



REGULAR MONTHLY BOARD MEETING

February 25, 2014

7:00 P.M.

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

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Regular School Board Meeting
February 25, 2014
Educational Support Center
7:00 P.M.

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards/Recognition
 - National Soccer Coaches Association of America Academic All American Team Award
 - Wisconsin State Theater Festival
 - 2013 Academic All State Team Boys Cross Country Division 1
 - School First Attendance Campaign
 - Veteran Diploma Presentation
- IV. Administrative and Supervisory Appointments
- V. Introduction and Welcome of Student Ambassador
- VI. Legislative Report
- VII. Views and Comments by the Public
- VIII. Response and Comments by Board Members (Three Minute Limit)
- XI. Remarks by the President
- X. Superintendent's Report
- XI. Consent Agenda
 - A. Consent/Approve Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations.....Page 1
 - B. Consent/Approve Minutes of 1/30/14 Special Meeting, 2/04/14 Special Meeting and Executive Session and 2/04/14 Regular Meeting..... Pages 2-11
 - C. Consent/Approve Summary of Receipts, Wire Transfers and Check Registers Pages 12-18

XII. Old Business

- A. Discussion 2012-2013 Financial
Audit Report Page 19
- B. Discussion/Action 2014-15 Capital
Projects Plan Pages 20-24
- C. Discussion/Action Report of Contracts in
Aggregate of \$25,000 Pages 25-30
- D. Discussion/Action School Board Policy 8720 –
Special School Board
Meetings Pages 31-32
(First Reading)
- E. Discussion/Action School Board Policy 6520 -
Field/Co-Curricular Trips Pages 33-34
(First Reading)
- F. Discussion/Action School Board Policy/Rule 8712 -
School Board Meeting Agenda
Preparation and Dissemination Pages 35-37
(Second Reading)
- G. Discussion/Action School Board Policy 1610 -
Registered Sex Offender Pages 38-40
(First and Second Reading)
- H. Discussion/Action School Board Policy/Rule 5240 -
Accommodation of Private
School and Home Based
Educational Program
Students Pages 41-43
(First Reading)
- I. Discussion/Action Hockey Cooperative
Team Expansion..... Page 44-45
- J. Discussion/Action Gymnastics Cooperative
Team Expansion..... Page 46-47
- K. Discussion/Action Request to Submit 21st Century
Community Learning Center
(CLC) Program Grant
Application for 2014-2015
School Year Pages 48-51

SCHOOL BOARD AGENDA

Page 3

February 25, 2014

XII. Old Business - Continued

- L. Discussion/Action Rosetta StonePage 52-85
- M. Discussion/Action New Course Proposal:
Advanced Placement
Art HistoryPage 86-93
- N. Discussion/Action New Course Proposals:
Advanced Placement
Physics 1 and 2.....Page 94-103
- O. Discussion/Action New Course Proposal:
Advanced Placement
Human Geography.....Page 104-115
- P. Discussion/Action New Course Proposal:
Teen Leadership.....Page 116-137
- Q. Discussion/Action Gateway Transcribed Course
Proposal: Foundations of Early
Childhood Development.....Page 138-149
- R. Discussion/Action Gateway Transcribed Course
Addition Proposal: Accounting
PrincipalsPage 150-167

XIII. New Business

- A. Discussion/Action School Board Policy 8870 -
Public Participation at
School Board Meetings..... Pages 168-171
(First and Second Reading)
- B. Discussion/Action Donations to the District.....Page 172
- C. Discussion/Action Possible Censure of School
Board Member Kyle Flood

XIV. Other Business as Permitted by Law

- Tentative Schedule of Reports, Events and Legal
Deadlines For School Board (February-March)..... Page 173

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

XVI. Adjournment

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Kenosha Unified School District

Kenosha, WI

February 25, 2014

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Bliske	Amanda	Jefferson Elementary School	Special Education - ECK	Instructional	01/27/2014	0.5	\$19,188.50
Appointment	Schreiber	Kayla	Brompton School	Special Education	Instructional	01/27/2014	1	\$38,377.00
Appointment	Dilosa	Barbara	Bullen Middle School	Special Education-Cross Categorical	Instructional	01/27/2014	1	\$38,377.00
Appointment	Carson	Allison	McKinley Elementary School	Special Education-Learning Disability	Instructional	01/27/2014	1	\$38,377.00
Appointment	Rodgers	Brigid	ITA	Student Support Specialist	Miscellaneous	12/17/2013	1	\$15.64
Appointment	White	Katelyn	Bradford High School	Physical Education	Instructional	01/27/2014	0.1	\$3,453.93
Appointment	Garcia	Kathleen	eSchool	Special Education-Cross Categorical	Instructional	01/27/2014	1	\$38,377.00
Appointment	Summerfield	Brian	Bradford High School	US/World History	Instructional	01/27/2014	1	\$38,377.00
Appointment	Brooks	Karen	Special Education & Student Support	Programmer Analyst II/KUSD IEP Manager	Administration	02/10/2014	1	\$65,514.00
Appointment	Guzdek	Jennifer	Finance Department	Secretary II	Secretarial	02/05/2014	1	\$18.03
Appointment	Johanns	Jennifer	Frank Elementary School	Special Education - Cross Categorical	Instructional	01/27/2014	1	\$38,377.00
Appointment	Feltner	Amanda	Tremper High School	Special Education	ESP	02/24/2014	1	\$14.06
Appointment	Kief	Kristen	KTEC	Student Support Specialist	Miscellaneous	02/24/2014	1	\$15.96
Appointment	Wood	Jerald	Step East	Special Education	ESP	02/24/2014	1	\$14.06
Early, Early Retirement	Ramirez	Tamara	Brass Community School	Grade 2	Instructional	06/12/2014	1	\$75,500.00
Resignation	Eisenhauer	Brett	Harborside Academy	Spanish	Instructional	06/12/2014	1	\$38,377.00
Resignation	Gram	Irene	Lincoln Middle School	Grade 6	Instructional	01/24/2014	1	\$52,251.00
Resignation	Stanonik	Zachary	Tremper High School	Technology Education	Instructional	01/24/2014	1	\$38,377.00
Retirement	Dunn	Rodger	Tremper High School	Special Education	ESP	01/24/2014	1	\$18.33
Separation	Fink	Crystal	HR Leave Status	Service Employee on Leave	Service	02/03/2014	1	\$20.92

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A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 30, 2014

A special meeting of the Kenosha Unified School Board was held on Thursday, January 30, 2014, at 7:00 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Discussion/Action on Open Enrollment Allocation for the 2014-2015 School Year.

The meeting was called to order at 7:00 P.M. with the following members present: Mrs. Taube, Mr. Flood, Mr. Nuzzo, Mrs. Coleman, Mr. Bryan, and Ms. Stevens. Dr. Mangi was also present. Mrs. Snyder was excused.

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

Mr. Kristopher Keckler, Executive Director of Information & Accountability, presented the Open Enrollment Allocation for the 2014-2015 School Year submitted by Ms. Renee Blise, Research Coordinator; Ms. Belinda Grantham, Director of Early Education Programs; Ms. Susan Valeri, Director of Special Education and Student Support; Dr. Bethany Ormseth, Interim Assistant Superintendent of Secondary School Leadership; Dr. Floyd Williams, Assistant Superintendent of Elementary School Leadership; Mr. Kecker; and Dr. Mangi, excerpts follow:

“The Wisconsin Department of Public Instruction (DPI) stipulates that a district must allocate open enrollment spaces during their January board meetings. The Open Enrollment period for the state runs from February 3rd, 2014, to April 30th, 2014. Along with the usual 3 month open enrollment window, applicants can also apply for immediate admittance into a non-resident district (i.e. KUSD) during the current school year if the applicant can demonstrate that he/she meets certain criteria.

Attached in Appendix “A” is a listing by grade of available open enrollment seats for both regular and special education for School Year 2014-15. DPI has indicated that the District’s affirmation must specifically delineate both regular and special education seats by grade and not just an overall number of available seats. Appendix “A” also includes a historical reference regarding allocated seats and those that were filled on the Official Third Friday Count Day for that respective school year.

In terms of available spaces for School Year 2014-15 within the Kenosha Unified School District, the Offices of Educational Accountability, School Leadership, and Teaching and Learning (Special Education/Student Support and Early Education) met on multiple occasions to gather, delineate and refine information related to this issue. After review of our available data and enrollment projections, this collaborative team with the endorsement of the Superintendent of Schools makes the recommendation contained in Appendix “A” to the School Board for formal affirmation. The affirmation is only applicable to space availability for School Year 2014-15.

Administration recommends that the Kenosha Unified School Board affirm and approve the space availability for open enrollment students (both regular and special education) as noted herein for School Year 2014-15.”

Mr. Flood moved to approve the space availability for open enrollment students (both regular and special education) as noted in Appendix “A” for School Year 2014-15. Mrs. Coleman seconded the motion. Unanimously approved.

Mr. Flood moved to adjourn the meeting. Mrs. Coleman seconded the motion. Unanimously approved.

Meeting adjourned at 7:03 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD ON FEBRUARY 4, 2014

A special meeting of the Kenosha Unified School Board was held on Tuesday, February 4, 2014, in the Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:07 P.M. with the following members present: Mrs. Taube, Mr. Flood, Mr. Nuzzo, Mrs. Snyder, Mrs. Coleman, and Ms. Stevens. Dr. Mangi was also present. Mr. Bryan arrived later.

Ms. Stevens, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Ms. Stevens announced that an executive session had been scheduled to follow this special meeting for the purpose of Board Deliberations or Negotiations for Other Business; Litigation; Personnel: Employment Relationship, Position Assignments, and Compensations and/or Contracts; and Collection Bargaining Deliberations.

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

Roll call vote. Ayes: Mrs. Taube, Mr. Flood, Mr. Nuzzo, Mrs. Snyder, Mrs. Coleman, and Ms. Stevens. Noes: None. Unanimously approved.

Mr. Flood moved to adjourn to executive session. Mr. Nuzzo seconded the motion. Unanimously approved.

1. Collective Bargaining Deliberations

Mrs. Sheronda Glass, Executive Director of Business Services, and Mr. Kristopher Keckler, Executive Director of Information Systems, Data Management & Evaluation, arrived at 5:10 P.M. They updated Board members on a collective bargaining matter and responded to questions from Board members.

Mr. Bryan arrived at 5:30 P.M.

Mr. Keckler was excused from the meeting at 5:32 P.M.

2. Litigation

Attorney Joel Aziere, from Buelow, Vetter, Buikema, Olson, & Vliet, LLC, joined the meeting via telephone at 5:33 P.M. He updated Board members on a pending legal matter and responded to questions from Board members.

Attorney Aziere disconnected from the meeting at 6:02 P.M.

Mrs. Glass updated Board members on a different pending legal matter and sought direction.

3. Board Deliberations or Negotiations for Other Business

Mrs. Glass presented information and sought direction from Board members regarding proposals for a Board inservice.

4. Collective Bargaining Deliberations

Mrs. Glass updated Board members on collective bargaining matters.

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

Mrs. Glass updated Board members on the status of the Superintendent Search.

Meeting adjourned at 6:55 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 4, 2014

A regular meeting of the Kenosha Unified School Board was held on Tuesday, February 4, 2014, at 7:00 P.M. in the Board Room of the Educational Support Center. Ms. Stevens, President, presided.

The meeting was called to order at 7:04 P.M. with the following Board members present: Mrs. Taube, Mr. Flood, Mr. Nuzzo, Mrs. Snyder, Mrs. Coleman, Mr. Bryan, and Ms. Stevens. Dr. Mangi was also present.

Ms. Stevens, President, opened the meeting by announcing that this was a regular meeting of the School Board of Kenosha Unified School District. Notice of this regular meeting was given to the public by forwarding the complete agenda to all requesting radio stations and newspapers. Copies of the complete agenda are available for inspection at all public schools and at the Superintendent's office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's office.

Dr. Bethany Ormseth, Interim Assistant Superintendent of Secondary School Leadership, introduced Mr. Scott Plank, Coordinator of Fine Arts, who presented the Wisconsin Choral Directors Association State Conference Awards, the Wisconsin State Theater Festival Awards, and the Midwest International Band and Orchestra Clinic Awards. The VFW Teacher of the Year Awards were then presented by VFW representatives.

There were no Administrative and/or Supervisory appointments.

Mrs. Coleman introduced the Student Ambassador, Paul Eggers, from Indian Trail Academy and High School, and he made his comments.

Mr. Bryan presented the Legislative Report.

There were views and comments by the public.

Board members made their responses and comments.

Ms. Stevens made her remarks.

Dr. Mangi presented the Superintendent's Report.

The Board considered the following Consent-Approve items:

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

Consent-Approve item XI-B – Minutes of the 12/17/13, 1/07/14, and 1/15/14 Special and Executive Sessions and 12/17/13 Regular Meeting.

Consent-Approve item XI-C – Summary of Receipts, Wire Transfers, and Check Registers submitted by Ms. Heather Kraeuter, Accounting & Payroll Manager; Mr. Hamdan, Interim Chief Financial Officer, and Dr. Hancock, excerpts follow:

“It is recommended that the December 2013 cash receipt deposits totaling \$264,494.72 and cash receipt wire transfers-in totaling \$40,282,954.54, be approved.

Check numbers 502377 through 503364 totaling \$11,547,659.65, and general operating wire transfers-out totaling \$418,578.46 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the December 2013 net payroll and benefit EFT batches totaling \$11,970,842.25 and net payroll check batches totaling \$9,513.17 be approved.”

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

Mr. Patrick Finnemore, Director of Facilities, and Mr. Steven Knecht, Coordinator of Athletics/Physical Education, presented the Proposed Outdoor Athletic Facility Evaluation submitted by Mr. Knecht; Mr. Finnemore; Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning; and Dr. Mangi, excerpts follow:

“In fall 2000 the school board authorized the formation of a Sports Advisory Committee to evaluate all aspects of the Kenosha Unified School District athletics program. One of the four primary subcommittees formed as part of the sports advisory effort focused on athletic facilities. The subcommittee evaluated all aspects of the Kenosha Unified School District’s athletic facilities and was the primary driver of two major initiatives:

1. The inclusion of a high school competition track as part of the design and construction of Mahone Middle School
2. The successful 2005 referendum, which included athletic additions to both Bradford and Tremper High Schools

These additions focused on the interior athletic facilities as the subcommittee determined that this was a higher priority than outdoor facilities at that time. Since that time great strides have been made in improving the outdoor athletic facilities through a combination of general fund dollars, fundraising, donations, and the Indian Trail referendum project.

A small team of facilities and athletics personnel toured and evaluated the exterior athletic facilities of the district’s high schools and came up with a long-term conceptual plan for possible improvements. Conceptual aerial plans and a cost estimate are provided in Appendix A that detail the preliminary evaluation. This is considered to be a pretty comprehensive list of potential improvements that would bring the athletic facilities at all three boundary high schools to a common and complete state. The estimated cost for all of the improvements identified is approximately \$13,200,000 in today’s dollars. It is expected that a large portion of the funding would have to come through a referendum.

At its January 14, 2014, meeting, the Planning/Facilities/Equipment Standing Committee voted to forward this report to the School Board for consideration.

Administration recommends that the School Board approve formation of a new Sports Advisory Committee for the purpose of evaluating and making recommendations related to the outdoor athletic facilities at the three boundary high schools with the majority of the attention being focused on Bradford and Tremper.”

Mr. Nuzzo moved to approve the formation of a new Sports Advisory Committee for the purpose of evaluating and making recommendations related to the outdoor athletic facilities at the three boundary high schools with the majority of the attention being focused on Bradford and Tremper. Mr. Bryan seconded the motion. Unanimously approved.

Ms. Stevens introduced School Board Policy/Rule 8850 – School Board Committees submitted by Mr. Flood, excerpts follow:

“Students are largest stakeholder in the district and should therefore have a large say in the districts issues. I am proposing these policy changes in order to support the strength of the student voice and opinion.

At the December 3, 2013 Personnel/Policy Standing Committee meeting, a motion was approved to forward proposed revisions to Policy 8850 to the school board for consideration as a first and second reading.

At the December 17, 2013 Regular School Board Meeting, revised Policy/Rule 8850 was approved as a first reading.

Policy 8850 – School Board Committees is presented for a second reading this evening.”

Mr. Flood moved to approve Policy/Rule 8850 – School Board Committees as a second reading. Mrs. Coleman seconded the motion. Unanimously approved.

Mr. Robert Hofer, Purchasing Agent, presented the Report of Contracts in Aggregate of \$25,000 submitted by Mr. Hofer, Mr. Haman, and Dr. Mangi, excerpts follow:

“School Board Policy 3420 requires that all contracts and renewals of contracts in aggregate of \$25,000 in a fiscal year shall be approved by the School Board except in the event of an emergency as determined and reported to the School Board monthly by the Purchasing Agent.

The following contracts/agreements have not been added to the Contract Management Database are being presented to the Board at this time for Board Approval:

Flippen Company – Capturing Kids Hearts (CKH) and CKH Momentum – Professional development for staff.”

