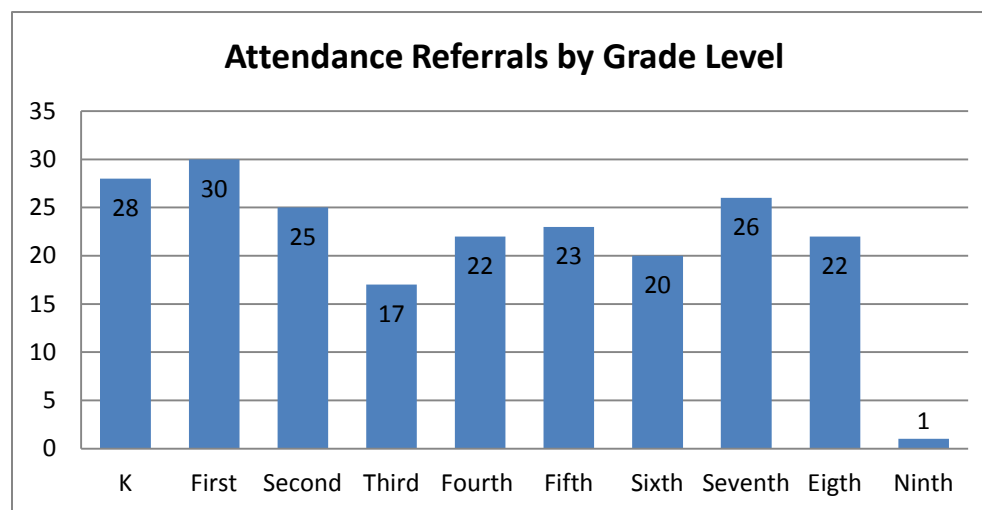


Distribution of Referrals by Grade Level

The data below, and Figure 4, indicates that there has been an overall increase in the number of students referred at the elementary school level. At the kindergarten and first grade level, referrals were the highest. This is consistent with the importance of early intervention towards truancy reduction. Elementary school referrals continue to outweigh referrals from the middle school level. There were sixty-eight referrals at the middle school level and 145 referrals at the elementary school level. Hillcrest referred one ninth grade student for a JCI referral. Submitting referrals early is understood as a positive trend because the earlier an intervention is in place, the more likely the pattern of habitual truancy will be intercepted and new behavioral patterns can be learned.

<u>Grade Level</u>	<u>2008-09</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>2012-2013</u>
Kindergarten	24	14	22	31	28
First	12	21	22	47	30
Second	16	16	29	34	25
Third	15	15	27	37	17
Fourth	15	17	21	48	22
Fifth	12	14	25	24	23
Sixth	3	6	20	19	20
Seventh	16	9	14	29	26
Eighth	18	20	21	31	22
Ninth	1	0	1	0	1
Total	132	132	202	300	214

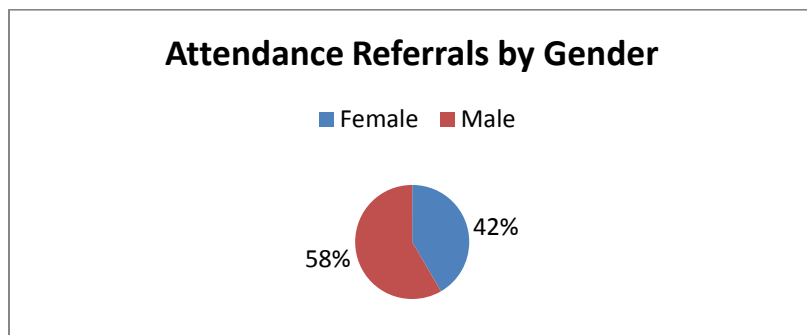
Figure 4: Distribution of Referrals by Grade Level



Distribution of Referrals by Gender

According to the Wisconsin Information Network for Successful Schools (WINSS) data for Kenosha Unified School District, our female student population is forty-nine percent and our male student population is fifty-one percent. Figure 5 shows the distribution of referrals by gender. Over half, fifty-eight percent, of the referrals made were for male students. Forty-two percent of the referrals were for females.

Figure 5: Distribution of Referrals by Gender



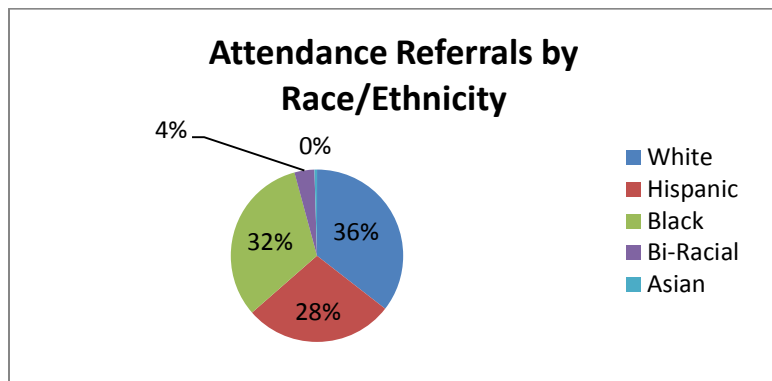
Distribution of Referrals by Ethnicity

The table below displays the 2012-2013 race/ethnicity breakdowns for KUSD's student enrollment according to WINSS.

Enrollment by Race/Ethnicity Kenosha 2012-13 Compared to Prior Years Summary - All School Types Combined									
	Total Fall Enrollment PreK- 12**	% Amer Indian	% Asian	% Black	% Hispanic	% Pacific Isle	% White	% Two or More	
2012- 13	22,570	0.2%	1.5%	15.5%	24.6%	0.1%	54.6%	3.5%	

Figure 6 shows the race/ethnicity breakdown of the students served during the course of the 2012-2013 school year through the K-8 Attendance Office. There was a disproportionate number of Black students referred to the AIMS program during the 2012-2013 school year.

Figure 6: Distribution of Referrals by Race/Ethnicity



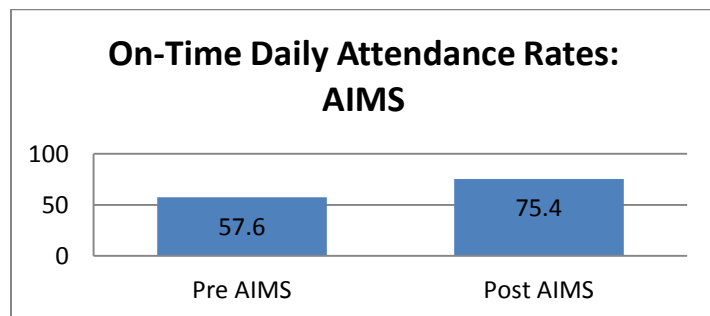
III. K-8 Attendance Intervention Success Rates

AIMS Program

The AIMS program serves as an alternative to juvenile court referral, provides attendance intervention for those students just beginning to develop negative attendance patterns and supports parents and families who, through their voluntary efforts, want to improve their child's school attendance. The AIMS Program uses a holistic systems approach when addressing familial attendance concerns. AIMS Specialists evaluate the family's strengths and help address any barriers to daily on-time attendance. If necessary, the AIMS Specialist will assist the family in obtaining resources, make appropriate referrals to community agencies in our area, and provide on-going support.

During the 2012-2013 school year, 154 students were referred to KUSD's AIMS program. The AIMS programming typically lasts sixty full days. Student data was collected to review student attendance prior to involvement with the AIMS program, during the AIMS program, and prior to the AIMS program interventions. The data in Figure 8 shows students' average attendance rate prior to their referral to the K-8 Attendance Office and the student attendance rate post interventions. Figure 8 also summarizes the impact participation in AIMS has on student attendance. There was an average increase of nearly eighteen percent in the on-time daily attendance rate for the 154 students who participated in the AIMS program.

Figure 8: Percentage of On-Time Daily Attendance Increase: AIMS Program

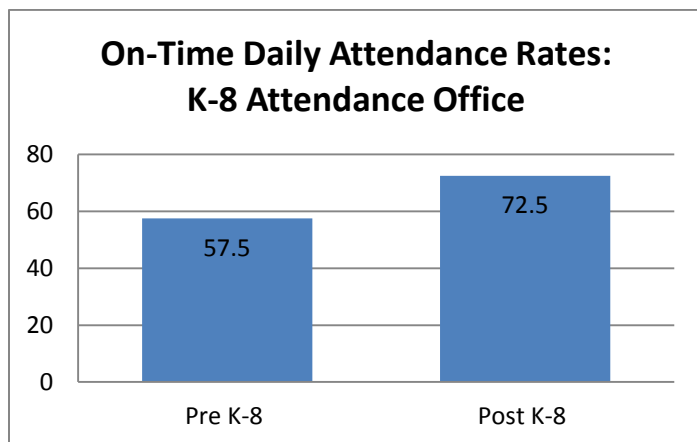


K-8 Attendance Office Involvement

Along with the 154 students who were involved in the AIMS program, there were sixty additional students that had involvement with the K-8 Attendance Office through monitoring, CIP programming or interventions and referral to Juvenile Court Intake. Although these students did not receive the ongoing case support that AIMS offered, they were still monitored daily with the goal of eliminating barriers to daily on-time attendance by increased family communication. Many of these families needed short-term interventions to increase school attendance. These interventions included providing students with transportation, bus passes, incentive charts, boundary school changes, Prevention Service Network referrals for family support, review of

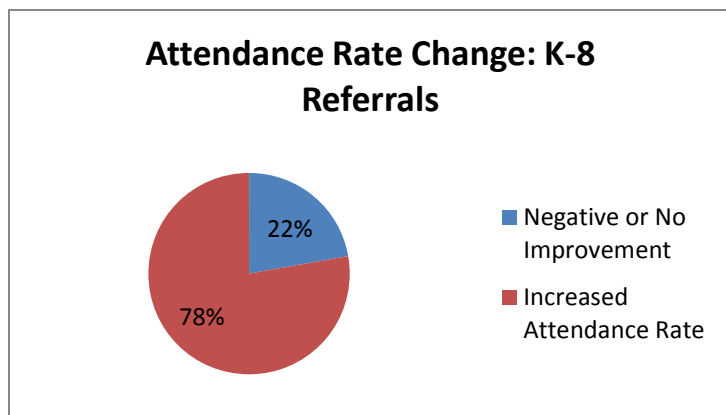
Compulsory School Attendance Law, and basic family/student communication of attendance expectations. Figure 9 demonstrates the overall increase in the daily on-time attendance rate for ALL students that were referred to the K-8 Attendance Office.

Figure 9: On-Time Daily Attendance Rates: Pre & Post K-8 Attendance Interventions



Along with the fifteen percent average increase in attendance, there was also an overall success rate of seventy-eight percent for the K-8 Attendance Office. Figure 10 shows the overall number of students with increased daily on-time attendance. Of the 214 students referred, 168 students had an increase in their daily on-time attendance.