Mrs. Taube moved to approve the recommended contract/agreement in aggregate of \$25,000. Mr. Bryan seconded the motion. Unanimously approved.

Mr. Flood presented Policy/Rule 8712 – School Board meeting Agenda Preparation and Dissemination submitted by himself, an excerpt follows:

“This change will reduce the feeling of being unprepared to vote by Board members.”

Mr. Flood moved to approve revised Policy/Rule 8712 – School Board Meeting Agenda Preparation and Dissemination as a first reading with the inclusion of “Insofar as possible” at the beginning of the second paragraph of the policy. Mrs. Coleman seconded the motion. Motion carried. Mr. Nuzzo dissenting.

Mr. Flood presented Policy/Rule 8720 – Special School Board Meetings submitted by himself, excerpts follows:

“Bob Nuzzo and myself tried this at a board meeting and were told that it was against policy. This will increase communication, transparency and accountability for the Board.”

Mr. Flood moved to table Policy/Rule 8720 – Special School Board Meetings until next month’s meeting. Mr. Bryan seconded the motion. Unanimously approved.

Mr. Bryan presented Resolution 299 – Resolution Opposing Charter School Regulation Changes Assembly Bill 549 which read as follows:

“WHEREAS, public school districts in the State of Wisconsin accept and educate children regardless of race, ethnicity, gender, religion or academic talents, as opposed to those institutions that are able to reject applicants based on low academic performance, discipline issues, special needs, or any number of other factors; and

WHEREAS, public schools in the State of Wisconsin are held to strict accountability standards in an effort to measure student achievement and academic progress, and recommends all schools that receive any public funding be held to the same standards; and

WHEREAS, the Wisconsin Legislature will convene in February, 2014, and may consider aggressive expansion of the charter authorizer program and elimination of instrumentality charter schools, against the wishes of the governing body of the School District; and

WHEREAS, the Kenosha Unified School District currently presents its students with a broad range of outstanding educational options, including instrumentality charter schools, specialty schools, and open enrollment, and is not, therefore, in need of expansion of the proposed charter authorizer modifications; and

WHEREAS, Kenosha’s instrumentality charter instructors are included in the district professional evaluation standards and opposes alternative evaluation procedures for non-instrumentality and magnet schools; and

WHEREAS, Kenosha’s instrumentality charters presently provide multiple successful options for parents and children and would be seriously jeopardized by this aggressive expansion; and

WHEREAS, the forceful expansion of charter and magnet schools that take any financial resources away from public schools and diminishes the great strides that have been made in those schools is unacceptable; and

WHEREAS, Wisconsin public school funding is subject to mandated revenue limits driven by enrollment counts that will be negatively impacted by independent charter school enrollment expansion; and

WHEREAS, the Kenosha Unified School District Board of Education believes that any expansion of a state charter program in the District has the potential to reduce state aid distribution to public schools which will result in a corresponding increase in the District property tax levy; and

WHEREAS, the School District Board wishes to maximize its available resources for the support of its operating programs, without the need to remove local control of instrumentality charter schools; and

WHEREAS, the Kenosha Unified School District is not in a position to evaluate or assess the benefits/detriments which magnet schools may create in other Wisconsin School Districts; and

WHEREAS, the Kenosha Unified School District does not wish to assert or present a position which might create harm or disadvantage to the educational options which are offered to their students by other Wisconsin School Districts; and

WHEREAS, the Kenosha Unified School District Board of Education believes that each Wisconsin School District must individually determine whether an expansion of its charter program is beneficial, or detrimental, to its students and educational programs.

NOW, THEREFORE, BE IT RESOLVED that the Kenosha Unified School District opposes any legislation or other effort by the Wisconsin Legislature to aggressively expand the non-instrumentality charter program in the Kenosha Unified School District or any other program that would have an effect similar to that of a program, and encourages its elected officials to oppose the same.

BE IT FURTHER RESOLVED that the Kenosha Unified School District directs its Superintendent to take immediate action to alert the District's state legislators, Senators Robert Wirth and John Lehman and Representatives Peter Barca, Samantha Kerkman and Tod Ohnstad about the need to oppose aggressive charter legislation in the Kenosha Unified School District and the negative consequences on the school district and the public education system and to provide a copy of this resolution to them.

BE IT FURTHER RESOLVED that the Kenosha Unified School District will encourage others, including parents, students and District taxpayers, to recognize the detrimental effect of a rapid and unfair charter expansion on public education in the Kenosha Unified School District and to contact elected legislators to convey the importance of supporting quality public education in the State of Wisconsin."

Mr. Bryan moved to approve Resolution 299 – Resolution Opposing Charter School Regulation Changes Assembly Bill 549 as presented. Mr. Flood seconded the motion. Motion carried. Mr. Nuzzo dissenting and Mrs. Coleman abstaining.

Mrs. Taube presented the Donations to the District as contained in the agenda.

Mrs. Taube moved to approve the Donation to the District as presented. Mr. Nuzzo seconded the motion. Unanimously approved.

Mr. Bryan moved to adjourn the meeting. Mr. Flood seconded the motion.

Meeting adjourned at 8:58 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District No. 1
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
February 25, 2014

CASH RECEIPTS	reference	total
January 2014 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 2,729,372.46
District Municipalities	<i>tax settlement - January payment</i>	37,291,500.29
Johnson Bank	<i>account interest</i>	166.34
Bankcard Services	<i>food services credit card receipts (net of fees)</i>	105,307.15
Bankcard Services (TicketSpice.com)	<i>fine arts ticket sales receipts (net of fees)</i>	16,260.00
5/3 Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	6,344.65
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	22,352.91
HHS	<i>head start grant</i>	162,478.68
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	5,319.01
Total Incoming Wire Transfers		\$ 40,339,101.49

January 2014 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	<i>(excluding credit cards)</i>	\$ 305,297.99
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TOTAL JANUARY CASH RECEIPTS

\$ 40,644,399.48

CASH DISBURSEMENTS	reference	total
January 2014 Wire Transfers-Out, from Johnson Bank to:		
<i>payroll & benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 7,815,085.69
WI Department of Revenue	<i>state payroll taxes</i>	816,341.31
WI Department of Revenue	<i>state wage attachments</i>	1,908.24
IRS	<i>federal payroll taxes</i>	3,314,215.90
Diversified Benefits Services	<i>flexible spending account claims</i>	38,498.25
Employee Trust Funds	<i>wisconsin retirement system</i>	1,696,175.33
NVA	<i>vision insurance premiums</i>	10,409.63
Various	<i>TSA payments</i>	330,183.69
<i>general operating wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	134,988.47 *
US Bank	<i>purchasing card payment-AP program</i>	549.50 *
Aegis	<i>workers' compensation payment</i>	100,000.00
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	17,453.54
Johnson Bank	<i>banking fees</i>	239.93
Various	<i>returned checks</i>	100.00
Total Outgoing Wire Transfers		\$ 14,276,149.48

January 2014 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01001DP and 01002DP</i>	\$ 6,892.42
General operating and food services	<i>Check# 503365 thru Check# 504326 (net of void batches)</i>	7,508,396.14
Total Check Registers		\$ 7,515,288.56

TOTAL JANUARY CASH DISBURSEMENTS

\$ 21,791,438.04

**See attached supplemental report for purchasing card transaction information*

KUSD Purchasing Card Program - Individual Cardholders**Transaction Summary by Merchant**

Billing Cycle Ending January 15, 2014

Merchant/Vendor	Total Charge (Credit)
VEHICLE MAINT. & FUEL	\$10,370.16
MENARDS	\$7,165.68
HIGHWAY C SVC	\$7,148.21
AIRLINE	\$6,863.10
HAJOCA ABLE DIST 353	\$6,017.73
WSRA	\$5,056.00
CLASS 1 AIR INC	\$5,044.47
INDUSTRIAL CONTROLS	\$4,465.68
MEETING TOMORROW, INC	\$4,273.00
AMAZON.COM	\$3,362.34
NASRO	\$3,200.00
SOLUTION TREE INC	\$3,145.00
REI*GREENWOODHEINEMANN	\$3,061.80
EXPEDIA*EXPEDIA.COM	\$2,961.97
HOTELS	\$2,565.27
CHESTER ELECTRONIC SUPPLY	\$2,398.55
WISCONSIN COACHLINES	\$2,300.00
HYDRO-FLO PRODUCTS INC	\$2,150.06
DALE L PRENTICE CO.	\$2,082.37
3654 INTERSTATE	\$2,004.12
RESTAURANTS & CATERING	\$1,766.88
ULINE *SHIP SUPPLIES	\$1,743.80
PAYPAL *WISCONSINED	\$1,730.00
WW GRAINGER	\$1,562.72
APL*APPLE ONLINE STORE	\$1,389.45
JOHNSTONE SUPPLY	\$1,326.95
ROC*ROCKLER WDWRK HDWE	\$1,255.99
TIMBER-LEE CHRISTIAN CENT	\$1,233.00
PAYPAL *EDTECHTEAM	\$1,195.00
WASBO FOUNDATION 00 OF 00	\$1,140.00
MARKS PLUMBING PARTS	\$1,093.58
AMAZON MKTPLACE PMTS	\$1,053.42
HALLMAN LINDSAY PAINTS	\$1,041.13
VIKING ELECTRIC - KENOSHA	\$1,019.91
USPS	\$1,015.09
ADVANCED LEARNING CENTER	\$1,000.00
MAYFAIR RENT A CAR - KENO	\$930.37
BUREAU OF EDU & RESEARCH	\$900.00
MENTORING MINDS, L.P.	\$833.91
SIEMENS INDUSTRY INC	\$770.82
FASTENAL COMPANY01	\$716.98
WAL-MART #1167	\$684.08
MINVALCO INC	\$668.72
HESCO INC	\$615.26
WTEA	\$590.00
CONNEY SAFETY	\$581.37
MCMASTER-CARR	\$575.25
WI ASSN SCHOOL BOARDS	\$535.00
STATE CHEMIC*STATE CHE	\$534.50
NELSON ELECTRIC SUPPLY	\$516.35
MOBYMAX	\$499.00

KUSD Purchasing Card Program - Individual Cardholders**Transaction Summary by Merchant**

Billing Cycle Ending January 15, 2014

Merchant/Vendor	Total Charge (Credit)
MICROSCOPE.COM	\$495.00
DIETZ ELECTRIC CO INC	\$478.80
A BEEP, LLC	\$458.76
AUER STEEL & HEATING SUPP	\$458.04
PALMEN BUICK GMC CAD	\$453.88
MATHCOUNTS	\$440.00
NABE	\$415.00
WAYFAIR*WAYFAIR	\$400.00
G2 PRINTING	\$395.07
CADCIM TECHNOLOGIES	\$386.95
FOLLETT EDUCATIONAL SERVI	\$385.10
EDS ARCHITECTURAL OPENING	\$365.00
BUY FIRE	\$347.33
PCI*PATTERSON MEDICAL	\$319.35
PAYPAL *SUPERSAAS	\$308.00
LEARNING A-Z	\$299.85
ATLAS PEN & PENCIL	\$289.43
EXPEDIA*167010147582	\$284.94
GAPPA SECURITY SOLUTIONS,	\$279.10
B & H PHOTO-VIDEO.COM	\$266.87
HITECH WIRELESS.COM	\$249.50
OFFICE DEPOT #1105	\$236.98
THE BETTY MILLS COMPANY I	\$236.88
BATTERIES PLUS KEN	\$234.80
DG HARDWARE	\$234.10
SHERWIN WILLIAMS #3180	\$231.48
SPIRAL BINDING COMPANY	\$216.86
AT&T*BILL PAYMENT	\$215.63
NASSP E-COMMERCE	\$215.00
STU*STUMPS	\$214.76
WI SCHOOL COUNSELORS ASC	\$205.00
WWW.MAKERBOT.COM	\$204.77
ACT*ASSOCIATION OF WIS	\$199.00
SCANTRON CORPORATION	\$189.62
GRAND APPLIANCE & TV KENO	\$189.00
OFFICE MAX	\$188.02
FIRST SUPPLY LLC	\$175.44
PLANK ROAD PUBLISHING	\$173.25
MARKERBOARD PEOPLE, INC.	\$168.00
SCHOLASTIC BOOK CLUB	\$164.00
WALGREENS #3153	\$163.58
PICK N SAVE	\$160.51
WUFOO.COM/CHARGE	\$149.75
GFS MKTPLC #1923	\$149.27
CHEAPOAIR.COM AIR	\$144.86
HEAT & POWER PRODUCTS INC	\$144.00
FESTIVAL FOODS	\$138.55
MATHESON-B96	\$136.49
LOWES #02560*	\$133.12
JOANN STORE INTERNET	\$129.35
FIRST BOOK	\$128.70

KUSD Purchasing Card Program - Individual Cardholders**Transaction Summary by Merchant**

Billing Cycle Ending January 15, 2014

Merchant/Vendor	Total Charge (Credit)
MENARDS 3598 MENARDS.COM	\$125.68
TOWN & COUNTRY GLASS CO	\$122.00
PHI DELTA KAPPA INTL	\$120.00
AIRGASS NORTH	\$115.14
ORIENTAL TRADNG CO	\$110.00
DRI*NUANCE	\$109.98
IKEA CHICAGO	\$109.80
JONES SCHOOL SUPPL	\$109.07
ROBERT BROOKE & ASSOCIAT	\$107.27
BEST BUY 00011916	\$104.67
MILLERS FLOWERS	\$100.00
TARGET 00001529	\$99.86
CVSPHARMACY #8777 Q03	\$92.00
MINUTEMAN PRESS	\$92.00
WERNER ELECTRIC SUPPLY-RA	\$88.79
BROADWAY IN CHICAGO	\$86.00
PITCHINGMACHINEPRO	\$84.86
AMAZONPRIME MEMBERSHIP	\$80.56
STUDENT ASSURANCE SERVICE	\$79.00
PAYPAL *LITERACYEMP	\$78.00
WWW.NEWEGG.COM	\$76.99
SHIFFLER EQUIPMENT SAL	\$73.74
WINDY CITY NOVELTIES	\$70.50
TRAVEL GUARD GROUP	\$70.00
PARKSIDE TRUE VALUE	\$68.15
CROWN TROPHY	\$67.03
HARBOR FREIGHT TOOLS 358	\$64.00
PAYPAL *LIGHTINBOXL	\$62.14
EDUCATION WEEK	\$59.94
WASDA 00 OF 00	\$55.00
CENTRAL SAW & MOWER INC	\$51.04
COLLEGE OF LAKE COUNTY	\$50.00
SSI*DELTACPOFREYNEOSCI	\$49.28
BIG RED CONSULTING	\$49.00
IVIE ENTERPRISES INC	\$47.49
PIER 1 00013136	\$41.76
TEACHERSPAYTEACHERS	\$39.94
MOTION INDUSTRIES WI04	\$31.08
ASOPE INC	\$30.00
SOUTHPORT VACUUM INC	\$29.90
ROBOTSHOP.COM	\$29.63
AMERICAN DATABANK.COM	\$27.00
SECONDARY SOLUTIONS	\$25.75
PIGGLY WIGGLY #004	\$24.92
DOLRTREE 752 00007526	\$22.00
FACTORY CARD OUTLET #174	\$21.08
GOODWILL RETAIL #026	\$21.01
PAYPAL *AMERICANGOF	\$20.00
SHOPJIMMY.COM	\$19.61
FEDEXOFFICE 00012005	\$18.00
HOBBY LOBBY #350	\$16.84

KUSD Purchasing Card Program - Individual Cardholders**Transaction Summary by Merchant**

Billing Cycle Ending January 15, 2014

Merchant/Vendor	Total Charge (Credit)
CHEAPOAIR.COM CAR	\$15.00
APL*APPLE ITUNES STORE	\$11.57
AMAZON SERVICES-KINDLE	\$7.91
WALMART.COM 8009666546	(\$19.74)
DW DAVIES COMPANY INC	(\$35.00)
ORIENTAL TRADNG C00 OF 00	(\$62.50)
J W PEPPER	(\$587.00)
GSU MARKETPLACE	(\$660.00)
US Bank Purchasing Card Payment - Individuals	\$134,988.47

KUSD Purchasing Card Program - Accounts Payable

Transaction Summary

Billing Cycle Ending January 15, 2014

Check #	Vendor ID	Vendor Name	Total
99000315	V01124	WIL-KIL PEST CONTROL COMPANY	\$549.50
US Bank Purchasing Card Payment - Accounts Payable			\$549.50

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, WI

February 25, 2014

Administrative Recommendation

It is recommended that the January 2014 cash receipt deposits totaling \$305,297.99 and cash receipt wire transfers-in totaling \$40,339,101.49, be approved.

Check numbers 503365 through 504326 totaling \$7,508,396.14, and general operating wire transfers-out totaling \$253,331.44 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the January 2014 net payroll and benefit EFT batches totaling \$14,022,818.04 and net payroll check batches totaling \$6,892.42 be approved.