Figure 10: Number of Students with Increase Daily On-Time Attendance



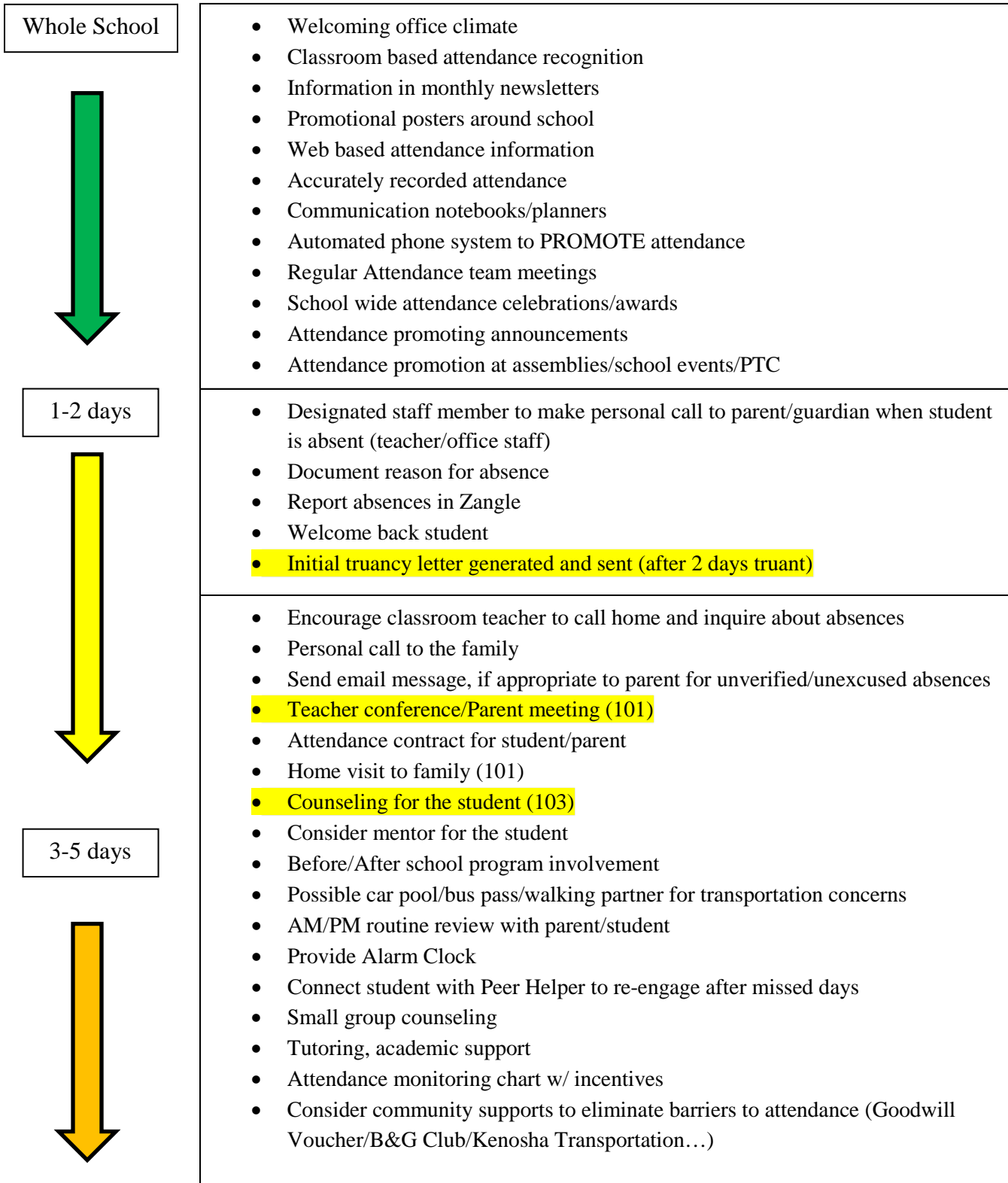
IV. Summary

The information in this report was obtained during the 2012-2013 school year as well as previous End of The Year Reports from the K-8 Attendance Office. Although there was a decrease in the overall number of referrals, referrals are generally more frequent at the elementary level. These referrals are viewed as a form of early intervention for elementary level students and their families. Building administrators, counselors and social workers have been encouraged by the K-8 Attendance Officer and the district attorney to submit truancy referrals at a younger age. Earlier referrals allow appropriate resources/services to intervene from the onset of an attendance concern before the pattern of poor attendance is solidified in the family routine. Parents have been made aware of the habitual truancy law and have been notified by brochures, calendars, handouts, letters, and meetings.

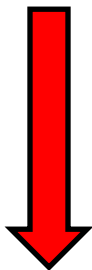
Statistical data shows that the K-8 Attendance Officer Intervention is directly correlated with improved attendance. This year's (2012-2013) data shows that seventy-eight percent (78%) of students improved school attendance after K-8 Attendance Office involvement. Although we had fewer cases referred, we are still showing significant attendance increases. In 2011-2012 seventy-eight percent (78%) improved their school attendance after K-8 Attendance Officer intervention. In 2009-2010 seventy-five percent (75%) improved their attendance after K-8 Attendance Officer intervention. It is significant and encouraging that a positive trend is continuing with approximately three quarters of the students referred having improved their attendance. This upward trend is attributed to the preventative intervention services of the AIMS program, the CIP Truancy Reduction Program, Juvenile Court Involvement, and K-8 Attendance Officer Meeting and Monitoring.

ATTENDANCE RESPONSE TO INTERVENTION MODEL

Use this model as a GUIDE to determine when to implement interventions towards improved school attendance.



5-10 days



10+ days

- Continue documenting attempts to connect with family to identify and eliminate barriers to attendance.
- Prevention Service Network referral (as needed/approved by parent or guardian for family support)
- Contact via phone/email/home visit family
- Consult family for meeting date/time that works with their schedule
- **Habitual Truancy Letter (with meeting date/time, sent certified)**
- Consult district attendance officer for supports/suggestions/involvement
- Release of information with medical concerns/school nurse involvement
- **CSI Meeting (CSI forms)**
- Intervention/Accommodation Plan

- Excessive absence letter (per principal discretion)
- Modified school day/courses
- Contact community worker/JCI/PD liaison for support and suggestions
- Citation (MS/HS only)
- Exhaust all efforts above; **JCI referral/Affidavit** for students who have met Habitual Truancy

JCI Referral/Affidavit Check list:

- ☐ Initial written letter informing parent of truancy (initial truancy letter)
- ☐ Educational Counseling provided (103)
- ☐ Met in person with parent to discuss concerns (101)
- ☐ Habitual truancy letter sent: MUST be sent certified mail, with meeting date/time within the letter (only need to do this once per school year)
- ☐ CSI/IEP meeting conducted to address whether learning problems or social problems are the cause of truancy (meeting notes/forms)
- ☐ Referrals/Actions taken to support student on time attendance (refereed agencies/dates)
- ☐ Zangle attendance report (for entire school year) reflecting student has met “habitual truancy” for the semester in which you are referring
- ☐ Green “return” certified card or unclaimed certified letter
- ☐ Parent contact information (copy of emergency card)
- ☐ History of attendance concerns (copy of cum file cover)
- ☐ Summary of services/interventions provided by the school
- ☐ Copies of notes/medical excuses for student
- ☐ Copy of municipal citation issued
- ☐ Student’s most recent progress report/grades/test scores
- ☐ Copy of significant disciplinary referrals

All forms are found on advisor. Copies of each form/letter must be submitted with affidavit as “evidence”

ATTENDANCE TEAMS ROLES/RESPONSIBILITIES

KUSD School Board Policy Rule 5310-School Attendance: Building administrators are responsible for coordinating and implementing an Attendance Review Team.

Attendance Team Responsibilities:

- Promote and communicate attendance expectations clearly to all staff/families/students.
- Develop and provide attendance based incentives for students within your building.
- Identify common attendance barriers for the student population.
- Monitor student attendance data to ensure that each student receives appropriate supports to increase daily on-time attendance.
- Use attendance reports and other individualized student data to determine the nature and intensity of interventions.
- Review and document outcomes of interventions.
- Collaborate with community services/supports to assist families.
- Collaborate with IEP/CSI teams for additional school level strategies and interventions
- Complete “Affidavit of Habitual School Truancy” for habitually truant students that have exhausted interventions strategies.

School Name

Principal Name

Attendance Data Information 2012-2013 School Year

Enrollment #	Attendance Rate %	# Chronically Absent Students	#Habitually Truant Students

Attendance Team Members

Please Name Person/Position

Attendance Team Facilitator

Attendance team lead has knowledge of data being discussed, strong connection with the student population, school personnel, and community resources.

Building Administrator

Attendance Monitor

Knowledge of Zangle and ability to generate attendance reports and letters. Documenting parent communication/calls.

Student Support Staff

Knowledge of community services, student/family history, and social/emotional factors impacting attendance.

Attendance Team Member(s)

Building personnel focused on increasing student attendance. Knowledge of school function, attendance policy, and student population.

FOCUS AREA ACTION PLAN FOR SCHOOL ATTENDANCE

Key Focus Areas for Attendance Teams

As a building attendance team, it is your responsibility to focus on attendance promotion and incentives, attendance data monitoring and interpretation, and tiered attendance intervention strategies. Please provide a brief explanation that details how your building attendance team will focus on each of the areas throughout the school year.

Attendance Promotion and Incentives	
---	--

Attendance Data Monitoring and Interpretation	
--	--

Tiered Attendance Intervention Strategies	
--	--

Needs Assessment for School Attendance

1. Please enter information below:

Name:	<input type="text"/>
Title:	<input type="text"/>
School:	<input type="text"/>
Email Address:	<input type="text"/>
Phone Number:	<input type="text"/>

2. Our school communicates the importance of attending school everyday to families and students through a VARIETY of ways.

Strength	Fair	Needs Development	Weakness	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

3. Our school staff understands where to find attendance data and how to interpret it.

Strength	Fair	Needs Development	Weakness	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

4. Our school uses the CSI and IEP processes to identify and address attendance concerns for individual students.

Strength	Fair	Needs Development	Weakness	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment:

5. Our school successfully implements early interventions with students who have a history of chronic absenteeism.

Strength	Fair	Needs Development	Weakness	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strength	Fair	Needs Development	Weakness	N/A
----------	------	-------------------	----------	-----

Comment:

6. Our school recognizes and celebrates students with excellent and/or improved school attendance.

Strength	Fair	Needs Development	Weakness	N/A
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Comment:

7. Our school provides incentives and engaging activities that promote daily on-time attendance.

Strength	Fair	Needs Development	Weakness	N/A
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Comment:

8. Our school staff utilizes multiple communication methods, including home visits, to foster family engagement.

Strength	Fair	Needs Development	Weakness	N/A
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Comment:

9. Our school staff is knowledgeable about community services/supports available to our families.

Strength	Fair	Needs Development	Weakness	N/A
----------	------	-------------------	----------	-----

Comment:

10. Our school staff understands, and is able to communicate, the "Compulsory School Attendance Law" to students and families.

Strength



Fair



Needs Development



Weakness



N/A



Comment:

Done

Powered by **SurveyMonkey**
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**Kenosha Unified School District
Kenosha, Wisconsin**

**Curriculum/Program Committee
July 9, 2013**

**PROFESSIONAL LEARNING PLAN
2013-16**

Background

Professional learning refers to many types of educational experiences associated to an individual's work. Doctors, educators, accountants, lawyers, engineers, and people in a wide variety of professions and businesses engage in professional learning to learn and apply new knowledge and skills that will improve their performance on the job.

In education, research has determined that teaching quality and school leadership are the most important factors in raising student achievement. Through expanding knowledge and skills in best educational practices, teachers and school and district leaders become effective in educating students and leading educators in the process.

Methods for improving teaching and student learning in local school systems are usually not apparent to many people. Professional learning is the only strategy school systems have to strengthen educators' performance levels. Effective professional learning enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional learning requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs. Once an educator participates in a professional learning experience, he/she must put his/her new knowledge and skills to work. Professional learning is only effective if teachers improve their instruction or administrators become better school leaders.

The Office of Organizational Training and Development has developed a three-year professional learning plan for Kenosha Unified School District. This plan will be the foundation of all professional learning in the district. Beginning in November 2012 the Professional Learning Steering Committee began working on developing the plan. Three subcommittees formed and focused on determining Kenosha Unified School District professional learning practices, developed and analyzed a district professional learning needs assessment, and researched and developed professional learning evaluation tools. Additionally, teams were created to develop the plans for the four professional learning focus areas for the district.

Overview

The 2013-16 Professional Learning Plan aligns the district's Transformation Plan and the four focus area of professional learning. (See Appendix a for a complete copy of the Professional Learning Three-Year Plan.)