Dr. Joseph Mangi
Interim Superintendent of Schools

Tarik Hamdan
Interim Chief Financial Officer

Heather Kraeuter, CPA
Accounting & Payroll Manager

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Kenosha Unified School District
Kenosha, Wisconsin

February 25, 2014

2012-2013 Financial Audit Report

The District's Auditor, Schenck SC, has concluded their financial audit of the District's financial statements. The Audit, Budget and Finance Committee reviewed the audited financials at the January 14, 2014 meeting, and had the opportunity to ask questions. Ms. Lisa Salo from Schenck was on hand to answer questions and provided a report to the committee. It was the opinion of Schenck that the District's financial statements "...present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the District as of June 30, 2013, and the respective changes in financial position and where applicable, cash flows thereof for the year ended in conformity with accounting principles generally accepted in the United States of America." The full Annual Financial Report is available on the District's website at http://www.kusd.edu/docs/FY13_AFR.pdf.

Administrative Recommendation

Lisa Salo of Schenk SC will be available for questions or discussion at the February 25, 2014 School Board meeting, however no formal action is required other than acknowledgement of receipt of the audit results.

Dr. Joseph T. Mangi
Interim Superintendent of Schools

Tarik Hamdan
Interim Chief Financial Officer

Heather Kraeuter, CPA
Accounting & Payroll Manager

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 25, 2014

2014-15 CAPITAL PROJECTS PLAN

Background:

Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed by the Planning, Facilities, and Equipment Committee and taken to the School Board for action no later than April 1st of each year. This report includes the proposed major maintenance and energy savings projects plans for 2014-15 as well as a proposed project in the Central Kitchen.

The overall major maintenance plan is updated on a regular basis with annual evaluations of each project on the list by the Facilities Department. The plan includes “place marks” for annual-type projects, which include roof, exterior envelop, asphalt/concrete, and flooring replacements. Each project is prioritized by the Facilities Department based, in-part, on the priority system detailed in the Board Policy. Generally, this report also includes the capacity projects as required by Board Policy 7210; however there are no capacity projects proposed for the coming year.

The major maintenance budget is \$2,000,000; however \$500,000 will be used to continue to pay off the loan used to fund the Reuther masonry restoration project, and an additional \$500,000 will be used to fund security improvements at all of our facilities. The three-year security project and related funding was approved by the Board at the June 25, 2013 meeting. This leaves \$1,000,000 for major maintenance projects this year.

The 2014-15 capital projects plan is provided as the attachment to this report. The plan is a continuation of the overall major maintenance plan initiated thirteen years ago, and the energy savings project program started eleven years ago. The major maintenance plan includes a proposed contingency of \$25,000 or 2.5% of the available budget for projects that will be performed this year. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 0.86% to 4.25% over the past thirteen years.

As mentioned earlier, this report also includes a proposed project in the Central Kitchen housed at the Educational Support Center. This improvement, which is also described in greater detail in the attachment to this report, includes the procurement and installation of a new pre-pack meal line for packaging food sent to our schools from the Central Kitchen. This project would be funded entirely from the Food Service Fund.

This report was reviewed by the Planning, Facilities, and Equipment Committee at the February 11, 2014 meeting, and the Committee unanimously recommended that it be forwarded on to the full Board for consideration.

Administration Recommendation:

Administration recommends School Board approval of the 2014-15 Capital Projects Plan as described in this report.

Dr. Joseph T. Mangi
Interim Superintendent of Schools

Mr. Patrick M. Finnemore, PE
Director of Facilities

Ms. Cindy L. Gossett, RD
Director of Food Services

Mr. John E. Setter, AIA
Project Architect

PROPOSED 2014-15 CAPITAL PROJECTS PLAN

MAJOR MAINTENANCE PROJECTS:

Asphalt/Concrete Replacement/Repair:

This is an annual project to replace asphalt and concrete in areas that are in the poorest condition or to better facilitate access to the school site or building. The proposed projects for this year include replacement of the combined north playground/ parent drop-off area at Somers Elementary School, and replacement of the west access drive and associated staff parking lots at Bullen Middle School on the west and north side. The Bullen project is a two phase project that will improve drainage, make parking more efficient and upgrade the access drive to handle the load of the garbage and recycling vehicles. It is expected that all of Phase 1 and a portion of Phase 2 will be completed this summer and the remainder in a subsequent summer. In addition money in this account is reserved to pay for any City mandated or requested sidewalk or curb and gutter replacements at schools. The estimated cost for the overall asphalt/concrete projects is \$325,000.

Flooring Projects:

We are proposing one flooring project for this coming summer:

- Replacement of the carpeting in the library at Jeffery Elementary School.

The estimated cost of the flooring project is \$10,000

Building Exterior Wall Major Maintenance:

The biggest component of this category is the \$500,000 payment of a portion of the Reuther Central exterior masonry project. The other main project is the tuck-pointing and refurbishment of masonry walls at Whittier Elementary School. The estimated cost for the overall building exterior wall project is \$620,000.

Roof Replacements and Major Repairs:

This is an annual project to replace the oldest and most troublesome roofs in the District. The roof sections in need of replacement or major repair are determined by the comprehensive roof assessment program that the District initiated thirteen years ago. The main project for this summer is the address flashing issues at Stocker Elementary School.

The estimated cost is \$110,000 for engineering and survey fees, roofing replacement, and other repair work that will be determined after the spring surveys are completed.

Asbestos Abatement Projects:

This project will be performed in conjunction with the energy projects being performed at Bose, Forest Park, Grant, Grewenow, and Harvey Elementary Schools this year. The project will remove all of the asbestos that needs to be removed to support those projects whether the asbestos is in the form of pipe insulation, floor tile, mastic, flashings or sealants, etc. Performance contractors do not get involved in asbestos abatement so we made the decision prior to the process to consider a performance contract that we would address the asbestos abatement separate from the performance contract and fund with our major maintenance budget.

We are currently in the design phase for the abatement work and have estimated the full cost of the project at between \$375,000 and \$475,000. This will be the first project bid and awarded for the summer, depending on actual bids, we may implement a couple of other projects if funds are available, those projects would be:

Clock System Replacements:

This would be the second year of a multi-year project that will replace the hard-wired clock systems (generally Simplex systems) with wireless clock systems. The school that is being targeted for this year is Tremper High School. The estimated cost for the clock project is \$50,000.

Exterior Door Replacement Projects:

This is another annual-type project that replaces the oldest wood and steel exterior doors in the District with well-insulated, vandal-resistant doors. Selection of the doors is based on an evaluation performed by our maintenance department. The estimated cost for the exterior door replacement projects for this year is \$20,000.

Toilet Partition Projects:

This project includes replacement of toilet partitions with solid-core plastic partitions at specific restrooms at Bose Elementary School and Washington Middle School. The estimated cost for these projects is \$15,000.

ENERGY SAVINGS PROJECTS:

The largest single project will be the replacement of single pane windows and metal panels at Forest Park Elementary School with brick and energy efficient windows. This project will be done in conjunction with the other energy projects at Forest Park being funded through the Act 32 funding. The other energy savings projects will be lighting related and we are currently working on a proposed project list.

The estimated cost for the energy savings projects is \$475,000 which is funded through the savings generated in our energy savings programs.

FOOD SERVICES PROJECT:

The Food Service department purchased its current large high-speed “over-wrap” pre-pack line in SY 1999-2000. The function of the large/main pre-pack line is to package and wrap approximately 15,000 pre-pack meal components each day. Product from this line primarily supplies the elementary schools breakfast and lunch program in what has historically been called “hot” and “cold” packs. All containers that move through this line must have the dimensions of: 6 ½”x5”x1 ¾”

In 2010 the Food Service department purchased a small “lidding” pre-pack line to supplement production on the main line. Product from this line provides our middle and high schools with pre-made salads, sub and wrap sandwiches, and now many of our fruit and vegetable “sides” for the elementary program. Production on this line averages 6,000 to 8,000 units per day in containers that can vary in dimension based upon switching the plate formation. This small lidding machine runs at half the speed of the large machine.

In 2010 Congress passed the Healthy Hunger Free Kids Act of 2010 which significantly changed the required meal pattern. The amount of fruits and vegetables that were required to be offered doubled, but students were not required to take the full amount. When the new regulations were implemented last year, our packing and staffing schedules became much more complicated and inefficient. In order to efficiently meet the new meal pattern requirements, increase efficiency and allow for future flexibility and growth/ increased capacity, Food Service will be bidding and purchasing a new pre-pack line that will have the capability of running different sized containers at a high speed.

The estimated cost for new pre-pack line is \$500,000. This purchase will be funded from Fund 50, the Food Service Fund. Food Service has been saving in anticipation of this purchase.

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Kenosha Unified School District
Kenosha, Wisconsin

February 25, 2014

Report of Contracts in Aggregate of \$25,000

School Board Policy 3420 requires that “all contracts and renewals of contracts in aggregate of \$25,000 in a fiscal year shall be approved by the School Board except in the event of an emergency as determined and reported to the School Board monthly by the Purchasing Agent.”

The contracts/agreements in aggregate of \$25,000 that have been added to the Contract Management Database subsequent to January 28, 2014, with approval of the purchasing agent are shown in the database in coral color. Board members may access this database while on district property.

[Link to Contract Management Database](#)

Approval of Contracts in Aggregate of \$25,000

The following contracts/agreements have not been added to the Contract Management Database are being presented to the Board at this time for Board Approval.

Achieve 3000 – Differentiated Literacy Solution

1. What is the purpose of the proposed purchase?

This purchase will provide the teachers with access to over 10,000 articles that can be automatically assigned to students based on their lexile score. These articles are informational text which is an emphasis on the Common Core Standards and will help with the Smarter Balanced Assessment. About 60% of the students in this program access it outside the classroom. This would be used for 8th grade only in the 2013-2014 SY as a pilot to go schoolwide based on its usage and effectiveness.

2. What is the total cost of purchase and the funding source?

\$9,370-Building Title 1 Funds.

3. What is the educational outcome of this purchase?

Students accessing Achieve 3000 and doing at least 2 extra lessons per week (they can choose to do more than the teacher assigns) they can increase their reading level by 2-3 grade levels in a year. The articles are available in Spanish and have varying degrees of the usage to support our ELL students and our Dual Language house.

4. When is the anticipated start date?

March 1, 2014

The Flippen Group – Capturing Kids’ Hearts Staff Training

1. What is the purpose of the proposed purchase?

We are working to continue training staff members in Capturing Kids’ Hearts. This model is a part of our PBIS Tier I supports, our S3 Grant for culture and building connectedness, and our building Culture and Climate SMART Goal.

2. What is the total cost of purchase and the funding source?

\$24,800 to train 50 staff members

Funding Source - Title 1 Funds

3. What is the educational outcome of this purchase?

- Develop safe, trusting, self-managing classrooms
- Improve classroom attendance by building students’ motivation and helping them take responsibility for their actions and performance
- Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior
- Utilize the EXCEL Model and reinforce the role of emotional intelligence in teaching
- Develop students’ empathy for diverse cultures and backgrounds

4. When is the anticipated start date?

June 24, 2014

Solution Tree – Professional Learning Communities Institute – Lincolnshire, IL

1. What is the purpose of the proposed purchase?

Professional Learning Communities is a foundational piece of the District’s Professional Learning Plan. The Professional Learning Communities Institute will allow individual schools to build capacity of their leadership team in this differentiated conference which includes nation-wide experts in the area of establishing a culture of professional learning communities within a school.

2. What is the total cost of purchase and the funding source?

Each building will utilize their Title One funds. Lincoln Middle School, Vernon Elementary, Bullen Middle School, Washington Middle School, Indian Trail High School and Academy.

3. What is the educational outcome of this purchase?

Staff members will gain additional knowledge and skills to build a professional learning communities culture within their schools. This culture ensures that student learning becomes the focus of the work that addresses the needs of all students systematically in learning environments that differentiate according to data. Instructional practices will improve through the collaboration of the team. Additionally, interventions for students will be focused and monitored to ensure growth.

4. When is the anticipated start date?

Professional Learning Communities Institute – Lincolnshire, IL – August 4-6, 2014

Dr. Joseph Mangi
Interim Superintendent of Schools

Mr. Tarik Hamdan
Interim Chief Financial Officer

Mr. Robert Hofer
Purchasing Agent

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: ___The Flippen Group___

Purchased Good/Program: ___Capturing Kids' Hearts Staff Training___

Start Date/Date Needed: ___Contract must be accepted by 2/21/14___

1. **PURPOSE** – What is the purpose of the proposed purchase?

We are working to continue training staff members in Capturing Kids' Hearts. This model is a part of our PBIS Tier I supports, our S3 Grant for culture and building connectedness, and our building Culture and Climate SMART Goal.

2. **FUNDING** – What is the total cost of purchase and the funding source?

\$24,800 to train 50 staff members

Funding Source – Title I

3. **REQUEST FOR PROPOSAL (RFP)** – indicate if an RFP has been completed

YES ☐ NO ☐ If no, please request an RFP packet

4. **EDUCATIONAL OUTCOME** – What is the educational outcome of this purchase?

- Develop safe, trusting, self-managing classrooms
- Improve classroom attendance by building students' motivation and helping them take responsibility for their actions and performance
- Decrease delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior
- Utilize the EXCEL Model™ and reinforce the role of emotional intelligence in teaching
- Develop students' empathy for diverse cultures and backgrounds

5. **START DATE** – When is the anticipated start date?

6/24/2014

Your response does not establish approval of either a contract or a purchase order.

Appropriate Leadership Signature  Date 2/10/14

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: Achieve 3000

Purchased Good/Program: Achieve3000 Differentiated Literacy Solution

Start Date/Date Needed: March 1, 2014

1. **PURPOSE** – What is the purpose of the proposed purchase?

This purchase will provide the teachers with access to over 10,000 articles that can be automatically assigned to students based on their lexile score. These articles are informational text which is an emphasis in the Common Core Standards and will help with the Smarter Balanced Assessment. About 60% of the students in this program access it outside the classroom. This would be used for 8th grade only in the 2013-2014 SY as a pilot to go schoolwide based on its usage and effectiveness.

2. **FUNDING** – What is the total cost of purchase and the funding source?

\$9,370-Building Title 1 Funds

3. **REQUEST FOR PROPOSAL (RFP)** – indicate if an RFP has been completed

YES ☐ NO ☐ If no, please request an RFP packet

4. **EDUCATIONAL OUTCOME** – What is the educational outcome of this purchase?

Students accessing Achieve 3000 and doing at least 2 extra lessons per week (they can choose to do more than the teacher assigns) they can increase their reading level by 2-3 grade levels in a year. The articles are available in Spanish and have varying degrees of the language usage to support our ELL students and our Dual Language house.

5. **START DATE** – When is the anticipated start date?

March 1, 2014

Your response does not establish approval of either a contract or a purchase order.

Appropriate Leadership Signature  Date 2/10/14

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: Solution Tree

Purchased Good/Program: Professional Learning Communities Institute- Lincolnshire, IL

Start Date/Date Needed: August 2014

1. **PURPOSE – What is the purpose of the proposed purchase?**

Professional Learning Communities is a foundational piece of the district's Professional Learning Plan. The Professional Learning Communities Institute will allow individual schools to build capacity of their leadership team in this differentiated conference which includes nation-wide experts in the area of establishing a culture of professional learning communities within a school.

2. **FUNDING – What is the funding source for this purchase?**

Each building will utilize their Title One funds. Lincoln Middle School, Vernon Elementary, Bullen Middle School, Washington Middle School, Indian Trail High School and Academy

3. **EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?**

Staff members will gain additional knowledge and skills to build a professional learning communities culture within their schools. This culture ensures that student learning becomes the focus of the work that addresses the needs of all students systematically in learning environments that differentiate according to data. Instructional practices will improve through the collaboration of the team. Additionally, interventions for students will be focused and monitored to ensure growth.

4. **START DATE – When is the anticipated start date?**

Professional Learning Communities Institute- Lincolnshire, IL- August 4-6

Your response does not establish approval of either a contract or a purchase order.

Signature *Julie Furman*
OK

Date 2-21-14

0-21-14

Kenosha Unified School District
Kenosha, Wisconsin

February 25, 2014

**School Board Policy 8720 – Special School Board Meetings
First Reading**

Mr. Flood's Rationale: Bob Nuzzo and myself tried this at a board meeting and were told that it was against policy. This will increase communication, transparency and accountability for the Board.

At the January 25, 2014, regular board meeting, it was unanimously approved to table revisions to Policy 8720 until the February 25, 2014, meeting.

Kyle Flood
School Board Clerk

POLICY 8720
SPECIAL SCHOOL BOARD MEETINGS

Special meetings of the School Board shall be held upon written request of any School Board member. The request shall be filed with the School Board Clerk, or in his/her absence, the School Board President. Special meetings shall be scheduled to take place on School District property, except meetings held jointly with other school boards.

Each School Board member shall be notified in writing of the time and place of a special School Board meeting at least 24 hours before such meeting, except as otherwise specifically provided by law. Notice shall be delivered to Board members personally or at their place of abode, or by mail.

Advanced public notice shall be given for all special Board meetings in accordance with state law and School Board policy.

Public comments will be held at all Special Board meetings, however, comments will only be allowed if they address the items on the Special Meeting agenda. Comments will follow the same standards set at Regular Board meetings.

Business transacted at special Board meetings shall be confined to the purpose(s) for which it was called. The order of business shall be consistent with that of a regular meeting. A majority of School Board members may determine the adjournment time of a special meeting in advance of or at the start of the meeting, which time may not be changed except by two-thirds vote of those School Board members present at the meeting.

LEGAL REF.: Wisconsin Statutes
 Sections 19.84 [Public notification requirements]
 19.85 [Open meeting exemptions]
 120.11(2) [Special board meetings]

CROSS REF.: 8710, Regular Board Meetings
 8711, Public Notification of Board Meetings
 8712, Agenda Preparation and Dissemination
 8730, Executive Session (Closed Sessions)
 8810, Rules of Order
 8820, Quorum
 8840, Board Minutes
 8870, Public Participation at Board Meetings

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 8, 1993

REVISED: November 11, 1999
 March 28, 2000
 July 10, 2001

**Kenosha Unified School District
Kenosha, Wisconsin**

February 25, 2014

SCHOOL BOARD POLICY 6520 – FIELD/CO-CURRICULAR TRIPS

Background

Kenosha Unified School District lies in a unique location with many wonderful learning opportunities for students within the city limits as well as outside of the city and state limits. The Board of Education requested that the Department of Teaching and Learning review current School Board Policy 6520 - Field/Co-Curricular Trips to ensure it meets the needs of staff and students when considering an extended learning opportunity off school grounds. The request also included a close examination of Kenosha Public Museums in regards to their alignment with Kenosha Unified's curriculum and standards.

Kenosha Unified School District's School Board Policy 6520 highlights the importance of providing extensions within the learning environment to enhance student learning. The following link (<http://www.kusd.edu/docs/EducProgServ.pdf>) provides a closer examination of the current educational programs and services provided by the Kenosha Public Museums.

Evaluation

Upon review, the current policy as written is properly worded in order for district staff to adequately address field trips and offer extending and enriching off campus learning opportunities for all students. Upon further review, the educational programs and services being offered by the Kenosha Public Museums meet Kenosha Unified standards and curriculum.

Recommendation

At the February 11, 2014 Joint Personnel/Policy & Curriculum/Program Standing Committee meeting, Administration recommended that wording in current Board Policy 6520 be retained and to encourage the many wonderful learning opportunities inside the city limits as well as outside the city and state limits for student growth and learning. Kenosha Public Museums would be an enriching and engaging opportunity for students as the current educational programs and services offered via the museums are aligned to current grade (kindergarten through eighth) standards and curriculum. The joint committee voted to forward Policy 6520 to the full Board for consideration of a minor word change in paragraph two.

Administration recommends that the Board approve revised Policy 6520 – Field/Co-Curricular Trips as a first reading this evening and a second reading at the March 25, 2014, regular meeting.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

POLICY 6520
FIELD/CO-CURRICULAR TRIPS

A field/co-curricular trip is an extension of the classroom/co-curricular experience. Trips should be considered an expansion or enrichment of the regular curriculum. One day trips within Wisconsin that are related to specific curricular or co-curricular objectives and provide educational enrichment for participating students must be approved by the building principal. Overnight and out of state trips must be approved by the Assistant Superintendent/designee. To be educationally beneficial, a field trip/co-curricular trip requires thoughtful selection, careful advance preparation of the class/activity group, and a plan to assist students in assimilating the experience during and after the conclusion of the trip.

As it pertains to International Educational Tours, the Superintendent of Schools/designee ~~will~~ **must** give written approval to a teacher to take District students on an international educational tour. No District resources, including personnel, will be committed to an international educational tour that has not been approved.

All district rules and student handbook policies are in force and need to be adhered to while on co-curricular trips.

LEGAL REF.: Wisconsin Statutes

- Sections 118.13 [Student discrimination prohibited]
- 120.13 [Board power to do all things reasonable for the cause of education]
- 121.54(7) [Extracurricular transportation]

CROSS REF.: 3280, Student Fees

- 3340, Monies in School Buildings
- 3511, Transportation
- 3514, Use of Privately Owned Vehicles to Transport Students
- ~~3545.4, Non Public School Students~~
- ~~3545.6, Student Transportation Services~~
- 5110, Equal Educational Opportunity/Discrimination Complaint
- ~~5126.3, Management of Funds~~
- 5132, Motor Vehicles Use
- 5430, Student Conduct and Discipline
- 5531, Emergency Care ~~Services~~
- 5534, Medication
- 6700, Extracurricular Activities and Programs
- 6730, Social Events/Student Reward Trips
- Classroom Code of Conduct*
- Teaching and Learning Practices and Forms

ADMINISTRATIVE REGULATIONS: ~~5531, Guidelines for Building Emergency Plans~~

AFFIRMED:

REVISED: September 14, 1999
January 29, 2002
December 14, 2004
July 24, 2012

Kenosha Unified School District
Kenosha, Wisconsin

February 25, 2014

**School Board Policy/Rule 8712 – School Board Meeting
Agenda Preparation and Dissemination
Second Reading**

Mr. Flood's Rationale: This change will reduce the feeling of being unprepared to vote by Board members.

At the January 28, 2014, regular meeting, Policy/Rule 8712 was approved on a first reading with the eliminated wording in the second paragraph reinstated.

Kyle Flood
School Board Clerk

POLICY 8712

SCHOOL BOARD MEETING AGENDA PREPARATION AND DISSEMINATION

The agenda shall be prepared by the Superintendent of Schools under the direction of the Board President. Except as otherwise specifically provided by Board policy or rule, the Board President may require a majority written request or vote of the Board prior to granting agenda requests by individual Board members.

Insofar as possible, advance information and recommendations **from Administration** on matters requiring action shall be supplied to all Board members for study **at least 24 hours** before the meeting.

Complete agendas for regular Board meetings shall be distributed to each Board member, local news medium, division administrator and to those selected administrators requiring agenda information. A copy of the agenda shall also be sent to each building principal, to the school attorney and to those employee organizations designated by negotiated agreements. A copy of the complete meeting agenda shall be available for public inspection at the Superintendent of School's office and each building principal's office prior to the Board meeting, and six copies made available for inspection at the Board meeting itself. Copies of the complete agenda shall be available at the Superintendent's office, on a single meeting basis, for those persons who make application by the Tuesday before the meeting, and who can demonstrate a need for the material. Such reserved copies shall not be distributed but may be picked up at the Superintendent's office starting on the Friday before the meeting.

LEGAL REF.: Wisconsin Statutes
Section 19.84 [Public notice of subject matter of board meeting]
Chapter 19, Subchapter II [Access to public records]

CROSS REF.: 1240, Access to Public Records
8510, School Board Policy Development and Revision
8620, New School Board Member Orientation
8710, Regular School Board Meetings
8711, Public Notification of School Board Meetings
8720, Special School Board Meetings
8810, Rules of Order
8870, Public Participation at School Board Meetings

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: May 25, 1993 and June 8, 1993

REVISED: November 11, 1999
March 28, 2000
July 10, 2001
November 13, 2001
June 25, 2002
June 24, 2003
December 14, 2010

RULE 8712

SCHOOL BOARD MEETING AGENDA PREPARATION AND DISSEMINATION

The regular School Board meeting agenda shall normally provide for the following order of business:

1. Pledge of Allegiance
2. Roll Call of Members
3. Awards
4. Administrative and Supervisory Appointments
5. Legislative Report
6. Views and Comments by the Public
7. **Response and Comments by Board Members**
8. Remarks by the President
9. Superintendent's Report
10. Consent Agenda
11. Approval of Minutes of Previous Meeting(s)
12. Approval of Lists of Bills
13. Old Business
14. New Business
15. Other Business as Permitted by Law
16. Tentative Schedule of Reports and Legal Deadlines for Board
17. Predetermined Time and Date of Adjourned Meeting, If Necessary
18. Adjournment

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**Kenosha Unified School District
Kenosha, Wisconsin**

February 25, 2014

School Board Policy 1610 - Registered Sex Offender

2013 Wisconsin Act 88 (Act 88) requires the registered sex offender to notify the District Administrator (Superintendent) or his/her designee (Administrator) of the specific date, time and place of the visit and his/her status as a registered sex offender. This new law, which is effective as of December 15, 2013, prohibits registered sex offenders from being in any school building, on any school grounds, school recreation area, or school athletic field, or on any school property owned, used, or operated for school administration unless the registered sex offender notifies the Administrator.

During discussion at the January 14, 2014, Personnel/Policy Committee meeting, a number of questions were raised regarding off-site programs, Registrant notification, contracted employees and requirements of local law enforcements and/or child welfare agencies providing notification. The policy was sent back to legal counsel to provide direction as it relates to the concerns raised. The updated policy is provided for your consideration. Additional wording since the January 14, 2014, committee meeting is shown in red.

Recommendation:

At its February 11, 2014, meeting, the Personnel/Policy Standing Committee voted to forward the registered sex offender policy to the School Board for a first and second reading. Administration recommends that the School Board approve new Policy 1610 - Registered Sex Offender as a simultaneous first and second reading this evening.

Dr. Joseph Mangi
Interim Superintendent of Schools

Sheronda Glass
Executive Director, Business Services

**Policy 1610
Registered Sex Offender**

The Kenosha Unified School District (“the District”) recognizes its responsibility for the health and safety of all students. Therefore, the Board is mindful of taking appropriate precautionary measures in situations where the District has been notified that a registered sex offender (“Registrant”) wishes to visit a school building or other school premises.

With limited exceptions, a Registrant may not be on any school premises unless the Registrant has followed the procedures below and has obtained prior approval from the Superintendent. “School premises” includes any school building, grounds, recreation area, athletic field, or any other property owned, used, or operated for school administration.

All Contractors who provide services to the District must certify to the District that they have reviewed all of their employees who will be on district property for any reason and that none of the employees appear on any sex offender registry. This certification must be renewed annually and provided to the Superintendent. Each contract will contain the requirements as stated herein.

Procedures:

1. Before visiting school premises, a Registrant shall notify the Principal or Site Administrator in writing of the specific date, time, and place of the visit, and of the Registrant’s status as a registered sex offender. Notice must be given at least 3 days in advance of each visit.
2. The Principal or Site Administrator shall forward the Registrant’s notice to the Superintendent or his or her designee for review and approval.
3. The Superintendent of Schools will notify the Registrant and Principal in writing of whether the Registrant’s visit is approved, and what conditions will apply to the visit, if any. Any approval by the Superintendent will only apply to the specific date, time, and place referenced in the Registrant’s notice.
4. The Principal or Site Administrator may notify additional school personnel of the visit as necessary, including, but not limited to: appropriate administrative and teaching staff; security personnel; volunteers or paraprofessionals with in the student’s classroom; counselors; coaches; advisors; nurses; bus drivers; custodians; district daycare providers; and playground supervisors.

Exceptions:

1. A Registrant who is a voter may to visit school premises without providing advance notice or obtaining prior approval if: (a) an election is being held that day; (b) the Registrant’s polling place is on school premises; and (c) the Registrant is visiting school premises for the sole purpose of voting.
2. A Registrant may visit school premises without providing advance notice or obtaining prior approval if the Registrant is attending an event or activity that is not sponsored by the school.

**Policy 1610
Registered Sex Offender
Page 2**

3. A Registrant who is the parent or guardian of a child enrolled at the school must notify the Principal of his or her status as a registered sex offender only as follows: (a) at the beginning of each school year; or (b) if the child is not enrolled at the beginning of the school year, when the child is first enrolled; or (c) if the parent/guardian is not a registered sex offender at the beginning of the school year or when the child first enrolls, when the parent/guardian first becomes a registered sex offender.
4. A Registrant who is a student enrolled in the District is not required to provide advance notice or obtain prior approval before each visit, as long as the department, child welfare agency, or other person supervising the student under a dispositional order under Wis. Stat. Section 938.34 works with the Principal and Superintendent to ensure the safety of other students. It is the responsibility of the student to verify whether the department, agency, or person has made the appropriate contact with the District. The District and the department, agency, or person shall follow protocols, established by the District on a case-by-case basis, for ensuring the safety of other students. If the conditions of this exception are not met, the student is required to follow this Policy's procedures for providing advance notice and obtaining prior approval before each visit.

LEGAL REF.: Wisconsin Statutes

Sections 120.13(1) [Board power to set conduct rules and to maintain good decorum and a favorable academic atmosphere]
120.13(35) [Board power; presence of persons in school buildings]
121.02)1)(i)[Safe and healthful facilities standard]
947.01 [Disorderly conduct]
947.013 [Harassment]

CROSS REF.: Exhibit 1600 Visitors

3600 School Safety
3622 Access to School Building and Grounds
6100 Mission, Principles, Goals, Results

ADMINISTRATIVE REGULATIONS: None

AFFIRMED:

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 25, 2014

Policy and Rule 5240 – Accommodation of Private School and Home Based Educational Program Students

Policy and Rule 5240 – Accommodation of Private School and Home Based Educational Program Students provides limited enrollment options for Kenosha resident students who are enrolled full time in a private school or home based (homeschool) setting. Act 20 (2013) greatly expanded the opportunities for resident and non-resident homeschooled pupils. Act 20 and the new part-time attendance law (Wis. Stats 118.53) allow homeschooled pupils in any grade to attend any public school on a part-time basis. The previous rule was limited to just resident students in high school grades. A school district is required, space permitting, to allow resident and non-resident homeschooled pupils to take up to two (2) courses per semester at any public school. Pupils must satisfy the minimum standards for admission to a course offered by the school district. The school board of a district shall determine the minimum standards for admission to a course offered by the school district at each grade.

Kenosha resident students who are enrolled full time in a private school are still limited to part time KUSD enrollment at grades 9-12. This option was not changed by the recent legislation. All students participating under the revised rule will be factored into the district membership report for state aid reporting. KUSD Policy and Rule 5240 needs to align with the updated state requirements.

Administrative Recommendation:

At the February 11, 2014, joint Personnel/Policy and Curriculum/Program Committee meeting, it was voted to forward revised Policy/Rule 5240 to the full Board for consideration. Administration recommends that the School Board approve as a first reading proposed revisions to Policy and Rule 5240 – Accommodation of Private School and Home Based Educational Program Students as presented this evening and that it be brought back for a second reading at the March 25, 2014, regular school board meeting.

Dr. Joseph Mangi
Interim Superintendent of Schools

Kristopher Keckler
Executive Director of Information & Accountability

POLICY 5240

**ACCOMMODATION OF PRIVATE SCHOOL AND
HOME BASED EDUCATIONAL PROGRAM STUDENTS**

The District shall accommodate ~~resident~~ parents/guardians who wish to have their children receive education in an alternative setting to a public school, including those participating in private schools or home-based private educational programs.

LEGAL REF.: Wisconsin Statutes

Sections	115.001(3g)	Home-based private educational program definition
	115.001(3r)	Private school definition
	115.001(3r)	Private school definition
	118.145(3)	Private school and home-based student enrollment in high school courses
	118.15(4)	Home based private educational program as alternative to public or private school enrollment
	118.53	Attendance by pupils enrolled in a home-based private educational program
	120.13	Broad board power to do all things reasonable to promote education of students
	121.004(2)	Inclusion of private and home-based educational program students in membership report for state aid purposes
	121.004(7)(em)	Inclusion of pupils attending school outside or in his or her district shall be counted accordingly

CROSS REF.: 5200 School Admissions

AFFIRMED: December 28, 1990

REVISED: January 27, 1998

RULE 5240

ACCOMMODATING PRIVATE SCHOOL AND
HOME BASED EDUCATIONAL PROGRAM STUDENTS

To accommodate private school and home based educational program students, the District shall:

1. Provide assistance and information to parents/guardians who seek information on alternative educational programs, including private schools and home-based educational programs.
2. Allow a student enrolled in a private school or home based educational program to enroll in not more than two courses during the school ~~year~~ **semester** in a District school provided the following conditions are met:

Private School Student:

1. the **private school** student is eligible for high school admission, and
2. the **private school** student resides in the Kenosha Unified School District, and
3. **the private school pupil meets the minimum standards for each course, and**
4. there is sufficient space in the classroom.

Home based/Homeschool Student:

1. **the resident/non-resident homeschool student is eligible for admission at any grade, and**
 2. **the resident/non-resident homeschool student meets the minimum standards for each course, and**
 3. **there is sufficient space in the classroom.**
3. Accommodate other requests from students enrolled in a private school or home-based educational program to enroll in a class or co-curricular activity in the District where space is available and the District would not incur any additional cost due to such accommodation. The rules of the Wisconsin Interscholastic Athletic Association (WIAA) and other co-curricular activity regulatory entities will be followed where applicable when making decisions regarding student enrollment in a co-curricular activity.
 4. Determine grade and/or class placement for students who transfer into a District school from a private school or home-based educational program primarily based on the student's mastery of the District's subject matter content standards. The school principal/designee shall evaluate the student's records to determine the amount of credit that will be granted for the alternative education experience. Evaluative criteria may include but is not limited to: grade transcripts, progress reports, portfolios of completed work, curriculum reviews, recommendations and assessments administered by the receiving school.