1. **Common Core State Standards**—Improve literacy and numeracy through the implementation of Common Core State Standards.
2. **Culturally proficient instruction**—Create culturally proficient classrooms, and build school cultures that meet the needs of all students.
3. **SMART (specific, measurable, attainable, realistic, timely) Goals**—Utilize the SMART Goal process to address the area of greatest need in student achievement.
4. **Professional learning communities**—Incorporate professional learning communities to foster collaboration that focuses on results.

The plan for implementing Common Core State Standards focuses on professional learning in the areas of curriculum, instruction, and assessment. Through developing cadres at each building, Teaching and Learning content coordinators will provide professional learning through a train-the-trainer model to ensure all instructional staff engage in learning and obtains the intended learning outcomes. Additionally, classroom expectations and leadership accountability for fidelity is defined for each year to ensure that classroom instruction aligns with the Common Core State Standards shifts.

Cultural proficiency is addressed in this plan through creating cohorts of buildings in which all staff members will go through a three-year training cycle. The training will include Beyond Diversity I, Beyond Diversity II, and training on culturally proficient instruction. Each cohort consists of five to eight schools. Lead teachers from each school will receive additional professional learning to assist them in ensuring that their building meets the needs of all students through culturally proficient instruction.

SMART goal training ensures that leadership follows a process for building-wide collaboration in determining, achieving, and accessing building goals. A group of administrators completed an intense SMART goal coach training during the 2013-14 school year and will serve as coaches within the district on the SMART goal process. All buildings will be required to complete a school improvement plan that incorporates the building's three SMART goals (literacy, numeracy, and school culture) and assess their progress with ongoing checkpoints throughout the year.

Finally, through developing professional learning communities throughout the district, educators will engage in conversations and collaboration in order to meet the diverse needs of all

children. Through the participation in a professional learning community, teachers will determine what students should know and be able to do, assess student progress, align student interventions, and provide differentiation.

Included in the professional learning plan is an outline of activities, expectations of learner outcomes, support systems, levels of evaluation, and budgets for each focus area.

Dr. Michele Hancock
Superintendent of Schools

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

Mrs. Jennifer Navarro
Coordinator of Organizational Training and Development



KENOSHA UNIFIED SCHOOL DISTRICT

PROFESSIONAL LEARNING THREE-YEAR PLAN 2013-16

**Maximizing the
Brilliance of Children**



This plan was developed through the dedication of the Professional Learning Steering Committee, professional learning focus area leads, and the Office of Teaching and Learning.

Sue Savaglio-Jarvis, Ed.D.

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Curtiss Tolefree
David Tuttle
Susanne Ventura
Sarah Yee



KENOSHA UNIFIED SCHOOL DISTRICT PROFESSIONAL LEARNING PLAN

This plan was developed to align and support the implementation of the Kenosha Unified School District's Transformation Plan in order to close the gap in student achievement. Professional learning is a cornerstone in effectively implementing many action steps identified in the Transformation Plan.

Professional learning focus areas were determined through the needs of the Transformation Plan, annual district needs assessment, and district student achievement data.

Through this plan staff members will be involved in job-embedded professional learning opportunities that engage adult learners while increasing knowledge and skill levels that will impact student learning.

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3—Utilize the SMART goal process to address the areas of greatest need in student achievement.	Pages 25-28
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Kenosha Unified School District Transformation Plan

Transformation Plan Goals

- Improve student achievement.
- Expand collaborative partnerships with families, community, and industry.
- Secure resources (time, people, finances, and operating processes) to support learning.



Transformation Student Results

- Students will:
 - Be engaged.
 - Demonstrate proficiency.
 - Show continuous growth.
 - Graduate.

Professional Learning Transformation Plan Action Targets

GOAL I STRATEGY A: PERSONALIZED LEARNING	GOAL 1 STRATEGY B: PROFICIENCY IN INFORMATION, TECHNOLOGY, AND MEDIA LITERACY	GOAL 1 STRATEGY C: AUTHENTIC LEARNING ENVIRONMENTS
<ul style="list-style-type: none"> ▪ Coach/Advisor in the classroom ▪ Relevant student learning characteristics ▪ Collegiality culture ▪ Interactive learning environments ▪ Flexible scheduling and pacing with adequate structure ▪ Authentic assessments 	<ul style="list-style-type: none"> ▪ Twenty-first century skills ▪ Interactive technologies ▪ Use of personal devices ▪ Online collaborative environments ▪ Online resources and applications ▪ Technology certifications 	<ul style="list-style-type: none"> ▪ Authentic learning environments ▪ Culturally responsive curriculum ▪ Instructional strategies promoting communication, creativity, collaboration, and critical thinking skills ▪ Coaching
GOAL I STRATEGY D: CONTINUUM OF TIMELY FEEDBACK	GOAL II STRATEGY B: SERVICE LEARNING	GOAL II STRATEGY C: CULTURAL COMPETENCY
<ul style="list-style-type: none"> ▪ Assess on Common Core standards. ▪ Assessment, feedback, and reporting strategies and systems 	<ul style="list-style-type: none"> ▪ Support service learning projects. ▪ Train staff on service learning/project-based learning instructional strategies. 	<ul style="list-style-type: none"> ▪ Expand cultural competency professional development.

Professional Learning Goals

1. Provide personalized professional learning opportunities by incorporating learning strategies and best practices.
2. Provide sustained professional learning opportunities to support curriculum development and instruction aligned with educational standards to address the needs of twenty-first century learners.
3. Provide professional learning opportunities that assist in meeting the educational and instructional needs of diverse learners.



Professional Learning Focus Areas



1. Improve literacy and numeracy through the implementation of Common Core State Standards.
2. Create culturally proficient classrooms, and build schools that meet the needs of all students.
3. Utilize the SMART Goal process to address the area of greatest need in student achievement.
4. Incorporate professional learning communities to foster collaboration that focuses on results.

1

Improve literacy and numeracy through the implementation of Common Core State Standards.

What are the Common Core State Standards?

The Common Core State Standards (CCSS) initiative is a state-led effort that establishes a single set of clear education standards for kindergarten through twelfth grade. The standards are designed to ensure that students graduating from high school are prepared to enter two- or four-year college programs or enter the workforce. The standards are clear and concise to ensure that parents, teachers, and students have a clear understanding of the expectations in mathematics, reading, writing, speaking, listening, and language across the disciplines.



Why is this Professional Learning a Focus for Kenosha Unified School District?

Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. Common Core State Standards are high standards that are consistent across states that providing teachers, parents, and students with a set of clear expectations aligned to college and career readiness skills. The standards promote equity by ensuring all students—no matter where they live—are well prepared with the skills and knowledge necessary to collaborate and compete with their peers in the United States and abroad. Unlike previous state standards, which were unique to every state in the country, the Common Core State Standards enable collaboration between states on a range of tools and policies.

The Common Core State Standards impact teaching and learning. The standards outline the skills and knowledge that students should achieve by the end of each school year. The standards do not make recommendations for instructional practices. However, in order to meet the standards' high expectations, instruction must be adjusted so that:

- Teachers are involved in the development of assessments linked to those top-quality standards.
- Educators are guided toward curricula and teaching strategies that give students a deep understanding of the subject and the skills they need to apply their knowledge.
- Lessons emphasize rigorous and relevant teaching and learning.
- Teachers work collaboratively to plan effective lessons and monitor student performance.

In order for Common Core State Standards to be mastered by Kenosha Unified School District students, classrooms will need to provide engaging, rigorous, and relevant instruction that promotes communication, creativity, and critical thinking skills. Instructional staff will be engaged in multiple professional learning opportunities that include ongoing assessment of both instructional practice and student learning to ensure that students perform proficiently on the Smarter Balanced Assessment.

1

Improve literacy and numeracy through the implementation of Common Core State Standards.

Transformation Alignment

- Transformation Goal I Strategy A
 - Teacher as a coach/advisor in the classroom
 - Collegiality culture
 - Curriculum with authentic assessments
- Transformation Goal I Strategy C
 - Authentic learning environment
 - Instructional strategies promoting communication, creativity, and critical thinking skills
 - Culturally responsive curriculum
 - Instructional coaching
 - Resource bank of units, lessons, and activities for authentic learning environments
- Transformation Goal I Strategy D
 - Assess on Common Core State Standards
 - High quality assessments and feedback

Big Idea: The implementation of the CCSS requires shifts in lesson design (curriculum), instructional practice, and assessment.

Essential Question: What does it look like to shift instruction to implement the CCSS in classrooms?

Professional Learning Implementation Plan

In order to impact student learning through aligning the Common Core State Standards shifts with the instructional practice of all teachers, it is imperative that teacher leaders are developed in every building. Common Core State Standards and professional learning will be centered on developing a cadre of four to six team members per building who will be trained by the Office of Teaching and Learning to lead their building. Cadre members will engage in a variety of professional learning experiences that will build their knowledge and skills in implementing the Common Core State Standards and leadership skills. Additionally, Teaching and Learning administrators will partner with schools to provide ongoing support and monitoring of the implementation and assessment of the Common Core State Standard shifts. Teachers will engage in team collaboration, learning walks, student and teacher interviews, lesson studies, coaching, examining student work, and peer observation while improving their instructional practices to meet the diverse needs of their students.

1

Improve literacy and numeracy through the implementation of Common Core State Standards.

COMMON CORE STATE STANDARDS PROFESSIONAL LEARNING OBJECTIVES

2013-14

- Teachers will learn more about their students through a culture of collaboration with colleagues and students.
- Teachers will view their instruction through the shifts of the Common Core State Standards.
- Teachers will create living learning targets. Assessment by teachers and students will be based on these targets.

2014-15

- Teachers will implement recommended strategies for academic vocabulary acquisition.
- Teachers will integrate explicit informational text strategies into lesson planning.
- Teachers will routinely and systematically use data to drive instruction.
- Teachers will collaboratively design unit and lesson plans aligned with the Common Core State Standards.

2015-16

- Teachers will collaborate on a variety of learning opportunities to support Common Core-based classroom instructional transitions, including supports for special populations.
- Teachers will participate in district-wide learning opportunities to collaborate on Common Core-aligned implementation strategies.
- Teachers will utilize Smarter Balanced Assessment data to align curriculum, instruction, and assessment.



1

Improve literacy and numeracy through the implementation of Common Core State Standards.

Module 1: August 2013-November 2013	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Curriculum</u> <ul style="list-style-type: none"> Demands of the standards 	<ul style="list-style-type: none"> I interpret and apply the CCSS shifts in lesson design. 	<ul style="list-style-type: none"> Text-dependent evidence and tasks (CCSS shifts) are evident in daily lessons.
	<u>Instruction</u> <ul style="list-style-type: none"> Collaborative instructional strategy: problem solving 	<ul style="list-style-type: none"> I organize lessons to include strategies for collaborative reasoning. 	<ul style="list-style-type: none"> Strategic instruction to promote accountable talk and productive struggle is evident in lessons and in the classroom environment (discussion, norms, anchor charts, and student self-assessments).
	<u>Assessment</u> <ul style="list-style-type: none"> Learning targets (four types) Record keeping (teacher/student) 	<ul style="list-style-type: none"> I develop targeted learning goals aligned with the standards for learning and assessment. I develop record-keeping systems kept by myself and my students aligned with learning targets. 	<ul style="list-style-type: none"> Assessments are aligned with the four types of learning targets. Students engaged in self and peer assessments. Data is collected and analyzed by both teachers and students.
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> Principals and cadre members are monitoring professional learning community conversations to ensure standard-aligned learning targets are developed and used for assessments. Principals and cadre members are analyzing documents (lesson plans, data notebooks, and assessments) shared at professional learning community meetings by team members to ensure the selection meets agreed-upon criteria. Principals and cadre members will conduct at least one learning walk by mid-October to observe: <ul style="list-style-type: none"> Intentional, focused instruction related to text-dependent questions and tasks. Productive student discussions in small and whole-group settings. 			
<u>Additional Support</u> <ul style="list-style-type: none"> Webinars Mentoring from cadre members Collaborative support in professional learning communities (PLCs) Fall professional learning courses on text-dependent questions and tasks (methodology for collaborative reasoning) 			
<u>Evaluation of Professional Learning</u> <ul style="list-style-type: none"> Levels 1 and 2: Evaluations of professional learning sessions Level 3: Principal and cadre member interviews by Teaching and Learning coordinators Level 4: Learning walks and student learning survey (winter 2014) Level 5: Measures of Academic Progress (MAP) scores—growth reports and pass/fail rate of course completion 			

1

Improve literacy and numeracy through the implementation of Common Core State Standards.

Module 2: November 2013-February 2014	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Curriculum</u> <ul style="list-style-type: none"> Components of high quality information text as a companion resource 	<ul style="list-style-type: none"> I evaluate information resources and select pieces for upcoming units. 	<ul style="list-style-type: none"> Information resources and text sets are integrated in lessons taught weekly.
	<u>Instruction</u> <ul style="list-style-type: none"> Reading strategies for accessing informational text 	<ul style="list-style-type: none"> I acquire a set of strategies to assist in managing and mastering informational text. 	<ul style="list-style-type: none"> Appropriate instructional strategies and structures are used when teaching informational text.
	<u>Assessment</u> <ul style="list-style-type: none"> Descriptive feedback Criteria and goal setting 	<ul style="list-style-type: none"> I engage students through descriptive feedback and goal setting. 	<ul style="list-style-type: none"> Descriptive feedback is used during instructional time and on written work. Students are engaging in goal setting in conferencing.
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> Through professional learning communities, principals and cadre members ensure that effective informational resource test sets are created. Professional learning community team members analyze student work for evidence of descriptive feedback. Principals, Teaching and Learning coordinators, and cadre members will conduct at least one learning walk by mid-January to observe: <ul style="list-style-type: none"> Lesson plans utilizing text sets and resources Classroom resources that support the use of information text (anchor charts, text sets, bins of books, data sets, and posters). Principals and cadre members will conduct a lesson study by the end of February in one classroom. 			
<u>Additional Support</u> <ul style="list-style-type: none"> Webinars Archived Teaching and Learning Info Bursts Additional exemplar lesson plans Mentoring from cadre members Collaborative support in professional learning communities Professional learning classes and workshops 			
<u>Evaluation of Professional Learning</u> <ul style="list-style-type: none"> Levels 1 and 2: Evaluations of professional learning sessions Level 3: Principal and cadre member interviews by Teaching and Learning coordinators Level 4: Learning walks and lesson studies Level 5: MAP scores—growth reports and pass/fail rate of course completion 			

1

Improve literacy and numeracy through the implementation of Common Core State Standards.

Module 3: February 2014-May 2015	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Curriculum</u> <ul style="list-style-type: none"> Using multiple sources of information (text pairs and analyzing and interpreting information) Constructing viable written arguments and critiquing the reasoning of others (analysis) 	<ul style="list-style-type: none"> I identify high quality text for pairing for resources. 	<ul style="list-style-type: none"> Teachers are using text sets during instruction. Visual tools are utilized in the classrooms providing support for rigorous dialogue
	<u>Instruction</u> <ul style="list-style-type: none"> Strategies to guide students in critiquing, generating opinions, and defending arguments and explanations using relevant information from a variety of sources (student work, video, and informational text) 	<ul style="list-style-type: none"> I teach explicit strategies for analyzing and interpreting informational text. I know and teach the elements of written arguments and critiquing the reasoning of others. 	<ul style="list-style-type: none"> Students are engaged in collaborative discussion (e.g., Socratic Seminar).
	<u>Assessment</u> <ul style="list-style-type: none"> Self and peer assessment (rubric) Observations 	<ul style="list-style-type: none"> I use data from assessments to guide my instruction. I align assessments with the CCSS. 	<ul style="list-style-type: none"> A balance of writing types are practiced (one-third informational writing, one-third argumentative writing, and one-third narrative writing). Observational tools and rubrics are used routinely.
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> Through professional learning communities, principals and cadre members ensure that effective informational resource test sets are created. Professional learning community team members analyze student work for evidence of descriptive feedback. Principals, Teaching and Learning coordinators, and cadre members will conduct at least one learning walk by mid-May to observe: <ul style="list-style-type: none"> Lesson plans utilizing text sets and resources Classroom resources that support the use of information text (anchor charts, text sets, bins of books, data sets, and posters). Principals and cadre members will examine student work in collegial teams and provide feedback to improve student learning. 			

1

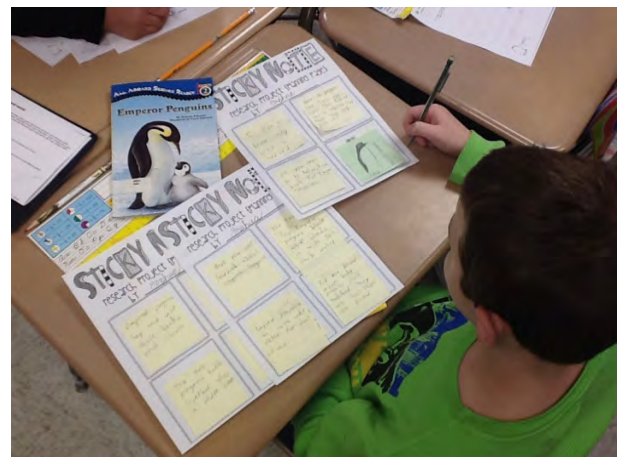
Improve literacy and numeracy through the implementation of Common Core State Standards.

Additional Support

- Webinars
- Archived Teaching and Learning Information Bursts
- Additional exemplar lesson plans
- Mentoring from cadre members
- Collaborative support in professional learning communities
- Professional learning classes and workshops

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: Principal and cadre member interviews by Teaching and Learning coordinators
- Level 4: Learning walks
- Level 5: MAP scores—growth reports and pass/fail rate of course completion and student work samples



1

Improve literacy and numeracy through the implementation of Common Core State Standards.

2014-15	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Curriculum</u> <ul style="list-style-type: none"> Academic vocabulary Constructed responses Informational writing 	<ul style="list-style-type: none"> I teach and require the use of information text design (typographical features and navigational devices). I use mentor text to teach writing. 	<ul style="list-style-type: none"> There are visual tools in the classrooms that provide support for academic development of vocabulary (e.g., word walls).
	<u>Instruction</u> <ul style="list-style-type: none"> High-yield strategies for vocabulary instruction Mentor text Construct minitext Design information text. Note taking Summarizing tools 	<ul style="list-style-type: none"> I teach explicit strategies for acquiring academic vocabulary. I include opportunities for constructing many short texts in lessons (responses, summaries, and explanations). I teach strategies for structured note taking and set expectations for note use. I use frameworks for creating summaries (e.g., rule-based summaries). 	<ul style="list-style-type: none"> There are visual supports for writing. Student work is displayed. Student exemplars are used during instruction. Mentor text is utilized during instruction (referenced in lesson plans and a variety of text displayed). Short text is utilized during instruction (referenced in lesson plans, a variety of text displayed, and student work displayed). The Cornell Note-Taking System is utilized in classroom instruction at identified grade levels (visual tools and journals). There are visual supports for summary writing (student work displayed, student exemplars used during instruction, learning logs used, and journals used).
	<u>Assessment</u> <ul style="list-style-type: none"> Performance assessment 	<ul style="list-style-type: none"> I can write and use constructive responses as part of my plan for creating performance assessments. 	<ul style="list-style-type: none"> Performance assessments with constructive responses (at identified grade levels) are given.

1

Improve literacy and numeracy through the implementation of Common Core State Standards.

Leadership Accountability for Fidelity

- Through professional learning communities, principals and cadre members ensure that effective informational resource test sets are created.
- Professional learning community team members analyze student work for evidence of descriptive feedback.
- Principals, Teaching and Learning coordinators, and cadre members will conduct at least one learning walk by mid-January to observe:
 - Lesson plans utilizing text sets and resources
 - Classroom resources that support the use of information text (anchor charts, text sets, bins of books, data sets, and posters).
- Principals and cadre members will examine student work in collegial teams and provide feedback to improve student learning.

Additional Support

- Webinars
- Archived Teaching and Learning Information Bursts
- Additional exemplar lesson plans
- Mentoring from cadre members
- Collaborative support in professional learning communities
- Professional learning classes and workshops

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: Principal and cadre member interviews by Teaching and Learning coordinators
- Level 4: Learning walks and lesson studies
- Level 5: MAP scores—growth reports, pass/fail rate of course completion, and student work samples



1

Improve literacy and numeracy through the implementation of Common Core State Standards.

2015-16	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Curriculum</u> <ul style="list-style-type: none"> Refining lesson and unit plans to ensure all CCSS shifts are evident 	<ul style="list-style-type: none"> I develop and teach lessons that align with the CCSS shifts. 	<ul style="list-style-type: none"> Lesson plans identify CCSS shifts utilized during instruction.
	<u>Instruction</u> <ul style="list-style-type: none"> Refine CCSS shifts instructional practices 	<ul style="list-style-type: none"> I use instructional practices to ensure relevance and rigor in all lessons. 	<ul style="list-style-type: none"> Visual supports are used in the classroom to reinforce relevant and rigorous learning. Teachers are learning coaches/facilitators in the classroom. There is limited whole-group instruction.
	<u>Assessment</u> <ul style="list-style-type: none"> Performance assessment 	<ul style="list-style-type: none"> I evaluate student performance within the context of the assessment to guide instruction. 	<ul style="list-style-type: none"> Assessments are designed to meet learner needs and are an integral part of the instructional cycle.
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> Professional learning communities regularly discuss and evaluate lesson plans. Professional learning community team members analyze student work for evidence of deep thinking. Principals, Teaching and Learning coordinators and cadre members will conduct at least three learning walks throughout the school year to ensure CCSS shifts are part of lessons in every classroom. Principals identify lab classrooms and organize peer observations. Principals and cadre members will examine student work in collegial teams and provide feedback to improve student learning. 			
<u>Additional Support</u> <ul style="list-style-type: none"> Webinars Archived Teaching and Learning Information Bursts Additional exemplar lesson plans Mentoring from cadre members Collaborative support in professional learning communities Professional learning classes and workshops 			
<u>Evaluation of Professional Learning</u> <ul style="list-style-type: none"> Levels 1 and 2: Evaluations of professional learning sessions Level 3: Principal and cadre member interviews by Teaching and Learning coordinators Level 4: Learning walks, lesson design, and peer observations Level 5: MAP scores—growth reports and pass/fail rate of course completion, and student work samples 			

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

What is Culturally Proficient Teaching?

Cultural proficiency is a way of being that allows individuals and organizations to interact effectively with people who differ from them. It is a developmental approach for addressing the issues that emerge in a diverse environment. This is an approach for responding to the environment shaped by its diversity. It is not a program that an organization implements. However, it is a model for shifting the culture of the organization, which focuses on individual transformation and organizational change.



FOUR TOOLS FOR CULTURAL PROFICIENCY

1. The Continuum—Language for describing both healthy and unproductive policies, practices, and individual behaviors
2. Essential Elements—Five behavioral standards for measuring and planning for growth toward cultural proficiency
3. Guiding Principles—Underlying values of the approach
4. Barriers—Protocols that assist in responding effectively to change resistance

The Elements

- Name the difference: access culture.
- Claim the difference: value diversity.
- Reframe the difference: manage dynamics of difference.
- Change the difference: institutionalize cultural knowledge.

The Continuum

- Cultural destructiveness
- Cultural incapacity
- Cultural blindness
- Cultural precompetence
- Cultural competence
- Cultural proficiency

Why is this Professional Learning a Focus for Kenosha Unified School District?