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**Kenosha Unified School District
Kenosha, Wisconsin**

February 25, 2014

HOCKEY COOPERATIVE TEAM EXPANSION

Background

In 1982 the Wisconsin Interscholastic Athletic Association (WIAA) made an amendment to their constitution, bylaws, and rules of eligibility which permitted member schools to have co-operative teams (co-op teams). Co-op teams permitted member schools to join together and support an athletic program in order to have a team exist.

In the 2001-02 school year, Kenosha Unified School District began sponsoring hockey as a co-op team. The original members of the co-op team were Tremper High School and Bradford High School. Since then Indian Trail High School was added to the co-op. From the existence of the program, the team has been recognized as the Kenosha Thunder.

During the 2011-12 school year, interest in expanding the co-op was explored as the number of participants had dipped; and citizens from the neighboring communities of Wilmot and Westosha expressed interest in joining the Kenosha Thunder. However, there are date requirements for applications into the co-op team agreements; and timing proved to be an obstacle. Additionally, specific information surrounding the agreement in a co-op needed to be ascertained. As a result, students from Wilmot and Westosha did not join the co-op in 2011-12.

In February 2013 Wilmot Union High School moved forward with approval from their school board and, with the approval of the Kenosha Unified School District Board of Education, became a member of the Kenosha Hockey Co-op in the 2013-14 school year. During the 2012-13 standing committee meetings and school board meetings, it was stated that in 2014 Westosha Central High School would most likely be ready to move forward and ask to be part of the Kenosha Hockey Co-op; and they have done so. Appropriate information has been shared (financials, code of conduct, etc.), and Westosha Central School District has approved Westosha Central High School to co-op in hockey with Kenosha Unified School District and the Kenosha Thunder hockey team. Now that this process has been approved by the Westosha Central School District, the WIAA application process requires Kenosha Unified School District approval before it can act upon the request.

Rationale

The Kenosha Thunder Hockey Co-op Team is running its program but is not near capacity. Adding this fifth Kenosha County high school, will strengthen the program in numbers and add additional opportunities to students in another community. Additionally, and more

importantly for Kenosha Unified School District, this is fiscally responsible as it will reduce the cost of hockey for the district.

Westosha Central School District will financially support their students in the program. For example, on the 2012-13 Kenosha Thunder Hockey Team there were 23 members; and the total cost to the district was \$27,368.86. This covered officials, salaries, transportation, equipment, and game workers and resulted in a \$1,189.95 expenditure per student. Hypothetically, during that same 2012-13 school year, if four team members were added from Westosha Central High School, Westosha Central School District would have paid Kenosha Unified School District \$4,054.64. This would have resulted in a total cost to the Kenosha Unified School District of \$23,314.22, rather than the \$27,368.86 that was actually paid.

Recommendation

At its February 11, 2014, meeting the Curriculum/Program Committee voted to forward this report to the School Board for consideration. Administration recommends that the School Board grant approval to expand the district's hockey program into a co-op agreement with Westosha Central School District beginning in the 2014-15 school year.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mr. Steven Knecht
Coordinator of Athletics/Physical Education

**Kenosha Unified School District
Kenosha, Wisconsin**

February 25, 2014

GYMNASTICS COOPERATIVE TEAM EXPANSION

Background

In 1982 the Wisconsin Interscholastic Athletic Association (WIAA) made an amendment to their constitution, bylaws, and rules of eligibility which permitted member schools to have cooperative teams (co-op teams). Co-op teams permitted member schools to join together and support an athletic program in order to have a team exist.

In the 1993-94 school year, Kenosha Unified School District began sponsoring gymnastics as a co-op team. The original members of the co-op team were Tremper High School and Bradford High School. Since then Indian Trail High School was added to the co-op. From the existence of the program, the team has been recognized as the Kenosha Combined Gymnastics Team.

During summer 2013 the Westosha Central High School Athletic Department contacted the Kenosha Unified School District Office of Athletics/Physical Education about a gymnastics co-op between the district's combined team and Westosha Central High School. Due to time-lines with the WIAA, this opportunity cannot be afforded for this school year but could be made possible beginning with the 2014-15 school year.

Appropriate information has been shared (financials, code of conducts, etc.), and Westosha Central School District has approved Westosha Central High School to co-op in gymnastics with Kenosha Unified School District and the Kenosha Combined Gymnastics Team. Now that this process has been approved by the Westosha Central School District, the WIAA application process requires Kenosha Unified School District approval before it can act upon the request.

Rationale

The Kenosha Combined Gymnastics Team is running its program but is not near capacity. Numbers in both programs in Kenosha and in Westosha are low, and combining Kenosha's team with Westosha Central would provide stability to the district's programs and continue to give its female athletes a sport to compete in during the winter. Additionally, and more importantly for Kenosha Unified School District, this is fiscally responsible change as it will reduce the cost of gymnastics for the district.

Westosha Central School District will financially support their students in the program. For example, on the 2012-13 Kenosha Combined Gymnastics Team there were 13 members; and

the total cost to the district was \$13,709.45. This covered officials, salaries, transportation, equipment, and game workers and resulted in a \$1,054.57 expenditure per student. Hypothetically, during that same 2012-13 school year, if six team members were added from Westosha Central High School, Westosha Central School District would have paid Kenosha Unified \$4,329.30. This would have resulted in a total cost to the Kenosha Unified School District of \$9,380.15, rather than the \$13,709.45 that was actually paid.

Recommendation

At its February 11, 2014, meeting, the Curriculum/Program Standing Committee voted to forward this report to the School Board for consideration. Administration recommends that the School Board grant approval to expand the district's gymnastics program into a co-op agreement with Westosha Central School District beginning in the 2014-15 school year.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mr. Steven Knecht
Coordinator of Athletics/Physical Education

Kenosha Unified School District
Kenosha, Wisconsin

February 25, 2014

**Request to submit 21st Century Community Learning Center (CLC) Program
Grant Application for 2014-2015 School Year**

School Board approval is requested to submit the following grants:

- Continuation grants: **Brass** (50K), **Grant** (100K), **Jefferson** (100K), **Vernon** (100K), and **Frank** (50k)
- Cycle Three Grants: **EBSOLA** (50K), **Wilson** (50K)
- Total amount of request: \$500,000

Grant Title: Elementary and Secondary Act – Title IV, 21st Century Schools

Grant Funding Source: State of Wisconsin, Department of Public Instruction (DPI)

Grant Time Period: July 01, 2014 – June 30, 2015 with an opportunity to maintain each funded proposal for five years pending state funding and successful completion of grant requirements

Type of Project

The 21st Century Community Learning Center (CLC) Program is a federally funded grant program. Federal guidelines state that funds for the CLC program are distributed to the state level and then allocated to communities based on an extremely competitive process to offer out-of-school time programming. Grants awarded under this competition will range from \$50,000 up to \$100,000 per CLC site. Activities are intended to serve students at schools with high poverty rates and schools in need of improvement based on the results of the Wisconsin Knowledge and Concepts Examination. Funds are allocated to the school district for fiscal and program management.

Program Description

All CLC programs within the Kenosha Unified School District will continue to provide a safe-haven for children during out-of-school time. Out-of-school time includes before school, after school, early release days, and half days. The combination of academic support, a nutritious snack, and a host of enrichment activities allows for a great partnership with community based organizations like the Boys and Girls Club of Kenosha, the University of Wisconsin-Extension, Crossway Community Church and the Kenosha County Department of Human Services. Each of these primary partners participates in a CLC Advisory Council.

Schools offer enrollment for the CLC program at the beginning of the academic year during Open House. The number of seats available fluctuates from school to school and year to year. Priority is given to students who exhibit a need for academic support as defined by the Principal and the Academic Coordinator of CLC sites. Students report to the CLC program at dismissal for attendance and a nutritious snack, which is provided by KUSD Food Services. Immediately following their snack, “targeted” students attend the first hour of programming, Power Hour, where they work in small groups with certified teachers and/or highly qualified staff on planned academic activities that are linked to the school’s curriculum. Other students attend homework help/tutoring sessions. After Power Hour, students participate in a variety of enrichment activities hosted by the Boys and Girls Club of Kenosha. These enrichment activities focus on the arts, fitness, health & life skills, and character & leadership. Students

also benefit from many incentive based projects surrounding attendance, behavior, and active participation.

Rationale

Embedded within The Kenosha Unified School District's Transformation Plan are three goals surrounding improving student achievement, expanding collaborative partnerships, and securing resources to support learning. A close examination of the CLC program's Annual Performance Review (APR) illustrates the role CLCs plays in helping Kenosha Unified School District reach the goals outlined in the Transformation Plan. Outcomes for the CLC program include:

- Students who participate in CLC on a regular and consistent basis are exposed to a total of 54 more days of a learning environment.
- CLC students had a higher rate of attendance than non-CLC students.
- CLC can serve as a Tier II intervention as certified day time teachers assist students in gaining skills through small group instruction in one-hour sessions three times per week.
- Student Intervention Teams (SIT) with the direction from Elementary Principals regularly refer students to CLC, which demonstrates their belief that CLC helps to increase students' academic progress & behavior.
- 94% of parents surveyed believed that CLC helped their students academically and 88% stated that their child completed homework and this was extremely helpful for them.
- 67% of teachers reported that students who attended CLC completed their homework more often.
- Nearly 1,000 students attend elementary CLC programs each year.

2014-2015 Anticipated Funding

21 st CCLC Grants	\$500,000
District Support – Fund 10	\$ 50,000
Title I	\$100,000
In Kind Support/Community Organizations	\$ 28,000
Total for CLC Project	\$678,000

Recommendation

At the February 11, 2014, Audit/Budget/Finance and Curriculum/Program Committee meetings, it was voted to forward the CLC Program grant to the full board for approval. Administration recommends that the School Board grant approval for submission and acceptance of the 21st Century Community Learning Center (CLC) Program Grant Application for 2014-2015 School Year.

Dr. Joseph Mangi
Interim Superintendent of Schools

Mr. Kris Keckler
Executive Director of Information and Technology

Ms. Julie Housaman
Director of Title Programs

Fiscal, Facilities and Personnel Impact Statement

Title:	21st Century Community Learning Center (CLC) Grant	Budget Year:	2014-2015
Department:	Title I	Budget Manager:	Julie Housaman

REQUEST

We are seeking funding from the State of Wisconsin-Department of Public Instruction to provide high-quality afterschool programs to students in the Kenosha Unified School District.

RATIONALE/ INSTRUCTIONAL FOCUS

The 21st Century Community Learning Center (CLC) program provides an opportunity for schools to provide high-quality afterschool programs. Students who attend the program receive academic assistance and have the opportunity to build academic skills through activities hosted by community partner agencies like the Boys and Girls Club of Kenosha. Historically, students who attend CLC have a higher rate of attendance, receive additional time in positive learning environments beyond the school day, and receive ample support during tutoring/homework time.

IMPACT

This grant will provide:

**Funding for staff (Administrators, Teachers) to administer, coordinate, and implement academic programming.

**Funding for support staff (Educational Support Professionals) to administer, coordinate, and implement the instructional portion of the program.

**Funding to support student enrichment programs provided by community based partners.

**Funding for supplies necessary to operate a successful CLC program.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$300,000.00
200's	Fringes	\$70,000.00
300's	Purchased Services	333,000.00
400's	Non-Capital Objects	\$25,000.00
500's	Capital Objects	\$0.00
	TOTAL	\$728,000.00

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

FUNDING SOURCES	
21 st Century Community Learning Center Grant:	\$550,000.00
District Support-Fund 10:	\$ 50,000.00
Title I:	\$100,000.00
In Kind Support/Community Organizations:	\$ 28,000.00
Total:	\$728,000.00

**Kenosha Unified School District
Kenosha, Wisconsin**

February 25, 2014

ROSETTA STONE

Background

The elementary schools in the Kenosha Unified School District utilized Rosetta Stone as an exploratory world language program. The program was designed to be exploratory and offer another language to kindergarten through fifth grade students.

Evaluation

The Rosetta Stone program was evaluated during the 2012-13 school year. The Office of Teaching and Learning conducted a student, administrative, and teacher survey, which was presented at the June 11, 2013, Curriculum/Program Standing Committee Meeting (Appendix A) and reviewed by all elementary principals in fall 2013.

Recommendation

Based on the feedback received, administration recommends eliminating the Rosetta Stone world language exploratory program at the elementary school level effective with the 2014-15 school year. Administration further recommends continued investigation of establishing a district kindergarten through twelfth grade world language program that supports a blended model of highly qualified staff and the use of technology to support student learning.

At its February 11, 2014, meeting, the Curriculum/Program Committee voted to forward this report to the School Board for consideration. Administration recommends approval of the recommendations noted above.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mrs. Sarah Smith
Coordinator of World Languages and Language Acquisition Program

**Kenosha Unified School District
Kenosha, Wisconsin**

**June 11, 2013
Curriculum/Program Standing Committee**

WORLD LANGUAGE PROGRAM UPDATE

Background

The Kenosha Unified School District Transformation Plan calls for improved student achievement. Part of the mission of that plan and one of the agreed transformational principles is to assure that blended, personalized learning experiences are provided for students.

Beginning in the 2012-13 school year, the world language courses were revised. 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—an interactive, adaptive language software program. Rosetta Stone teaches language using a fully interactive immersion process that requires the student to indicate comprehension of the new language and provides immediate feedback by personalizing learning. Each student in kindergarten through fifth grade has the opportunity to select one of six languages to study throughout their elementary years. The language choices included are English, French, German, Italian, Mandarin Chinese, and Spanish.

At the middle school level, students used Tell Me More—an interactive, adaptive language software program—as a supplement to world language courses and as an independent study option that they could use on their own.

The online language programs used in kindergarten through eighth grade are available to students 24 hours per day 7 days per week (pending Internet access). Each school has at least one individual who serves as the online language learning facilitator who assists students with usage and staff with program implementation. Examples of facilitators include classroom teachers, library media teachers, English as a second language teachers, and lead teachers.

World Language Program Offerings for 2013-14

All students in kindergarten through fifth grade will continue to be offered an exploratory world language enrichment experience for one hour per week. Currently enrolled students will have the ability to use the program throughout the summer and will continue where they left off when they begin the school year.

Students in grades 6 through 8, in addition to the traditional Spanish course offerings, will have the option of exploring a language independently during the school day through Tell

Me More. All students who sign up for this option will have access to the program throughout the school year—24 hours per day 7 days per week.

High School students will continue to have the same course offerings that were implemented in 2012-13 (pending adequate enrollment).