Professional learning surrounding cultural proficiency provides all staff with the knowledge, skills, and ability to reach and teach all students in multiple environments. As an organization that believes in academic success for all, Kenosha Unified School District must proactively build a system that encompasses cultural proficiency. Through changes to the policies and practices of Kenosha Unified School District along with the values and behaviors of all staff, Kenosha Unified School District will become an organization that promotes inclusiveness and has an internal process for learning about and responding to differences. By promoting inclusiveness and creating a process for learning and responding to differences, Kenosha Unified School District will meet the social, emotional, and academic needs of all students.

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

Transformation Alignment

- Transformation Goal I Strategy A
 - Teacher as a coach/advisor in the classroom
 - Collegiality culture
 - Curriculum with authentic assessments
- Transformation Goal I Strategy C
 - Authentic learning environment
 - Instructional strategies promoting communication, creativity, and critical thinking skills
 - Coaching of best instructional practices
 - Culturally responsive curriculum
- Transformation Goal II Strategy C
 - Cultural competency professional development recognizing families' unique contributions

Big Idea: Becoming a culturally competent organization requires a shift in mindset, behavior, and practice.

Essential Question: How is a culturally competent organization developed and sustained? How will educational outcomes be improved for all students and educational inequalities experienced by students of color be reduced?

Professional Learning Implementation Plan

Professional learning will begin with building capacity at five schools. This cohort of schools will begin a three-year process in receiving professional learning that is centered on cultural competency. During the first year, the schools will receive Beyond Diversity I training through Pacific Education Group. In the second year they will receive Beyond Diversity II training. The third year has a focus on improving instructional practice with the lense of cultural competency. To support staff through their three-year journey, teacher leaders will be developed at each site. The teacher leaders will guide, coach, and challenge staff as they build a sustainable, culturally competent organization. Each school year a new cohort of five schools will begin the three-year process. In order to provide the training to staff members, four Kenosha Unified School District members will be trained through Pacific Education Group in their affiliate program. This program will provide training in order to deliver Beyond Diversity training within the district. Besides working with whole buildings, Kenosha Unified School District administrators will be required to complete Beyond Diversity I and Beyond Diversity II training.

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

2013-14 Site Training	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Beyond Diversity I</u> <ul style="list-style-type: none"> Building-wide training for <u>Cohort 1</u> (five building sites) 	<ul style="list-style-type: none"> I understand how beliefs, values, and attitudes impact teaching and learning. I develop the skills and knowledge necessary to understand what relationships are essential for student achievement. I understand why there is a need to become culturally competent. I understand the impact of personal behaviors on student behaviors. 	<ul style="list-style-type: none"> Relationships are created with all students and their families. Staff understands culture. The classroom environment is welcoming and engaging. Culture is embedded into teaching practices.
	<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> Principals hold staff accountable for cultural competency via internal performance measures. Principals implement an evaluation process that ensures instructional accountability and ownership for student achievement by all instructional staff. Data is used to make instructional decisions. Cultural competency and student equity is talked about regularly to gain common language and beliefs around student achievement. 		
	<u>Additional Support</u> <ul style="list-style-type: none"> Provide opportunities for staff to participate in additional learning activities focused on equity and achievement. Book studies are conducted that highlight instructional practices surrounding educating students of color. 		
	<u>Evaluation of Professional Learning</u> <ul style="list-style-type: none"> Levels 1 and 2: Evaluations of professional learning sessions Level 3: Principal and staff interviews and staff surveys Level 4: Learning walks and participant reflection Level 5: Equity preassessment using achievement, discipline, and attendance data 		

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

2013-14 Leaders' Training	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Beyond Diversity I</u> <ul style="list-style-type: none"> Train all new administrators and supervisors. 	<ul style="list-style-type: none"> I understand how beliefs, values, and attitudes impact teaching and learning. I develop the skills and knowledge necessary to understand what relationships are essential for student achievement. I understand why there is a need to become culturally competent. I understand the impact of personal behaviors on student behaviors. 	<ul style="list-style-type: none"> Engage in conversations about cultural competency and student equity regularly to gain common language and beliefs around student achievement. Hold staff accountable for cultural competency via performance measures. Implement an evaluation process that ensures accountability and ownership for student achievement.
	<u>Beyond Diversity II</u> <ul style="list-style-type: none"> All administrators and supervisors 	<ul style="list-style-type: none"> I am able to analyze the meaning of cultural competency. I increased my ability to educate students of color. I identify specific behaviors that lead to stronger relationships. 	<ul style="list-style-type: none"> Use data to make instructional decisions for the building.
	<u>Courageous Conversations Summit</u>	<ul style="list-style-type: none"> I share models for student equity leadership. I discuss the impact of race, language, and politics on schooling. I address the critical issues of racial disparity in special education. 	
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> District leadership will hold administrators and supervisors accountable for cultural competency in their building/department. District leadership will implement an evaluation process of all leaders that ensures accountability and ownership for student achievement. Data is used to make management decisions. Conversations about cultural competency and student equity occur regularly to gain common language and beliefs around student achievement. 			

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

Additional Support

- District courses, workshops, and study groups
- Possible attendance at local, state, and national conferences

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: Interviews with administrators and supervisors by district leadership
- Level 4: Learning walks and participant reflection
- Level 5: Equity assessment using achievement, discipline, and attendance data

	Professional Learning	Learning Targets for Staff	Classroom Expectations
2014-15 Site Training	<u>Beyond Diversity I</u> <ul style="list-style-type: none"> ▪ Building-wide training for <u>Cohort 2</u> (six building sites) 	<ul style="list-style-type: none"> ▪ I understand how beliefs, values, and attitudes impact teaching and learning. ▪ I develop the skills and knowledge necessary to understand what relationships are essential for student achievement. ▪ I understand why there is a need to become culturally competent. ▪ I understand the impact of personal behaviors on student behaviors. 	<ul style="list-style-type: none"> ▪ Relationships are created with all students and their families. ▪ Staff understands culture. ▪ The classroom environment is welcoming and engaging. ▪ Culture is embedded into teaching practices.
	<u>Beyond Diversity II</u> <ul style="list-style-type: none"> ▪ Building-wide training for <u>Cohort 1</u> (five building sites) 	<ul style="list-style-type: none"> ▪ I analyze the meaning of cultural competency. ▪ I increase my ability to educate students of color. ▪ I discover specific behaviors that lead to stronger relationships. 	<ul style="list-style-type: none"> ▪ There is understanding of the cultural dynamics of all students. ▪ All students from all backgrounds are educated.
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> ▪ Review lesson plans. ▪ Create a building action plan to address issues of equity. ▪ Provide coaching and feedback to teachers around classroom management and curriculum and instruction. ▪ Continue implementation of an evaluation process that ensures accountability and ownership for student achievement. 			
<u>Additional Support</u> <ul style="list-style-type: none"> ▪ Provide opportunities for staff to participate in additional learning activities focused on equity and achievement (speakers and trainers). ▪ Provide opportunities for staff to collaborate with others who have demonstrated proven success in educating students of color. 			

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: Interviews with administrators and staff
- Level 4: Learning walks
- Level 5: Equity preassessment using achievement, discipline, and attendance data

2014-15 Leaders' Training	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Beyond Diversity I and II</u> <ul style="list-style-type: none"> ▪ Train all new administrators and supervisors. 	<ul style="list-style-type: none"> ▪ I understand how beliefs, values, and attitudes impact teaching and learning. ▪ I develop the skills and knowledge necessary to understand what relationships are essential for student achievement. ▪ I understand why there is a need to become culturally competent. ▪ I understand the impact of personal behaviors on student behaviors. ▪ I analyze the meaning of cultural competency. ▪ I increase ability to educate students of color. ▪ I discover specific behaviors that lead to stronger relationships. 	<ul style="list-style-type: none"> ▪ Engage in conversations about cultural competency and student equity regularly to gain common language and beliefs around student achievement. ▪ Staff is held accountable for cultural competency via performance measures. ▪ An evaluation process is implemented that ensures accountability and ownership for student achievement. ▪ Data is used to make instructional decisions for the building.
	<u>Courageous Conversations Summit</u>	<ul style="list-style-type: none"> ▪ I share models for student equity leadership. ▪ I discuss the impact of race, language, and politics on schooling. ▪ I address the critical issues of racial disparity in special education. 	

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

Leadership Accountability for Fidelity

- District leadership will hold administrators and supervisors accountable for cultural competency in their building/department.
- District leadership will implement an evaluation process that ensures accountability and ownership for student achievement of all leaders.
- Data is used to make management decisions.
- Conversations about cultural competency and student equity occur regularly to gain common language and beliefs around student achievement.

Additional Support

- District courses, workshops, and study groups
- Possible attendance at local, state, and national conferences

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: Interviews with administrators and supervisors by district leadership
- Level 4: Learning walks
- Level 5: Equity assessment using achievement, discipline, and attendance data



2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

2015-16 Site Training	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Beyond Diversity I</u> <ul style="list-style-type: none"> Building-wide training for <u>Cohort 3</u> (seven building sites) 	<ul style="list-style-type: none"> I understand how beliefs, values, and attitudes impact teaching and learning. I develop the skills and knowledge necessary to understand what relationships are essential for student achievement. I understand why there is a need to become culturally competent. I understand the impact of personal behaviors on student behaviors. 	<ul style="list-style-type: none"> Relationships are created with all students and their families. Staff understands culture. The classroom environment is welcoming and engaging. Culture is embedded into teaching practices.
	<u>Beyond Diversity II</u> <ul style="list-style-type: none"> Building-wide training for <u>Cohort 2</u> (six building sites) 	<ul style="list-style-type: none"> I analyze the meaning of cultural competency. I increase ability to educate students of color. I discover specific behaviors that lead to stronger relationships. 	<ul style="list-style-type: none"> Staff understands cultural dynamics of all students. Educate all students from all backgrounds.
	District-led workshops on teaching strategies/practices proven to decrease education inequities	<ul style="list-style-type: none"> I reflect on practices and set goals for creating a culturally proficient classroom. 	<ul style="list-style-type: none"> Lessons are culturally proficient.
	Building-wide training for <u>Cohort 1</u> (five buildings)		
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> Principals hold staff accountable for cultural competency via internal performance measures. Principals implement an evaluation process that ensures instructional accountability and ownership for student achievement by all instructional staff. Data is used to make instructional decisions. Cultural competency and student equity is talked about regularly to gain common language and beliefs around student achievement. 			
<u>Additional Support</u> <ul style="list-style-type: none"> Provide opportunities for staff to participate in additional learning activities focused on equity and achievement. Book studies are conducted that highlight instructional practices surrounding educating students of color. 			

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: Interviews with administrators and supervisors by district leadership
- Level 4: Learning walks
- Level 5: Equity preassessment using achievement, discipline, and attendance data

2015-16 Leaders Training	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Beyond Diversity I and II</u> <ul style="list-style-type: none"> ▪ Train all new administrators and supervisors. 	<ul style="list-style-type: none"> ▪ I understand how beliefs, values, and attitudes impact teaching and learning. ▪ I develop the skills and knowledge necessary to understand what relationships are essential for student achievement. ▪ I understand why there is a need to become culturally competent. ▪ I understand the impact of personal behaviors on student behaviors. ▪ I analyze the meaning of cultural competency. ▪ I increase ability to educate students of color. ▪ I discover specific behaviors that lead to stronger relationships. 	<ul style="list-style-type: none"> ▪ Engage in conversations about cultural competency and student equity regularly to gain common language and beliefs around student achievement. ▪ Hold staff accountable for cultural competency via performance measures. ▪ Implement an evaluation process that ensures accountability and ownership for student achievement. ▪ Use data to make instructional decisions for the building.
	<u>Courageous Conversations Summit</u>	<ul style="list-style-type: none"> ▪ I share models for student equity leadership. ▪ I discuss the impact of race, language, and politics on schooling. ▪ I address the critical issues of racial disparity in special education. 	