WORLD LANGUAGE OFFERINGS			
GRADE LEVEL	2011-12 SCHOOL YEAR	2012-13 SCHOOL YEAR	2013-14 SCHOOL YEAR
Kindergarten	No world language offerings	<ul style="list-style-type: none"> Rosetta Stone for one hour per week (independently or in small groups based on student need) 	<ul style="list-style-type: none"> Rosetta Stone for one hour per week (independently or in small groups based on student need)
1	No world language offerings	<ul style="list-style-type: none"> Rosetta Stone for one hour per week (independently or in small groups based on student need) 	<ul style="list-style-type: none"> Rosetta Stone for one hour per week (independently or in small groups based on student need)
2	No world language offerings	<ul style="list-style-type: none"> Rosetta Stone for one hour per week (independently or in small groups based on student need) 	<ul style="list-style-type: none"> Rosetta Stone for one hour per week (independently or in small groups based on student need)
3	No world language offerings	<ul style="list-style-type: none"> Rosetta Stone for one hour per week 	<ul style="list-style-type: none"> Rosetta Stone for one hour per week
4	No world language offerings	<ul style="list-style-type: none"> Rosetta Stone for one hour per week 	<ul style="list-style-type: none"> Rosetta Stone for one hour per week
5	No world language offerings	<ul style="list-style-type: none"> Rosetta Stone for one hour per week 	<ul style="list-style-type: none"> Rosetta Stone for one hour per week
6	<ul style="list-style-type: none"> One - quarter exploratory world language course in Spanish (all schools) and French (Mahone only) 	<ul style="list-style-type: none"> One - quarter exploratory world language course in Spanish (all schools) and French (Mahone only) Option to study Spanish, French, English, German, Italian, or Mandarin Chinese on own using Tell Me More throughout the year 	<ul style="list-style-type: none"> One - quarter exploratory world language course in Spanish (all schools) One - quarter independent study option in Spanish, French, English, German, Italian, or Mandarin Chinese using Tell Me More during the school day Option to study Spanish, French,

WORLD LANGUAGE OFFERINGS			
GRADE LEVEL	2011-12 SCHOOL YEAR	2012-13 SCHOOL YEAR	2013-14 SCHOOL YEAR
			English, German, Italian, or Mandarin Chinese on own using Tell Me More throughout the year
7	<ul style="list-style-type: none"> One-quarter or one-semester classes in Spanish (all schools) and French (Mahone only) 	<ul style="list-style-type: none"> One-quarter or one-semester classes in Spanish (all schools) and French (Mahone only) Option to study Spanish, French, English, German, Italian, or Mandarin Chinese on own using Tell Me More throughout the year 	<ul style="list-style-type: none"> One-semester Spanish course (all schools) One-semester independent study option in Spanish, French, English, German, Italian, or Mandarin Chinese using Tell Me More during the school day Option to study Spanish, French, English, German, Italian, or Mandarin Chinese on own using Tell Me More throughout the year
8	<ul style="list-style-type: none"> One-semester or one-year class in Spanish (all schools) and French (Mahone only) 	<ul style="list-style-type: none"> One-semester or one-year class in Spanish (all schools) and French (Mahone only) Option to study Spanish, French, English, German, Italian, or Mandarin Chinese on own using Tell Me More throughout the year 	<ul style="list-style-type: none"> One-semester or one-year class in Spanish (all schools) One-semester independent study option in Spanish, French, English, German, Italian, or Mandarin Chinese using Tell Me More during the school day Option to study Spanish, French, English, German, Italian, or Mandarin

WORLD LANGUAGE OFFERINGS			
GRADE LEVEL	2011-12 SCHOOL YEAR	2012-13 SCHOOL YEAR	2013-14 SCHOOL YEAR
			Chinese on own using Tell Me More throughout year
9-12	<ul style="list-style-type: none"> One-semester courses in: <ul style="list-style-type: none"> Spanish, French, German, Italian, and M a n d a r i n Chinese <p><u>Course Sequence</u></p> <ul style="list-style-type: none"> Introductory 101 Introductory 102 Intermediate (Honors) 201 Intermediate (Honors) 202 Advanced (Honors) 301 Advanced (Honors) 302 Culture and Civilization AP Language 	<ul style="list-style-type: none"> One-year courses in: <ul style="list-style-type: none"> Spanish (all schools), French (Indian Trail and Tremper), G e r m a n (eSchool), I t a l i a n (Bradford), and M a n d a r i n Chinese (Indian Trail Academy) <p><u>Course Sequence</u></p> <ul style="list-style-type: none"> I n t r o d u c t o r y Language 1 I n t e r m e d i a t e Language 2 A d v a n c e d Language 3 Language 4/AP Language 	<ul style="list-style-type: none"> One-year courses in: <ul style="list-style-type: none"> Spanish (all schools), French (Indian Trail and Tremper), G e r m a n (eSchool), I t a l i a n (Bradford), and M a n d a r i n Chinese (Indian Trail Academy) <p><u>Course Sequence</u></p> <ul style="list-style-type: none"> I n t r o d u c t o r y Language 1 I n t e r m e d i a t e Language 2 A d v a n c e d Language 3 Language 4/AP Language

Online Language Program Surveys Overview

Surveys were given to all elementary and middle school staff and students in order to solicit feedback from online language program users and facilitators. One survey was specifically designed for all elementary learners using Rosetta Stone. One survey was specifically designed for all middle school learners using Tell Me More. A staff survey was designed for all staff supporting online language learning programs. The surveys opened on May 1, 2013, and closed on May 15, 2013.

ELEMENTARY LEARNER SURVEY RESULTS FOR ROSETTA STONE

The Elementary Learner Survey for Rosetta Stone was taken by 5,559 participants. The survey participants included 92.2 percent/5,125 students and 7.8 percent/434 staff members. See Graph 1 and Chart 1.

Graph 1

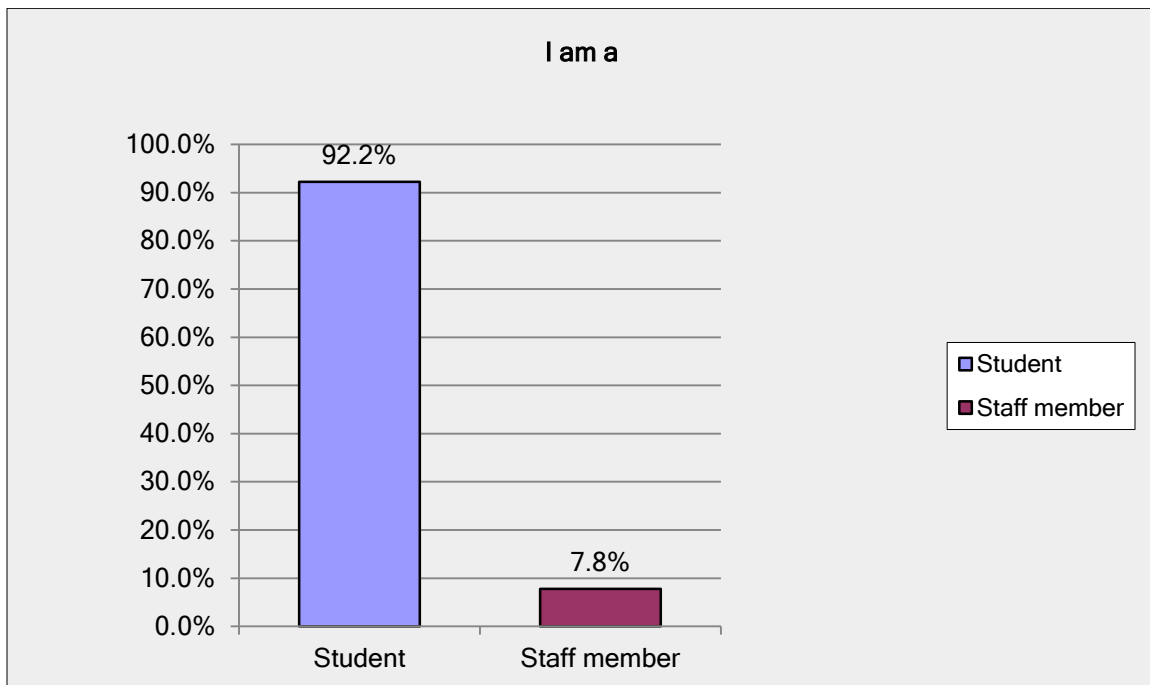


Chart 1

I am a		
Answer Options	Response Percent	Response Count
Student	92.2%	5125
Staff member	7.8%	434
<i>answered question</i>		5559
<i>skipped question</i>		0

Students from all grade levels participated in the Rosetta Stone learner survey. Fourth graders had the highest participation rate of 18.6 percent/938 students. See Graph 2 and Chart 2.

Graph 2

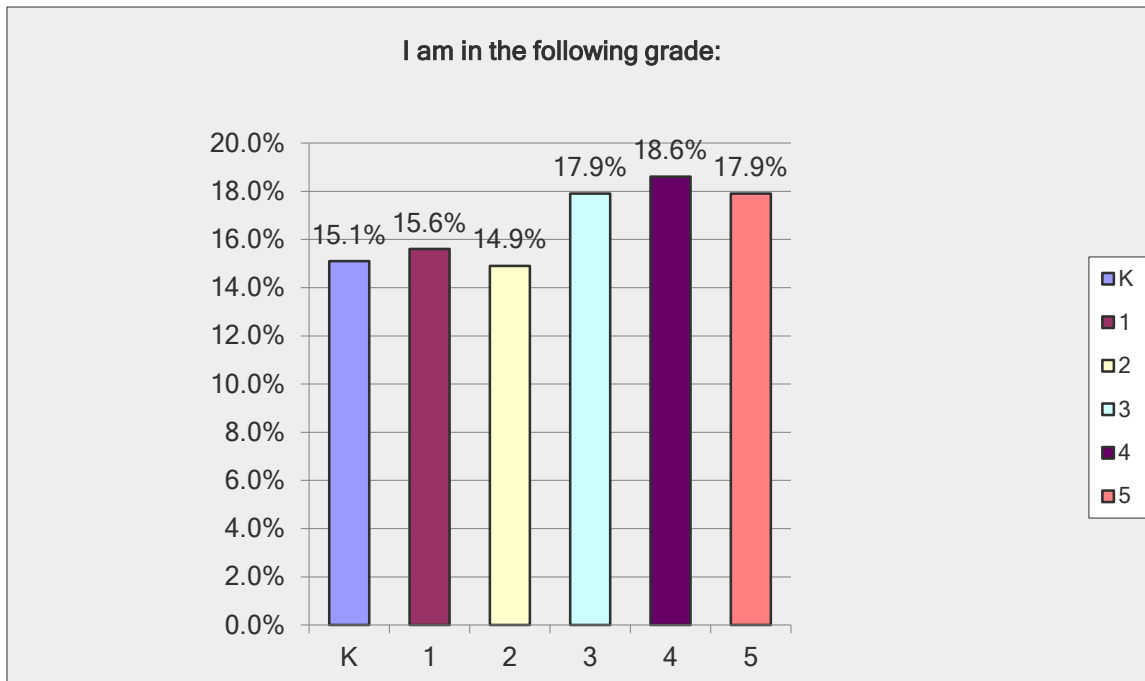


Chart 2

I am in the following grade:		
Answer Options	Response Percent	Response Count
K	15.1%	761
1	15.6%	789
2	14.9%	752
3	17.9%	902
4	18.6%	938
5	17.9%	902
<i>answered question</i>		5044
<i>skipped question</i>		515

Staff working with all grade levels participated in the survey. Grade three has the highest percentage (43.6 percent) and number of staff (176 staff members) working with students. See Graph 3 and Chart 3.

Graph 3

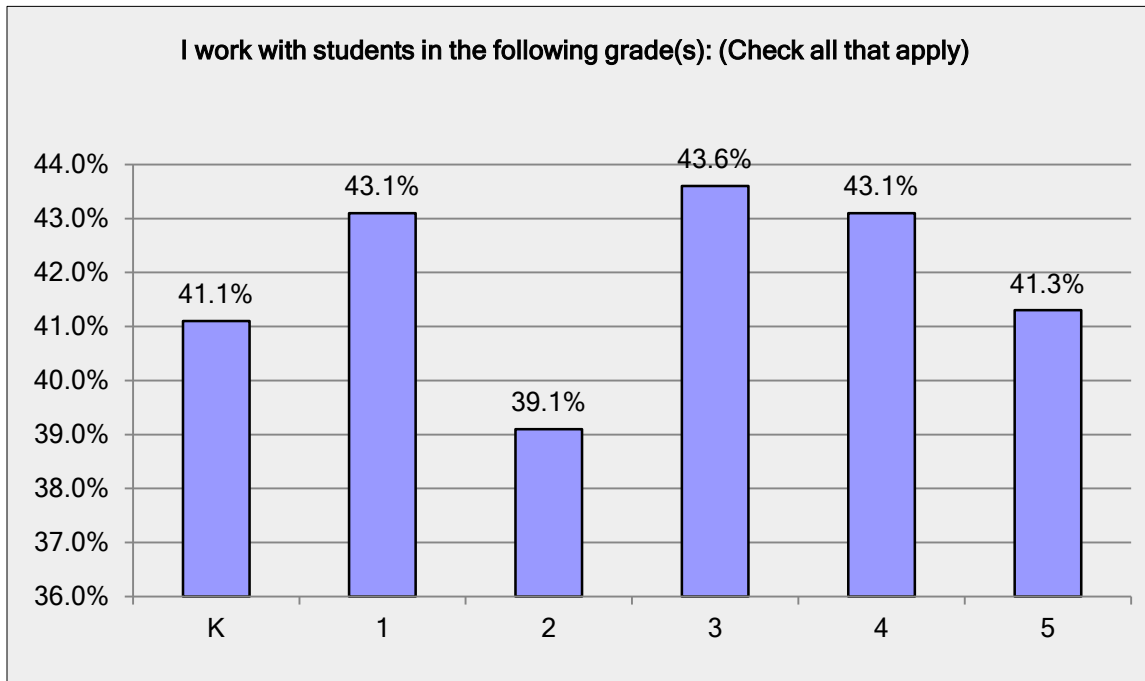


Chart 3

I work with students in the following grade(s): (Check all that apply)		
Answer Options	Response Percent	Response Count
K	41.1%	166
1	43.1%	174
2	39.1%	158
3	43.6%	176
4	43.1%	174
5	41.3%	167
<i>answered question</i>		404
<i>skipped question</i>		5155

Out of the 404 staff respondents to the survey question, a total of 30.2 percent/122 staff members are using Rosetta Stone to learn another language while 69.8 percent/282 staff members are not using Rosetta Stone. See Graph 4 and Chart 4.

Graph 4

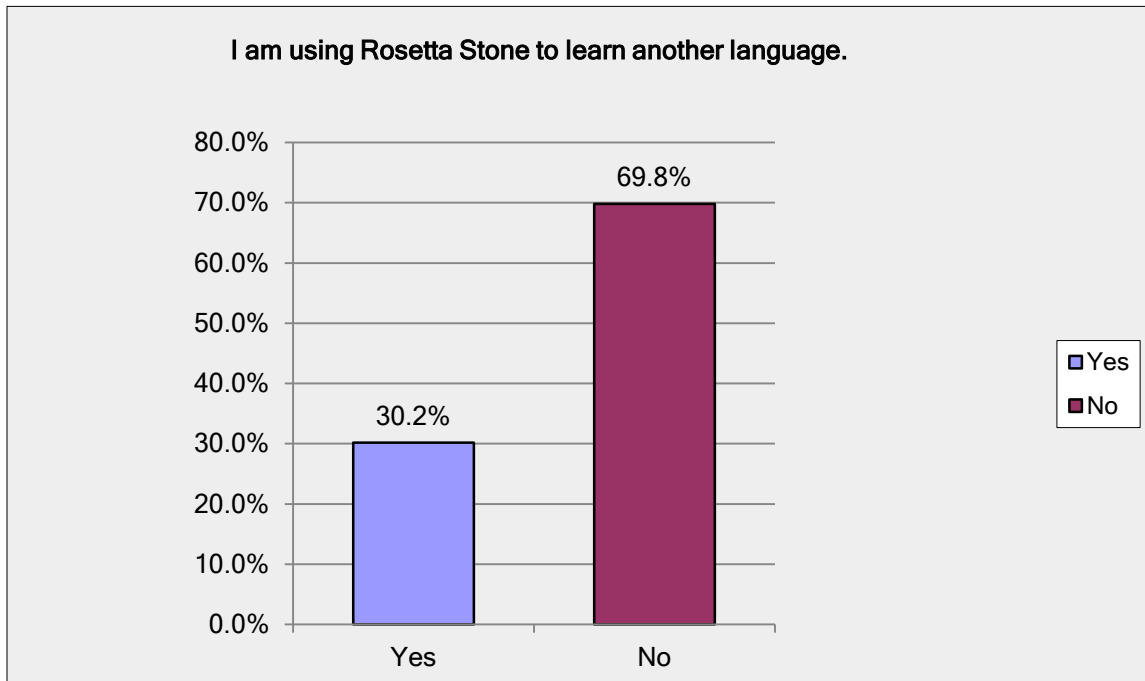


Chart 4

I am using Rosetta Stone to learn another language.		
Answer Options	Response Percent	Response Count
Yes	30.2%	122
No	69.8%	282
<i>answered question</i>		404
<i>skipped question</i>		5155

Those staff who responded that they did not use Rosetta Stone indicated that they did not have time to use the program (70 percent/194 respondents). The comments under “other” indicated that they plan to use Rosetta Stone during summer. See Graph 5 and Chart 5.