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

Leadership Accountability for Fidelity

- District leadership will hold administrators and supervisors accountable for cultural competency in their building/department.
- District leadership will implement an evaluation process that ensures accountability and ownership for student achievement of all leaders.
- Data is used to make management decisions.
- Conversations about cultural competency and student equity occur regularly to gain common language and beliefs around student achievement.

Additional Support

- District courses, workshops, and study groups
- Possible attendance at local, state, and national conferences

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning experiences
- Level 3: Interviews with administrators and supervisors by district leadership
- Level 4: Learning walks
- Level 5: Equity assessment using achievement, discipline, and attendance building data



3

Utilize the SMART Goal process to address the area of greatest need in student achievement.

What are SMART Goals?

SMART Goals are goals that are created by a team to address specific areas of improvement. Goals are written to be specific, measurable, attainable, realistic, and timely. In developing SMART Goals, a process should be followed to allow goals to be developed collaboratively and for all staff members to take on ownership of the goals.

Five steps to the SMART Goal process:

1. Isolate need.
2. Identify SMART Goal.
3. Correlate with current practice.
4. Plan professional development.
5. Analyze and refocus.

Big Idea: Members of a professional learning community continually assess their effectiveness on the basis of results.

Essential Question: How do we determine goals on literacy, numeracy, and culture that focus on student learning and results? How do we monitor our success in obtaining our SMART Goals?

Why is this Professional Learning a Focus for Kenosha Unified School District?

Goals that are established without any set measurement for success usually are not attained. In order to ensure that all schools and departments are successfully improving in Kenosha Unified School District, the SMART Goal process has been established as a process that will be followed. Setting goals that connect to the classroom and focus on student learning helps educators identify and communicate areas of focus and student results towards achievement.

Professional Learning Implementation Plan

SMART defines more than just the criteria of a good goal; it incorporates SMART work into a process for collective data-driven improvement. This process changes the focus of creating SMART goals from fulfilling a district requirement to ensuring academic achievement through prioritizing efforts and resources at the building and district level. School goals will consist of academic goal setting at a department, team, or family level as well as the development of individual professional goals focused on areas of professional improvement.

Starting in summer 2013 all instructional administrators will receive professional learning on SMART Goals, including an overview of the five-step process that will be modeled by them in their respective buildings. This training will be delivered by trained internal SMART Goal coaches. Throughout the school year they will receive additional professional learning opportunities on each step to ensure their success in the delivery and completion of each step. After the 2013-14 school year, the coaches will continue to support school leaders through the process to ensure that schools are setting informed goals that improve student achievement.

3

Utilize the SMART Goal process to address the area of greatest need in student achievement.

Summer 2013	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Overview of SMART Goal Process</u>	<ul style="list-style-type: none">I utilized SMART Goal common language.I identified the school timeline of the SMART Goal process.I can create a SMART Goal tree.	<ul style="list-style-type: none">Develop three SMART Goals that align with the greatest area of need in literacy, numeracy, and culture.Develop department, house, team, or family SMART Goals that align with school goals.
2013-14 School Year	<u>Meeting I</u> <ul style="list-style-type: none">Isolate need.	<ul style="list-style-type: none">Identify perceptions of student learning needs.	<ul style="list-style-type: none">Follow the SMART Goal process throughout the school year.Assess progress of SMART Goals ongoing throughout the school year.
	<u>Meeting II</u> <ul style="list-style-type: none">Identify SMART Goal.	<ul style="list-style-type: none">I develop SMART Goals based on data using the tree diagram.	
	<u>Meeting III</u> <ul style="list-style-type: none">Correlate with current practice.	<ul style="list-style-type: none">I identify promising practices in the goal area.	
	<u>Meeting IV</u> <ul style="list-style-type: none">Plan professional development.	<ul style="list-style-type: none">I learn new practices and change my instructional practice.	
	<u>Meeting V</u> <ul style="list-style-type: none">Analyze and refocus.	<ul style="list-style-type: none">I review and analyze data to determine that SMART Goal has been accomplished.	
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none">Principals and leadership teams will conduct five SMART Goal meetings with their staff during the 2013-14 school year.The assistant superintendents of School Leadership will collect the SMART Goal timelines and plans.Administrators will monitor the progress of SMART Goal achievement at least three times a school year.			
<u>Additional Support</u> <ul style="list-style-type: none">SMART Goal coaching from Kenosha Unified School District SMART Goal coach			
<u>Evaluation of Professional Learning</u> <ul style="list-style-type: none">Levels 1 and 2: Evaluations of professional learning sessionsLevel 3: Administrator meetings with supervisors on SMART Goal creationLevel 4: Participant reflectionsLevel 5: Three times a year monitoring session of student data			

3

Utilize the SMART Goal process to address the area of greatest need in student achievement.

2014-15	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Review of SMART Goals Process for Returning Staff Members</u> <u>Ongoing Training Sessions for New Administrators</u>	<ul style="list-style-type: none"> I can lead my team through the five-step process of developing a SMART Goal. I can lead my team through the five-step process of developing a smart Goal. (See learning outcomes from 2013-14.) 	<ul style="list-style-type: none"> Develop three SMART Goals that align with the greatest area of need in literacy, numeracy, and culture. Develop department, house, team, or family SMART Goals that align with school goals. Follow the SMART Goal process throughout the school year. Assess progress of SMART Goals ongoing throughout the school year.
Leadership Accountability for Fidelity <ul style="list-style-type: none"> Principals and leadership teams will conduct five SMART Goal meetings with their staff during the 2013-14 school year. The assistant superintendents of School Leadership will collect the SMART Goal timelines and plans. Administrators will monitor the progress of SMART Goal achievement at least three times a school year. 			
Additional Support <ul style="list-style-type: none"> SMART Goal coaching from Kenosha Unified School District SMART Goal coach 			
Evaluation of Professional Learning <ul style="list-style-type: none"> Levels 1 and 2: Evaluations of professional learning sessions Level 3: Administrator meetings with supervisors on SMART Goal creation Level 4: Participant reflections Level 5: Three times a year monitoring session of student data 			



“Data analysis is just the beginning of accountability . . . it leads to commitment and a deeper understanding of your school’s priorities and improvement plans.”

**~ Jan O’Neill and
Anne Conzemius**

3

Utilize the SMART Goal process to address the area of greatest need in student achievement.

2015-16	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Differentiated Professional Learning to Successfully Conduct Five SMART Goal Meetings</u>	<ul style="list-style-type: none"> I can lead the SMART Goal process to establish and meet building goals. 	<ul style="list-style-type: none"> Develop three SMART Goals that align with the greatest area of need in literacy, numeracy, and culture. Develop department, house, team, or family SMART Goals that align with school goals. Follow the SMART Goal process throughout the school year. Assess progress of SMART Goals ongoing throughout the school year.
Leadership Accountability for Fidelity <ul style="list-style-type: none"> Principals and leadership teams will conduct five SMART Goal meetings with their staff during the 2013-14 school year. The assistant superintendents of School Leadership will collect the SMART Goal timelines and plans. Administrators will monitor the progress of SMART Goal achievement at least three times a school year. 			
Additional Support <ul style="list-style-type: none"> SMART Goal coaching from Kenosha Unified School District SMART Goal coach 			
Evaluation of Professional Learning <ul style="list-style-type: none"> Levels 1 and 2: Evaluations of professional learning sessions Level 3: Administrator meetings with supervisors on SMART Goal creation Level 4: Participant reflections Level 5: Three times a year monitoring session of student data 			

“Goals are a useful and powerful prism through which we can see the totality of school improvement.”

~ Jan O’Neill and Anne Conzemius



4

Incorporate professional learning communities to foster collaboration that focuses on results.

What are Professional Learning Communities?

The Professional Learning Community (PLC) model is an ongoing process in which educators collaborate in collective inquiry to achieve better results for students. The professional learning community model changes thinking from the assumption that the core mission of education is to ensure that students are taught to students are learning. During collaboration, teams of teachers focus on student learning and results. While collaborating teachers focus on four essential questions. These questions drive the discussions and actions of the team. Professional learning communities (PLCs) are not an initiative or a program. Rather, they are the way in which school teams operate to ensure school improvement.

Big Idea: Collaboratively, achievement gaps can be decreased.

Essential Question: How do we use the PLC model to develop high functioning teams that focus on student learning?

Teams collaborate around the four essential questions of a PLC:

- What do we want our students to know (learning objectives)?
- How will they know if they have learned (assessment)?
- How will we respond if they have not learned (intervention)?
- How do we respond if they already know (differentiation)?

Why is this Professional Learning a Focus for Kenosha Unified School District?

Through forming collaborative teams, teachers in Kenosha Unified School District will be able to better address the needs of all students in their classrooms. Teamwork will make complex tasks more manageable, stimulate new ideas, and promote coherence in the school's curriculum and instruction. By working together teachers have the knowledge, skills, and resources to engage in new practices that would exhaust the energy, skill, or resources of an individual teacher. Teachers will engage in goal setting, best practice inquiry, and analysis of data to improve their practice. PLCs will be the foundation for the continuous work needed in order to close the achievement gap and address the needs of students.

“To create a professional learning community, focus on learning, rather than teaching; work collaboratively; and hold yourself accountable for results.”

~ Rick DuFour

4

Incorporate professional learning communities to foster collaboration that focuses on results.

Transformation Alignment

- Transformation Goal I Strategy A
 - Collegiality culture
 - Curriculum with authentic assessments
- Transformation Goal 1 Strategy C
 - Authentic learning environment
 - Instructional strategies promoting communication, creativity, and critical thinking skills
 - Resource bank of units, lessons, and activities for authentic learning environments
- Transformation Goal I Strategy D
 - Assess on Common Core Standards.
 - High quality assessments and feedback



Professional Learning Implementation Plan

During the 2012-13 school year, elementary leaders focus on establishing high functioning professional learning communities within their buildings. Through training and coaching many schools developed teams that focused on student learning and began to change instructional practice. For the 2013-14 school year, the focus will be on fostering professional learning communities at the three comprehensive high schools. This will provide training for all staff along with building the capacity of building teams and intense training for building leadership teams to ensure that professional learning communities are sustained within their buildings in the future. Elementary schools will continue to develop professional learning communities, and support will be provided to ensure the effectiveness of the teams throughout the school year.



4

Incorporate professional learning communities to foster collaboration that focuses on results.

2013-14	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Professional Learning Communities at Work Leadership Training for Building Leadership Teams</u> (Comprehensive high schools)	<ul style="list-style-type: none"> I understand the three big ideas and four essential questions. 	<ul style="list-style-type: none"> Buildings identify teams and complete training.
	<u>Professional Learning Communities Overview for All Staff</u> (Comprehensive high schools)	<ul style="list-style-type: none"> I understand the PLCs at work model. I work collaboratively within my team. I have a common language of collaboration. I can identify the four essential questions. 	<ul style="list-style-type: none"> Buildings define collaboration time with expectations of team results. Teams are working together to identify learning expectations of students. Formative assessments are developed by teams. Inquiry of instructional practice is done in teams.
	<u>Professional Learning Communities at Work Coaching Academy for Building Leadership Teams</u> (Comprehensive high schools)	<ul style="list-style-type: none"> I articulate the four essential questions with a deeper understanding. I lead and support my building in implementing PLCs. 	<ul style="list-style-type: none"> The building leadership team provides differentiated coaching support to teams. The building leadership team determines the support structure for teams.
	<u>Continuous Support for Professional Learning Communities</u> (Elementary schools)	<ul style="list-style-type: none"> I am an active participant in PLCs within my building. 	<ul style="list-style-type: none"> All teams are high functioning PLCs.
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> An assessment survey of collaboration is done at least annually. Data is used to provide additional support. The leadership team periodically visits team meetings to monitor progress. The leadership team ensures all teams are utilizing data. 			
<u>Additional Support</u> <ul style="list-style-type: none"> Master coach access for specific support District book studies District courses and workshops 			
<u>Evaluation of Professional Learning</u> <ul style="list-style-type: none"> Levels 1 and 2: Evaluations of professional learning sessions Level 3: PLC staff survey Level 4: PLC team visits by administrators Level 5: Team monitoring of student data 			

4

Incorporate professional learning communities to foster collaboration that focuses on results.

2014-15	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Professional Learning Communities at Work Leadership Training for Building Leadership Teams</u> (Four schools)	<ul style="list-style-type: none"> I understand the three big ideas and four essential questions. I have tools to begin the development of professional learning communities in my building. 	<ul style="list-style-type: none"> Buildings identify teams and complete training.
	<u>Professional Learning Communities Overview for All Staff</u> (Four schools)	<ul style="list-style-type: none"> I understand the PLCs at work model. I work collaboratively within my team. I have a common language of collaboration. I can identify the four essential questions. 	<ul style="list-style-type: none"> Buildings define collaboration time with expectations of team results. Teams are working together to identify learning expectations of students. Formative assessments are developed by teams. Inquiry of instructional practice is done in teams.
	<u>Professional Learning Communities at Work Coaching Academy for Building Leadership Teams</u>	<ul style="list-style-type: none"> I articulate the four essential questions with a deeper understanding. I lead and support my building in implementing PLCs. 	<ul style="list-style-type: none"> The building leadership team provides differentiated coaching support to teams. The building leadership team determines the support structure for teams.
	<u>Continuous Support for Professional Learning Communities</u> (Elementary schools and comprehensive high schools)	<ul style="list-style-type: none"> I am an active participant in PLCs within my building. 	<ul style="list-style-type: none"> All teams are high functioning PLCs.
	<u>Response to Intervention Coaching Academy</u> (50 participants)	<ul style="list-style-type: none"> I collaborate with my team to determine, monitor, and assess interventions for students. 	<ul style="list-style-type: none"> Buildings will have a response to intervention plan that is driven by data to meet the needs of all students.
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> An assessment survey of collaboration is done at least annually. Data is used to provide additional support. The leadership team periodically visits team meetings to monitor progress. The leadership team ensures all teams are utilizing data. 			

4

Incorporate professional learning communities to foster collaboration that focuses on results.

Additional Support

- Master coach access for specific support
- District book studies
- District courses and workshops

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: PLC staff survey
- Level 4: PLC team visits by administrators
- Level 5: Team monitoring of student data



4

Incorporate professional learning communities to foster collaboration that focuses on results.

2015-16	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Professional Learning Communities at Work Leadership Training for Building Leadership Teams</u> (Four schools)	<ul style="list-style-type: none"> I understand the three big ideas and four essential questions. I have tools to begin the development of professional learning communities in my building. 	<ul style="list-style-type: none"> Buildings identify teams and complete training.
	<u>Professional Learning Communities Overview for All Staff</u> (Four schools)	<ul style="list-style-type: none"> I understand the PLCs at work model. I work collaboratively within my team. I have a common language of collaboration. I can identify the four essential questions. 	<ul style="list-style-type: none"> Buildings define collaboration time with expectations of team results. Teams are working together to identify learning expectations of students. Formative assessments are developed by teams. Inquiry of instructional practice is done in teams.
	<u>Professional Learning Communities at Work Coaching Academy for Building Leadership Teams</u> (Four schools)	<ul style="list-style-type: none"> I articulate the four essential questions with a deeper understanding. I lead and support my building in implementing PLCs. 	<ul style="list-style-type: none"> The building leadership team provides differentiated coaching support to teams. The building leadership team determines the support structure for teams.
	<u>Continuous Support for Professional Learning Communities</u> (All schools who have completed PLCs training)	<ul style="list-style-type: none"> I am an active participant in PLCs within my building. 	<ul style="list-style-type: none"> All teams are high functioning PLCs.
	<u>Response to Intervention Coaching Academy</u> (50 participants)	<ul style="list-style-type: none"> I collaborate with my team to determine, monitor, and assess interventions for students. 	<ul style="list-style-type: none"> Buildings will have a response to interventions plan that is driven by data to meet the needs of all students.
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> An assessment survey of collaboration is done at least annually. Data is used to provide additional support. The leadership team periodically visits team meetings to monitor progress. The leadership team ensures all teams are utilizing data. 			

4

Incorporate professional learning communities to foster collaboration that focuses on results.

Additional Support

- Master coach access for specific support
- District book studies
- District courses and workshops

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: PLC staff survey
- Level 4: PLC team visits by administrators, potential data walls
- Level 5: Team monitoring of student data



Job-Embedded Professional Learning Strategies

FORMATS FOR JOB-EMBEDDED PROFESSIONAL DEVELOPMENT AND RELATED RESEARCH FINDINGS*	
Action Research	Teachers select an aspect of their teaching to systematically investigate, such as their waiting time during questioning. They record and consider theories from the research literature, drawing conclusions about how teaching is influencing learning and vice versa, and informing future instructional decisions. The primary intent of action research is to improve the teachers' immediate classroom teaching. Secondly, if applicable, the intent is to generalize it across other contexts in the school or beyond. (Cochran-Smith and Lytle, 1990)
Case Discussions	<p>Case discussions allow teachers to have a more critical analysis of teaching because they are not in the act itself. (LeFavre, 2004)</p> <p>Formats vary from written to video to multimedia with varying controls over content to match the purpose of the case study. For example, an exemplar of teaching, in particular, is the opportunity to analyze thinking at a deep level. (Shenn and Han, 2004; van Es and Sherin, 2008)</p>
Coaching	<p>Coaching differs from mentoring in its focus on the technical aspects of instruction, rather than the larger personal and nonacademic features of teaching. (Rowley, 2005)</p> <p>An instructional coach provides ongoing, consistent follow-up by way of demonstrations, observations, and conversations with teachers as they implement new strategies and knowledge.</p>
Data Teams/ Assessment Development	Teachers meet together and analyze results from standardized tests or teacher-created assessments. Together, they formulate what the evidence from the data tells them about student learning and discuss teaching approaches to improve student achievement. Teachers also may work on refining assessments to gather more useful student data.
Examining Student Work	Examining student work enables teachers to develop a common understanding of good work, identify student misconceptions, and evaluate their teaching methods. Through tuning protocol teachers share student work (on their assignments and rubrics), describing the context in which the work is used. Other teachers ask questions and then provide feedback on how the work may be fine-tuned to improve student learning. (Blythe, Allen, and Powell, 1999; Brown-Easton, 1999)
Implementing Individual Professional Growth/ Learning Plan	Alongside an instructional leader, such as a master teacher or the principal or as members of a professional learning community, teachers develop their own growth plans in order to understand what professional development opportunities they should engage in as well as to track their growth in a competency area.

* Andrew Croft et al., *Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well*, Issue Brief April 2010, National Comprehensive Center for Teacher Quality, Washington, DC, 2010, pp. 6-7.

Job-Embedded Professional Learning Strategies

Lesson Study	During sessions known as “research lessons,” teachers alternate in preparing a lesson to demonstrate a specific teaching and learning goal. Other teachers observe and document what they see through video, a word processor, or pencil and paper. After the lesson the teachers meet and discuss the strengths of the lesson and make suggestions for improvement. (Appel, Leong, Manga, and Mitchell; 2006)
Professional Learning Communities	<p>Teachers collaborate to analyze their practice and discuss new strategies and tactics, testing them in the classroom and reporting the results to each other. Hord (1997) lists five attributes of effective professional learning communities:</p> <ol style="list-style-type: none"> 1. Supportive and shared leadership, 2. Collective creativity, 3. Shared values and vision, 4. Supportive conditions, and 5. Shared personal practice. <p>Professional learning communities address teacher isolation, create shared teacher responsibility for all students, and expose teachers to instructional strategies or knowledge they did not have access to previously.</p>
Study Group	In small groups or as a faculty, teachers generate topics for study related to school improvement goals or student data and then read and react to educational research and other resources on teaching and student learning. They engage in structured dialogue or discussion that explores issues deeply and considers the implications for school or classroom practices.



Job-Embedded Professional Learning

Kenosha Unified School District promotes job-embedded professional learning opportunities for staff members to increase their knowledge, understanding, and skills when appropriate to meet the needs of the learners. Job-embedded professional development refers to teacher learning that is grounded in day-to-day practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. (Darling-Hammond and McLaughlin, 1995)

	Job-Embedded Professional Development Centered on Issues of Actual Practice			Not Job-Embedded Professional Development
Content	In class during real-time instruction with students	In class and nearly real time but away from students	In school, away from students, shortly before/after instruction	Outside the school, removed from instruction and students
Alone			<p>A teacher analyzes for two focus students and adds his/her findings to a teaching portfolio.</p> <p>A teacher reads an article or book describing evidence-based research strategies. He/She writes a blog post reflecting how he/she will implement.</p>	A teacher reads an article or book describing evidence-based reading strategies. He/She fails to apply the content to his/her classroom.

Job-Embedded Professional Learning

	Job-Embedded Professional Development Centered on Issues of Actual Practice			Not Job-Embedded Professional Development
One to One	<p>An instructional coach observes a teacher's math lesson, interacting with students and asking clarifying questions during the lecture.</p> <p>A mentor watches a new teacher on a closed loop video link and offers real-time suggestions to the teacher via headphones.</p>	<p>A mentor meets with a teacher as she plans her lesson, observes the lesson, and provides feedback directly afterward.</p>	<p>A coach advises a teacher on how to better manage small group work after observing her lesson the day before.</p> <p>A teacher sends a digital clip of his/her lesson to his/her distance learning course professor. They discuss strengths and weaknesses via video conference.</p>	<p>A mentor and new teacher read and discuss a case study about a teacher in a different school. The mentor addresses issues of pedagogy, but the teacher is not about to directly apply the new knowledge to her context.</p>
Team	<p>An instructional facilitator teaches a sample lesson. A group of teachers observe, take notes, and discuss the content with students afterward in small groups. When students leave, teachers discuss the effectiveness of the facilitator's instruction. (Croft, et.al.,)</p>	<p>Fourth grade teachers meet with a facilitator to develop a specific science lesson. One implements the lesson while the others observe. They then adjust their lesson and implement it in their own classroom.</p>	<p>Teachers analyze student test scores and discuss areas for instructional improvement and resources/supports needed.</p> <p>A teacher posts a concern to an on-line forum. Other teachers respond with suggestions. The teacher implements some of them, and reposts with an update.</p>	<p>An instructional leader presents classroom management techniques during a monthly teacher meeting.</p> <p>Math teachers attend a university's summer institute to develop their knowledge of algebra instruction. They receive course credit for tutoring summer school students.</p>

Professional Learning Budget

COMMON CORE STATE STANDARDS		
2013-14	Summer 2013 training	\$12,500
	Summer 2013 cadre stipends (170 members x \$270 stipend)	\$45,900
	2013-14 training and sustainability	\$124,300
	Substitutes for 2 days of training for 170 cadre members	\$59,500
	2013-14 cadre stipends	\$91,800
	2013-14 TOTAL	\$334,000
2014-15	Summer 2014 training	\$12,500
	Summer 2014 cadre stipends (170 members x \$270 stipend)	\$45,900
	2014-15 training and sustainability	\$32,500
	Substitutes for 2 days of training for 170 cadre members	\$59,500
	2013-14 cadre stipends	\$91,800
	2014-15 TOTAL	\$242,200
2015-16	Summer 2015 training	\$12,500
	Summer 2015 cadre stipends (170 members x \$270 stipend)	\$45,900
	2014-15 cadre stipends	\$91,800
	2015-16 TOTAL	\$150,200
TOTAL 2013-16 COMMON CORE STATE STANDARDS PROFESSIONAL LEARNING EXPENSES		\$726,400