Graph 5

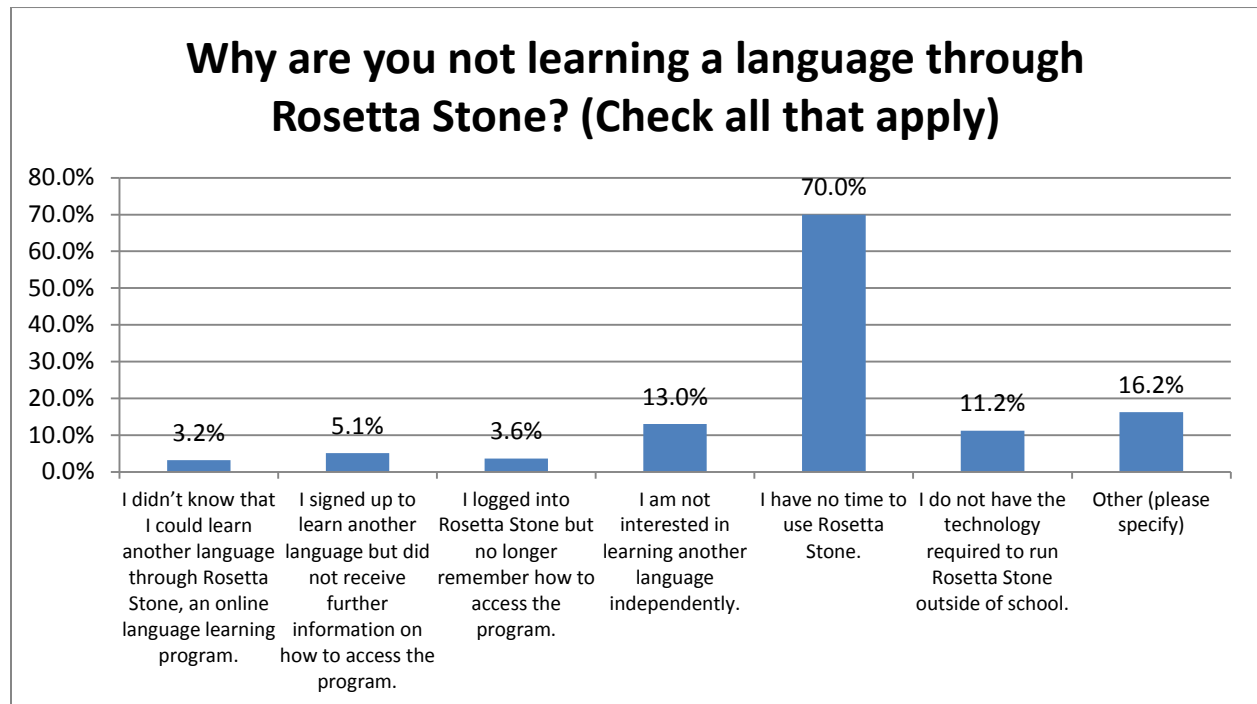


Chart 5

Why are you not learning a language through Rosetta Stone? (Check all that apply)		
Answer Options	Response Percent	Response Count
I didn't know that I could learn another language through Rosetta Stone, an online language learning program.	3.2%	9
I signed up to learn another language but did not receive further information on how to access the program.	5.1%	14
I logged into Rosetta Stone but no longer remember how to access the program.	3.6%	10
I am not interested in learning another language independently.	13.0%	36
I have no time to use Rosetta Stone.	70.0%	194
I do not have the technology required to run Rosetta Stone outside of school.	11.2%	31
Other (please specify)	16.2%	45
<i>answered question</i>		277
<i>skipped question</i>		5282

There were 69.9 percent/3,449 learners (staff and students) who took the survey who indicated that they were learning Spanish through Rosetta Stone while only 3.4 percent/167 learners reported that they were learning English. See Graph 6 and Chart 6.

Graph 6

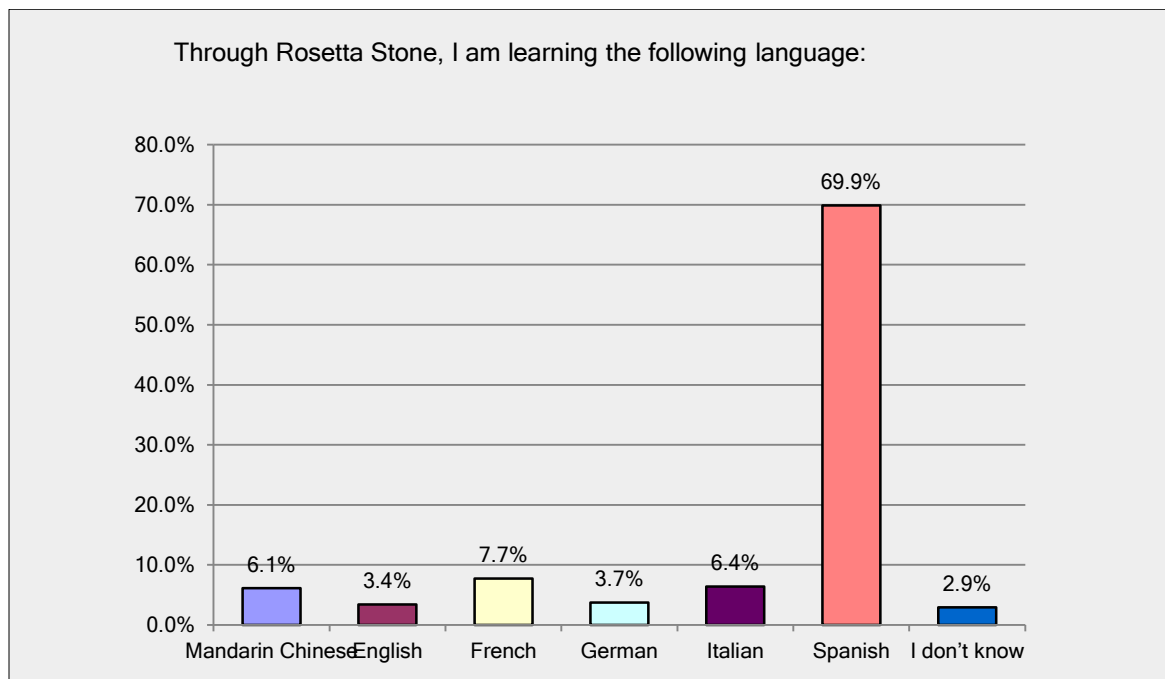


Chart 6

Through Rosetta Stone, I am learning the following language:		
Answer Options	Response Percent	Response Count
Mandarin Chinese	6.1%	299
English	3.4%	167
French	7.7%	378
German	3.7%	182
Italian	6.4%	316
Spanish	69.9%	3449
I don't know	2.9%	141
<i>answered question</i>		4932
<i>skipped question</i>		627

There were 85.8 percent/4,232 learners answering the survey question who responded that they use Rosetta Stone during school. There were 51.1 percent/2,518 question respondents who indicated that they use Rosetta Stone in a computer lab. There were 9.5 percent/467 question respondents who indicated that they use Rosetta Stone at home. See Graph 7 and Chart 7.

Graph 7

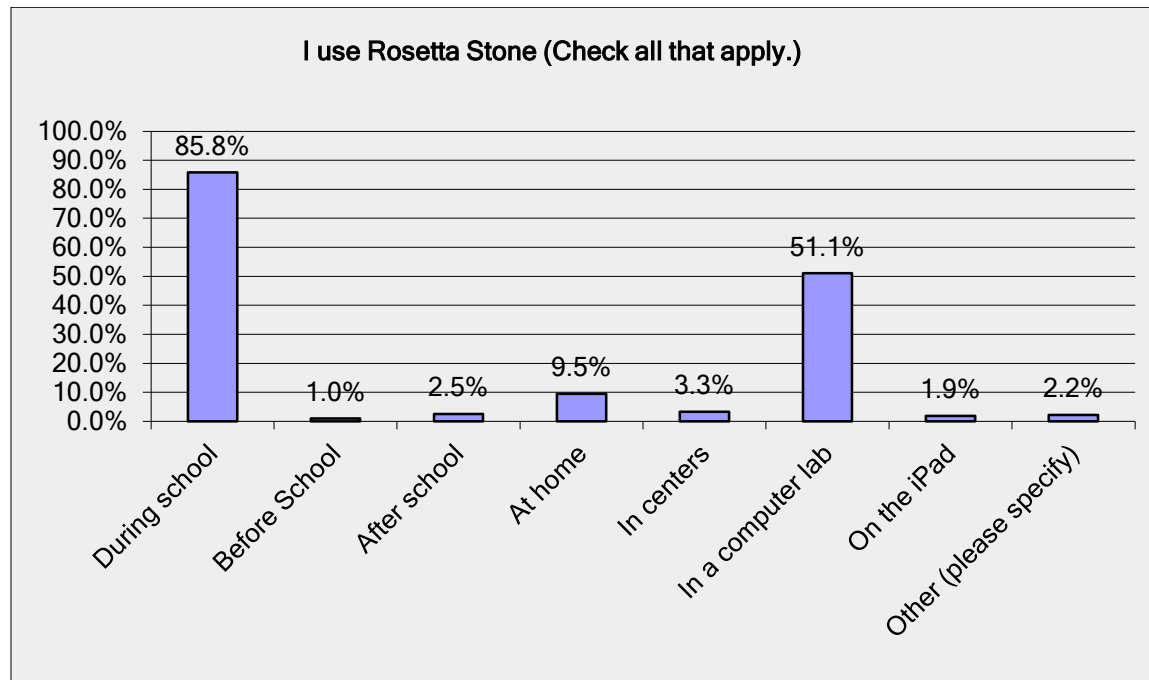


Chart 7

I use Rosetta Stone (Check all that apply.)		
Answer Options	Response Percent	Response Count
During school	85.8%	4232
Before School	1.0%	48
After school	2.5%	123
At home	9.5%	467
In centers	3.3%	165
In a computer lab	51.1%	2518
On the iPad	1.9%	95
Other (please specify)	2.2%	107
<i>answered question</i>		4932
<i>skipped question</i>		627

There were 25 percent/1,234 learners who indicated they strongly agree and 37.1 percent/1,831 learners who indicated they agree that they enjoy the Rosetta Stone speaking and pronunciation activities. Combined, this shows that 62.1 percent/3,065 learners who took the survey question responded favorably to enjoying the Rosetta Stone speaking and pronunciation activities. See Graph 8 and Chart 8.

Graph 8

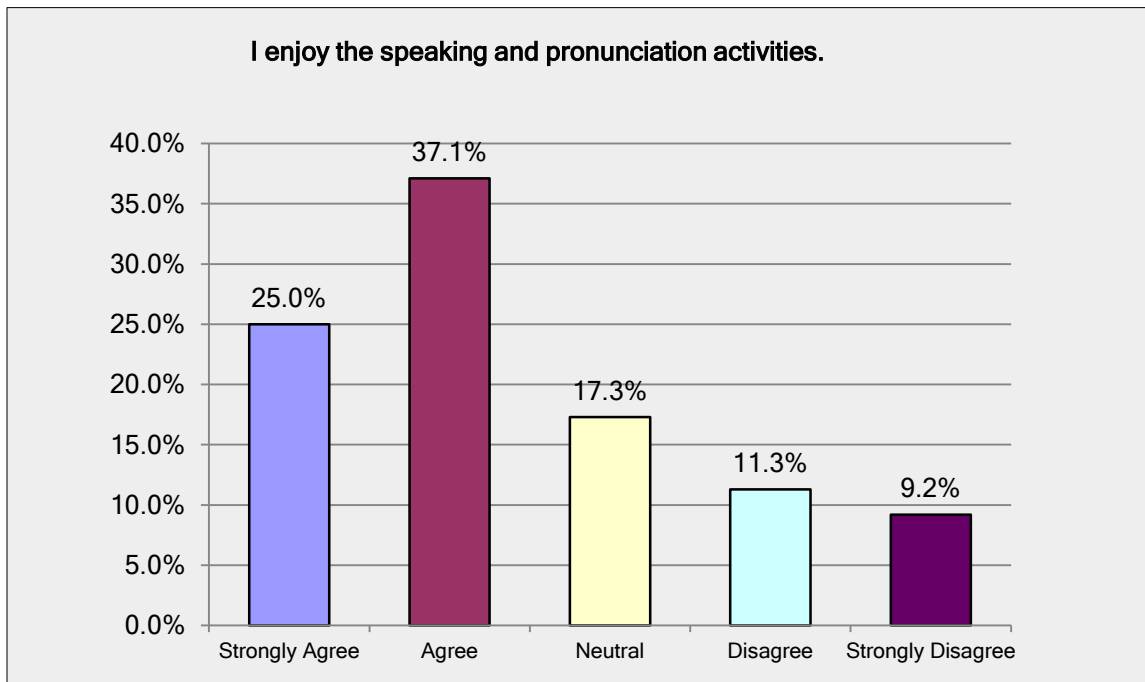


Chart 8

I enjoy the speaking and pronunciation activities.		
Answer Options	Response Percent	Response Count
Strongly Agree	25.0%	1234
Agree	37.1%	1831
Neutral	17.3%	855
Disagree	11.3%	556
Strongly Disagree	9.2%	456
Comments		645
<i>answered question</i>		4932
<i>skipped question</i>		627

There were 17.3 percent/852 learners who indicated they strongly agree and 35.8 percent/1,765 learners who indicated they agree that they enjoy the Rosetta Stone reading activities. Combined, this shows that 53.1 percent/2,617 learners who took the survey question responded favorably to enjoying the Rosetta Stone reading activities. See Graph 9 and Chart 9.

Graph 9

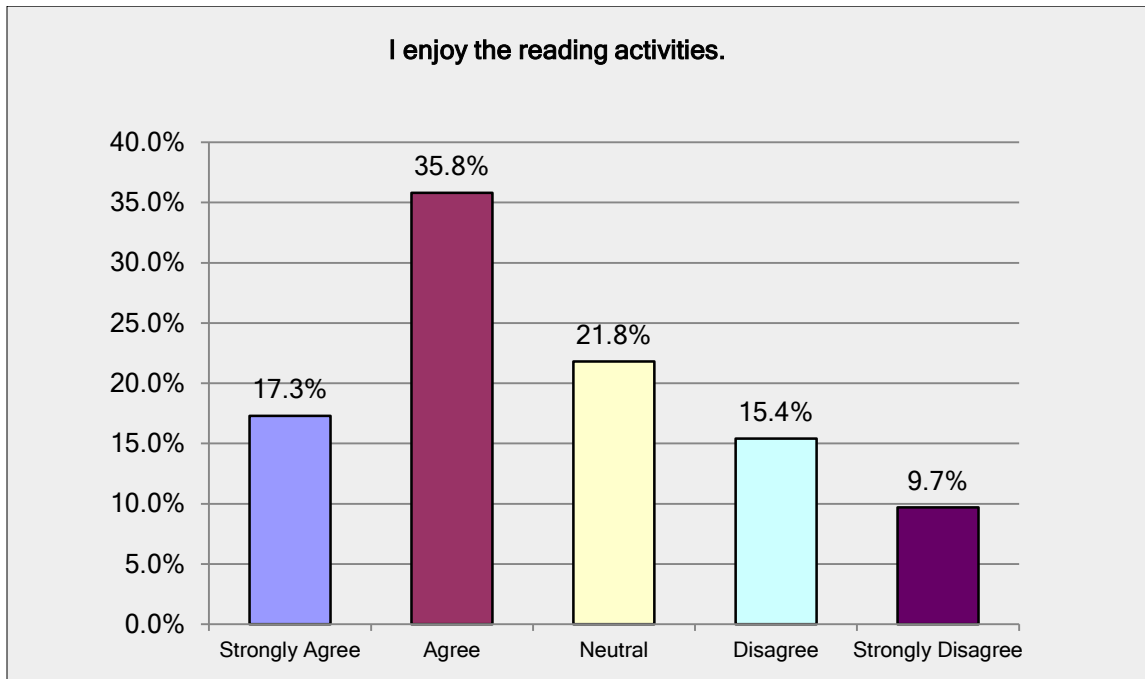


Chart 9

I enjoy the reading activities.		
Answer Options	Response Percent	Response Count
Strongly Agree	17.3%	852
Agree	35.8%	1765
Neutral	21.8%	1075
Disagree	15.4%	761
Strongly Disagree	9.7%	479
Comments		487
<i>answered question</i>		4932
<i>skipped question</i>		627

There were 21.2 percent/1,046 learners who indicated they strongly agree and 24.7 percent/1220 learners who indicated they agree to enjoy the Rosetta Stone writing activities. Combined this shows that 45.4 percent/2266 learners who took the survey question responded favorably to enjoying the Rosetta Stone writing activities. See Graph 10 and Chart 10.

Graph 10

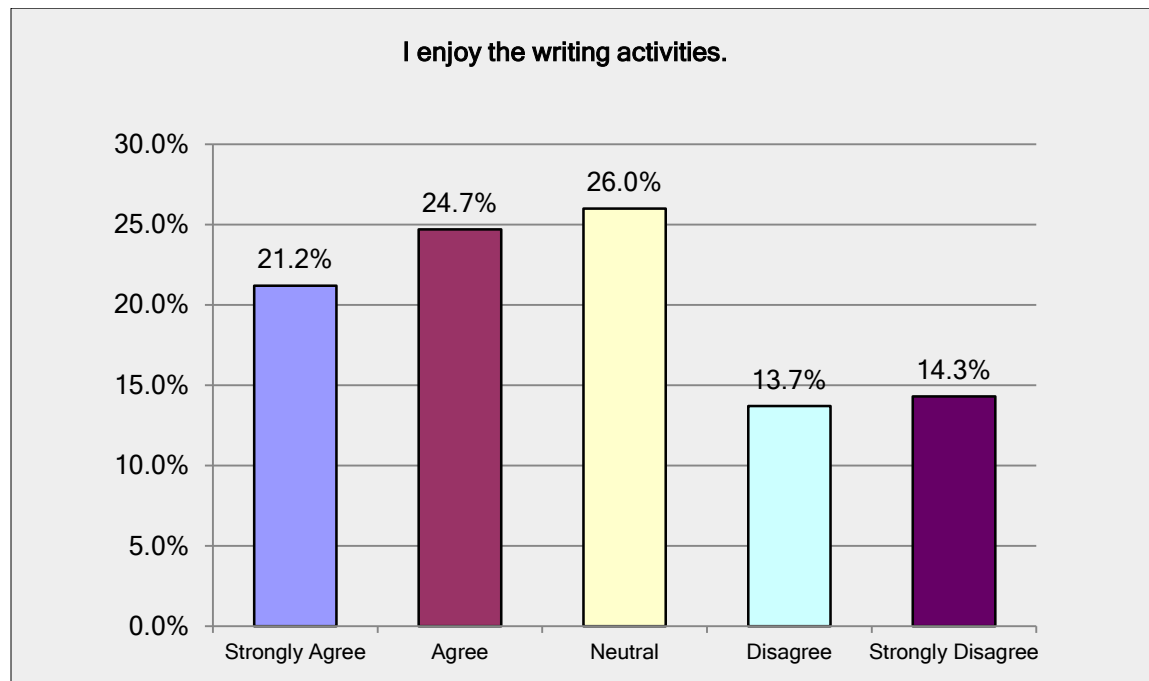


Chart 10

I enjoy the writing activities.		
Answer Options	Response Percent	Response Count
Strongly Agree	21.2%	1046
Agree	24.7%	1220
Neutral	26.0%	1284
Disagree	13.7%	678
Strongly Disagree	14.3%	704
Comments		620
<i>answered question</i>		4932
<i>skipped question</i>		627

There were 22.0 percent/1,086 learners who indicated they strongly agree and 35.1 percent/1,732 learners who indicated they agree that Rosetta Stone is easy to use. Combined, this shows that 57.1 percent/2,818 learners who took the survey question responded favorably that Rosetta Stone is easy to use. See Graph 11 and Chart 11.