PROFESSIONAL LEARNING COMMUNITIES		
2013-14	Professional learning leadership training	\$10,000
	Professional learning overview (3 comprehensive high schools)	\$21,450
	Professional learning coaching academy—6 full days (\$75,000—training, \$15,750—substitutes)	\$90,750
	2013-14 TOTAL	\$122,200
2014-15	Professional learning leadership training	\$10,000
	Professional learning overview (4 schools)	\$21,450
	Professional learning coaching academy—6 full days (\$75,000—training, \$15,750—substitutes)	\$90,750
	Response to Intervention coaching academy—6 full days (\$95,000—training, \$15,750—substitutes)	\$110,750
	2014-15 TOTAL	\$232,950
2015-16	Professional learning leadership training	\$10,000
	Professional learning overview (4 schools)	\$21,450
	Professional learning coaching academy—6 full days (\$75,000—training, \$15,750—substitutes)	\$90,750
	Response to Intervention coaching academy—6 full days (\$95,000—training, \$15,750—substitutes)	\$110,750
	2015-16 TOTAL	\$232,950
TOTAL 2013-16 PROFESSIONAL LEARNING COMMUNITIES EXPENSES		\$558,100

Professional Learning Budget

CULTURAL COMPETENCY		
2013-14	7 Beyond Diversity I 2-day training sessions—300 staff members (1 training=\$8,500—facilitator, \$14,000—substitutes)	\$157,500
	Affiliate training for 4 staff members	\$16,000
	1 Beyond Diversity II 2-day training session—80 staff members (\$8,500—facilitator)	\$8,500
	Courageous Conversation summit—10 people	\$12,000
	Building teacher leaders—Cohort 1 (20 people x \$300 stipend)	\$6,000
	2013-14 TOTAL	\$200,000
2014-15	7 Beyond Diversity I 2-day training sessions—300 staff members (\$14,000—substitutes)	\$98,000
	7 Beyond Diversity II 2-day training sessions—300 staff members (1 training=\$8,500—facilitator, \$14,000—substitutes)	\$157,500
	Courageous Conversation summit—10 people	\$12,000
	Building teacher leaders—Cohorts 1 and 2 (42 people x \$300 stipend)	\$12,600
	2014-15 TOTAL	\$280,100
2015-16	7 Beyond Diversity I 2-day training sessions—300 staff members (\$14,000—substitutes)	\$98,000
	7 Beyond Diversity II 2-day training sessions—300 staff members (\$14,000—substitutes)	\$98,000
	Courageous Conversation summit—10 people	\$12,000
	Building teacher leaders—Cohorts 1 and 2 (69 people x \$300 stipend)	\$20,700
	2015-16 TOTAL	\$228,700
TOTAL 2013-16 CULTURAL COMPETENCY PROFESSIONAL LEARNING EXPENSES		\$708,800

2013-14 Professional Learning Plan expenses	\$656,200
2014-15 Professional Learning Plan expenses	\$755,250
2015-16 Professional Learning Plan expenses	\$611,850
TOTAL 2013-16 PROFESSIONAL LEARNING PLAN EXPENSES	\$2,023,300

All activities within the Professional Learning Plan will be funded utilizing Title IIA funds.

Professional Learning Evaluation

The evaluation of professional learning should be intentional and clearly linked to student achievement outcomes. How professional learning will be evaluated should be considered as soon as planning for a session or initiative begins. Kenosha Unified School District's professional learning evaluations are based on the work of Dr. Thomas R. Guskey (2000) and consist of five successive levels.

<u>Level 1: Participant's Reaction</u>	
Purpose:	Assess participant's initial response to the professional learning.
Methods:	Online or paper evaluation completed at end of session
<u>Level 2: Participant's Learning</u>	
Purpose:	To determine if participants gained the intended knowledge/skills
Methods:	Course-assigned summative assessment, reflection (oral or written), or demonstration of learning
<u>Level 3: Organizational Support</u>	
Purpose:	Analyze if sufficient organizational support was provided for implementation of new learning
Methods:	Staff surveys, structured interviews with participants and district/school administrators, and district and school records
<u>Level 4: Participant's Use of New Knowledge and Skills</u>	
Purpose:	To assess participant's degree and quality of implementation of new knowledge and skills
Methods:	Direct observation, classroom videos, participant portfolio, participant reflections, surveys, or structured interviews
<u>Level 5: Student Outcomes</u>	
Purpose:	To demonstrate the impact on student learning or behavior
Methods:	Standardized assessments; school data (e.g., referrals, suspensions, etc.); student work samples; student surveys; and structured interviews with students, parents, teachers, and/or administrators

Appendix

KUSD District Professional Learning Needs Survey

KUSD places a high priority on the continuing professional learning of teachers. The following needs assessment will assist us in determining our professional development plan. Your answers will not be used in any way to evaluate you as a teacher, but only to create opportunities for professional learning.

Please complete the survey by May 15, 2013.

* 1. Please select your building(s). (check all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> 4k Program | <input type="checkbox"/> Grant Elementary | <input type="checkbox"/> Nash Elementary |
| <input type="checkbox"/> Bose Elementary | <input type="checkbox"/> Grewenow Elementary | <input type="checkbox"/> Pleasant Prairie Elementary |
| <input type="checkbox"/> Boys & Girls Club | <input type="checkbox"/> Harborside/Paideia Academy | <input type="checkbox"/> Prairie Lane Elementary |
| <input type="checkbox"/> Bradford High School | <input type="checkbox"/> Harvey Elementary | <input type="checkbox"/> Reuther High School |
| <input type="checkbox"/> Brass Community School Elementary | <input type="checkbox"/> Hillcrest School | <input type="checkbox"/> Roosevelt Elementary |
| <input type="checkbox"/> Brompton Academy | <input type="checkbox"/> Indian Trail High School | <input type="checkbox"/> Somers Elementary |
| <input type="checkbox"/> Bullen Middle School | <input type="checkbox"/> Jefferson Elementary | <input type="checkbox"/> Southport Elementary |
| <input type="checkbox"/> Chavez Center | <input type="checkbox"/> Jeffery Elementary | <input type="checkbox"/> Stocker Elementary |
| <input type="checkbox"/> Dimensions of Learning | <input type="checkbox"/> Kenosha e-School | <input type="checkbox"/> Strange Elementary |
| <input type="checkbox"/> Early Education Community Approach | <input type="checkbox"/> Kenosha School Of Technology Enhanced Curriculum | <input type="checkbox"/> Tremper High School |
| <input type="checkbox"/> EBSOLA Elementary - Dual Language | <input type="checkbox"/> Lakeview Tech Academy | <input type="checkbox"/> Vernon Elementary |
| <input type="checkbox"/> EBSOLA Elementary- Creative Arts | <input type="checkbox"/> Lance Middle School | <input type="checkbox"/> Washington Middle School |
| <input type="checkbox"/> Educational Support Center | <input type="checkbox"/> Lincoln Middle School | <input type="checkbox"/> Whittier Elementary |
| <input type="checkbox"/> Forest Park Elementary | <input type="checkbox"/> Mahone Middle School | <input type="checkbox"/> Wilson Elementary |
| <input type="checkbox"/> Frank Elementary | <input type="checkbox"/> McKinley Elementary | |
| <input type="checkbox"/> Other (please specify) | | |

Appendix

KUSD District Professional Learning Needs Survey

*** 2. Which of the following best describes your position? (check all that apply)**

- ☐ Primary (PK – 2)
- ☐ Intermediate (3 – 5)
- ☐ Middle (6 – 8)
- ☐ Secondary (9 – 12)
- ☐ Special Education
- ☐ Instructional Support (Librarian, Instructional Coach, Instructional Department Leader, Learning Facilitator, etc.)
- ☐ Student Support Staff (Dean, Guidance, Speech, Psychologist, Social Worker, OT, PT, etc.)
- ☐ Other (please specify):

*** 3. What subject(s) do you teach? (check all that apply)**

- | | |
|--|--|
| <input type="checkbox"/> Career and Tech Ed | <input type="checkbox"/> Math |
| <input type="checkbox"/> Early Education | <input type="checkbox"/> Physical Education/Health |
| <input type="checkbox"/> Elementary - all | <input type="checkbox"/> Science |
| <input type="checkbox"/> English/Reading | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> ESL/Dual Language | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Fine Arts | <input type="checkbox"/> Student Support/Guidance |
| <input type="checkbox"/> Library Media/Instructional Tech | <input type="checkbox"/> World Languages |
| <input type="checkbox"/> Other (please specify):
<input type="text"/> | |

*** 4. Are you in your first three years as a KUSD employee? (check one)**

- ☐ No
- ☐ Yes, Emergency License/Initial Educator
- ☐ Yes, Professional Educator

Appendix

KUSD District Professional Learning Needs Survey					
* 5. How interested are you in receiving professional learning in the following areas?					
	Very Interested	Somewhat Interested	Neutral	Not Very Interested	Not At All Interested
Addressing Diverse Student Needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being Culturally Competent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating Student Assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing Common Core	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing Effective Instructional Strategies that Engage Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing Response to Intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing Workshop Model of Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in Professional Learning Communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalizing Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing Workshop Model of Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using PBIS/Effective Classroom Management Strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using Standards - Based Grading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using Student Data to Make Instructional Decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing Instructional Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Appendix

KUSD District Professional Learning Needs Survey			
* 6. In general, how interested are you in each of the following presentation formats?			
	Strong Interest	Some Interest	Little or No Interest
Action Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blended/Hybrid (some face-to-face, some online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaching and Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face-to-Face Workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow-up Training and Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Learning Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study Group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) <input type="text"/>			
* 7. What resources do you prefer to use for your professional learning? (check all that apply)			
<input type="checkbox"/> Professional books (print)	<input type="checkbox"/> Video (DVD)		
<input type="checkbox"/> Professional books (electronic)	<input type="checkbox"/> Video (web)		
<input type="checkbox"/> Educational periodicals (print)	<input type="checkbox"/> Online resources		
<input type="checkbox"/> Educational periodicals (electronic)	<input type="checkbox"/> Professional memberships		
<input type="checkbox"/> Other (please specify): <input type="text"/>			

Appendix

KUSD District Professional Learning Needs Survey					
* 8. How interested are you in receiving additional professional learning opportunities in these areas? (The provided examples are not all-inclusive)					
	Very Interested	Somewhat Interested	Neutral	Not Very Interested	Not At All Interested
Assessment of Student Learning (Formative, Performance-based, Standards-based)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenging behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally relevant instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective instructional strategies and teaching methods (i.e. Close reading, writing instruction, disciplinary literacy, Standards for Mathematical Practice)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective use of curriculum resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELL - English language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SENG (Supporting the emotional needs of the gifted)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special Education (i.e. Autism, IEP, FBA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology (Blended Instruction, Flipped Classrooms, iPad,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Appendix

KUSD District Professional Learning Needs Survey	
Student Response	
Systems	
(ActiveExpressions),	
Promethean, Web 2.0,	
Microsoft Office Suite)	
Other (please specify)	
* 9. Are you interested in pursuing an add-on certification/endorsement in one or more of the following areas? (check all that apply)	
<input type="checkbox"/>	Alternative Education (925)
<input type="checkbox"/>	English (300)
<input type="checkbox"/>	English as a Second Language (395)/Bilingual (023)
<input type="checkbox"/>	Gifted and Talented (014)
<input type="checkbox"/>	Math (400)
<input type="checkbox"/>	Online Teaching Endorsement
<input type="checkbox"/>	Reading Teacher (316, 317)
<input type="checkbox"/>	Other (please specify):
10. Is there anything else you would like to share about your professional learning needs?	
Thank You	
Thank you for taking time to complete this important survey.	

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