Graph 11

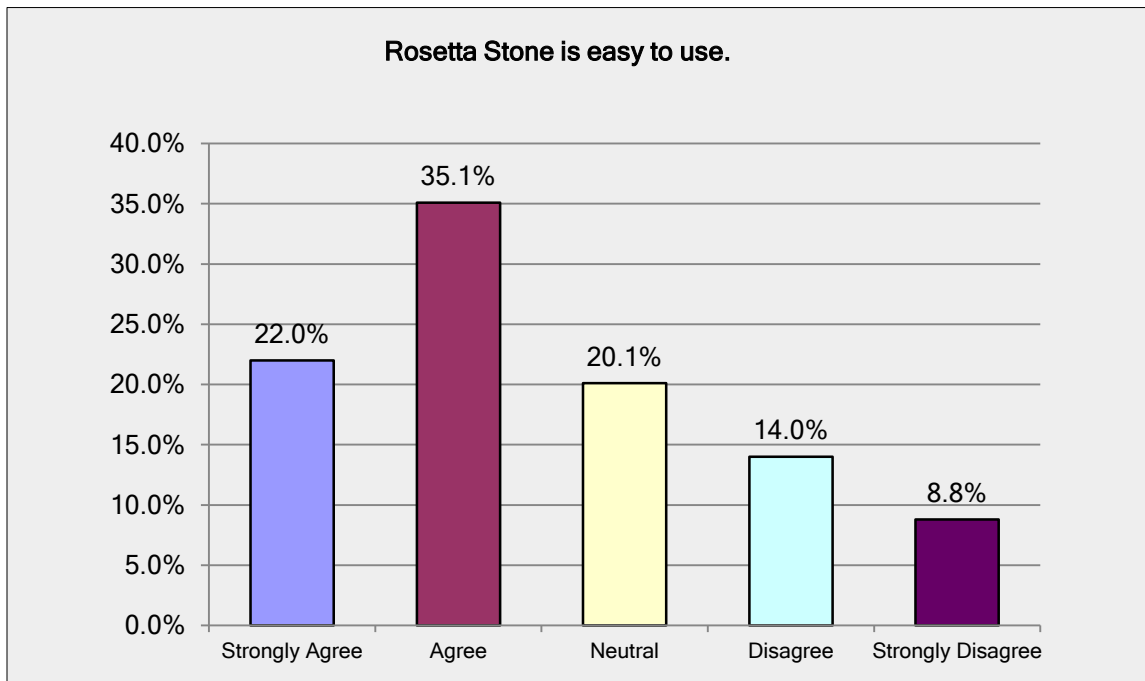


Chart 11

Rosetta Stone is easy to use.		
Answer Options	Response Percent	Response Count
Strongly Agree	22.0%	1086
Agree	35.1%	1732
Neutral	20.1%	991
Disagree	14.0%	690
Strongly Disagree	8.8%	433
Comments		536
<i>answered question</i>		4932
<i>skipped question</i>		627

There were 13.8 percent/681 learners who indicated they strongly agree and 29.5 percent/1,455 learners who indicated they agree that they track their progress in Rosetta Stone on a regular basis. Combined, this shows that 43.3 percent/2,136 learners who took the survey question responded favorably to tracking their progress in Rosetta Stone on a regular basis. See Graph 12 and Chart 12.

Graph 12

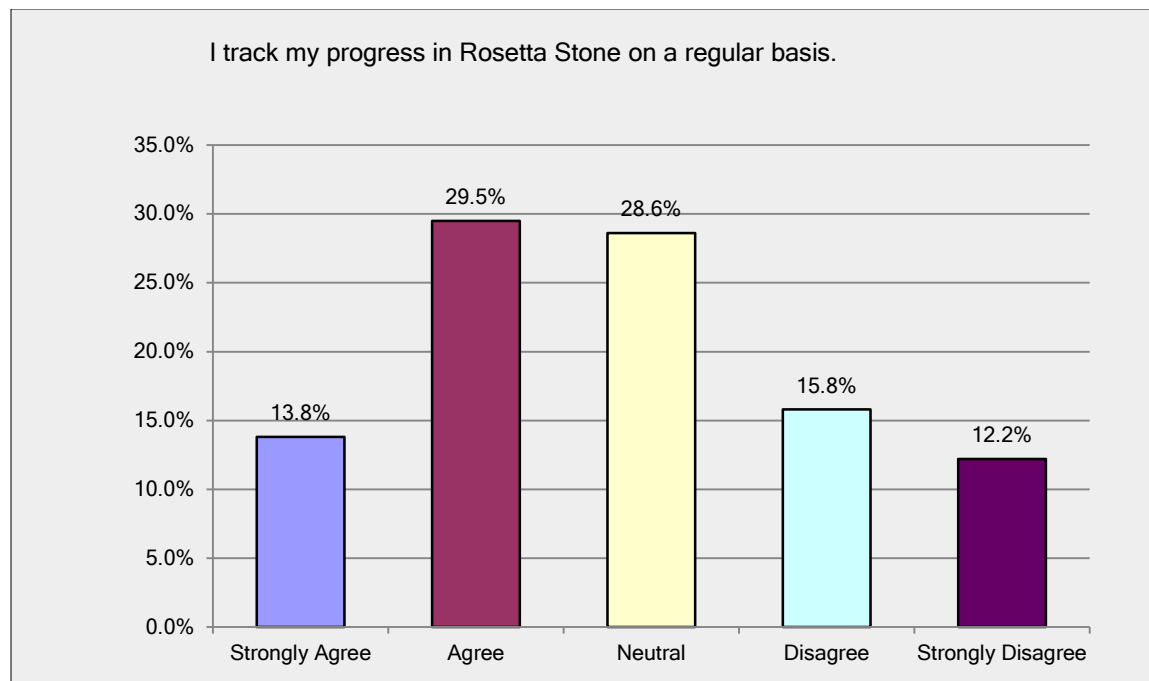


Chart 12

I track my progress in Rosetta Stone on a regular basis.		
Answer Options	Response Percent	Response Count
Strongly Agree	13.8%	681
Agree	29.5%	1455
Neutral	28.6%	1413
Disagree	15.8%	781
Strongly Disagree	12.2%	602
Comments		379
<i>answered question</i>		4932
<i>skipped question</i>		627

There were 20.6 percent/1,018 learners who indicated they strongly agree and 35.7 percent/1,759 learners who indicated they agree that Rosetta Stone is interesting and engaging. Combined, this shows that 56.3 percent/2,777 learners who took the survey question responded favorably to using Rosetta Stone is interesting and engaging. See Graph 13 and Chart 13.

Graph 13

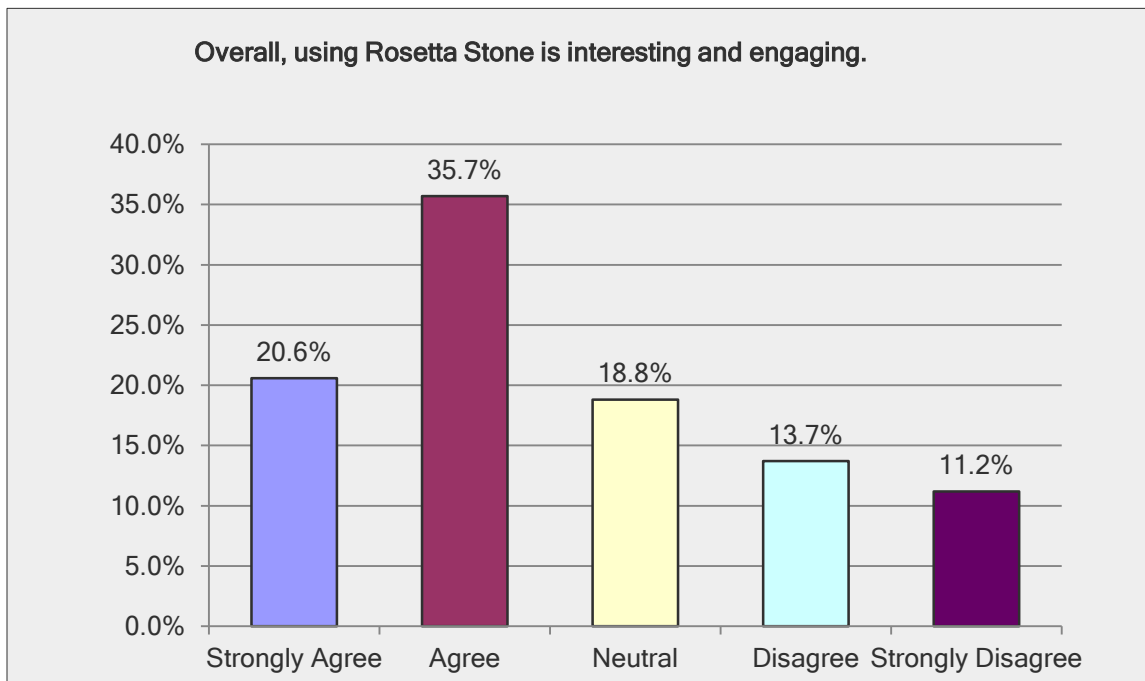


Chart 13

Overall, using Rosetta Stone is interesting and engaging.		
Answer Options	Response Percent	Response Count
Strongly Agree	20.6%	1018
Agree	35.7%	1759
Neutral	18.8%	926
Disagree	13.7%	675
Strongly Disagree	11.2%	554
Comments		459
<i>answered question</i>		4932
<i>skipped question</i>		627

MIDDLE SCHOOL LEARNER SURVEY FOR TELL ME MORE

The Middle School Learner Survey for Tell Me More was taken by 1,990 participants. The survey participants included 90.6 percent/1,802 students and 9.4 percent/188 staff members. See Graph 14 and Chart 14.

Graph 14

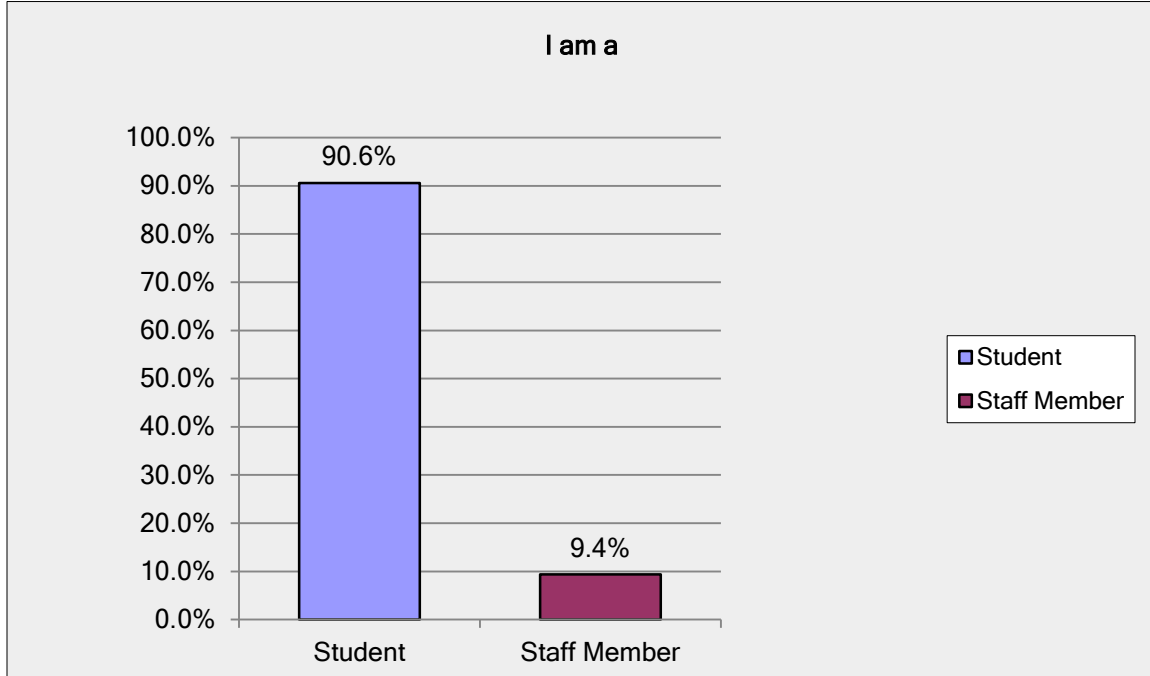


Chart 14

I am a		
Answer Options	Response Percent	Response Count
Student	90.6%	1802
Staff Member	9.4%	188
<i>answered question</i>		1990
<i>skipped question</i>		0

Students from all grade levels participated in the Tell Me More learner survey. Eighth graders had the highest participation rate of 37.2 percent/660 students. See Graph 15 and Chart 15.

Graph 15

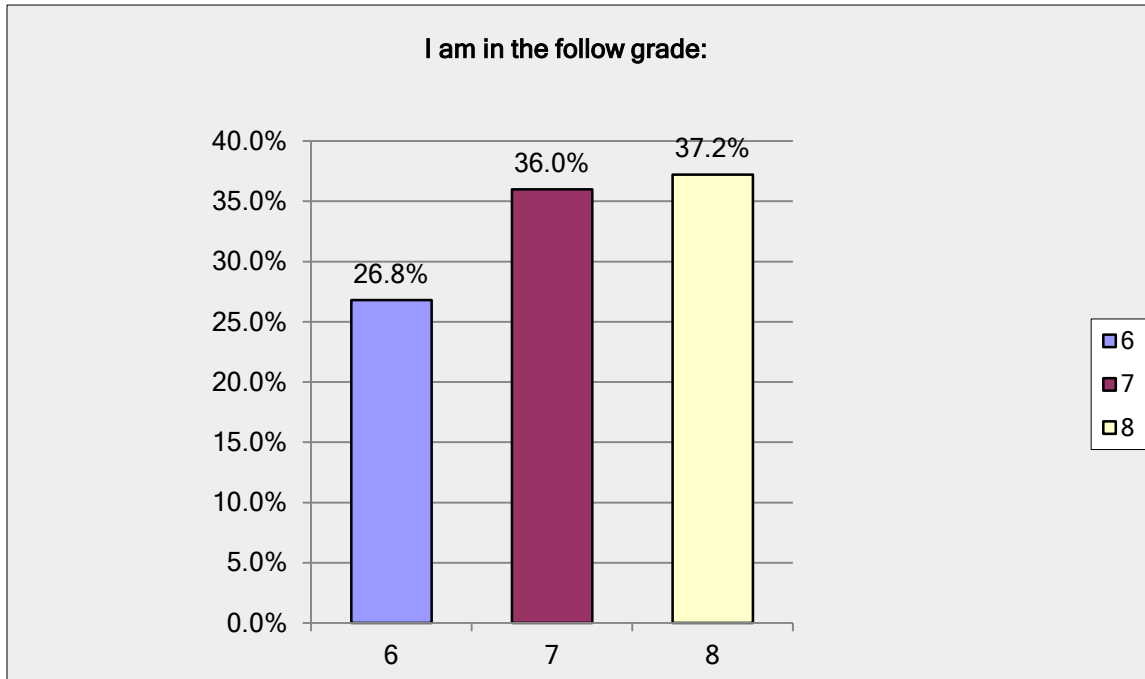


Chart 15

I am in the follow grade:		
Answer Options	Response Percent	Response Count
6	26.8%	476
7	36.0%	638
8	37.2%	660
<i>answered question</i>		1774
<i>skipped question</i>		216

Staff working with all grade levels participated in the Tell Me More learner survey. Grade 7 had the highest percentage (58 percent) and number of staff (102 staff members) working with students. See Graph 16 and Chart 16.

Graph 16

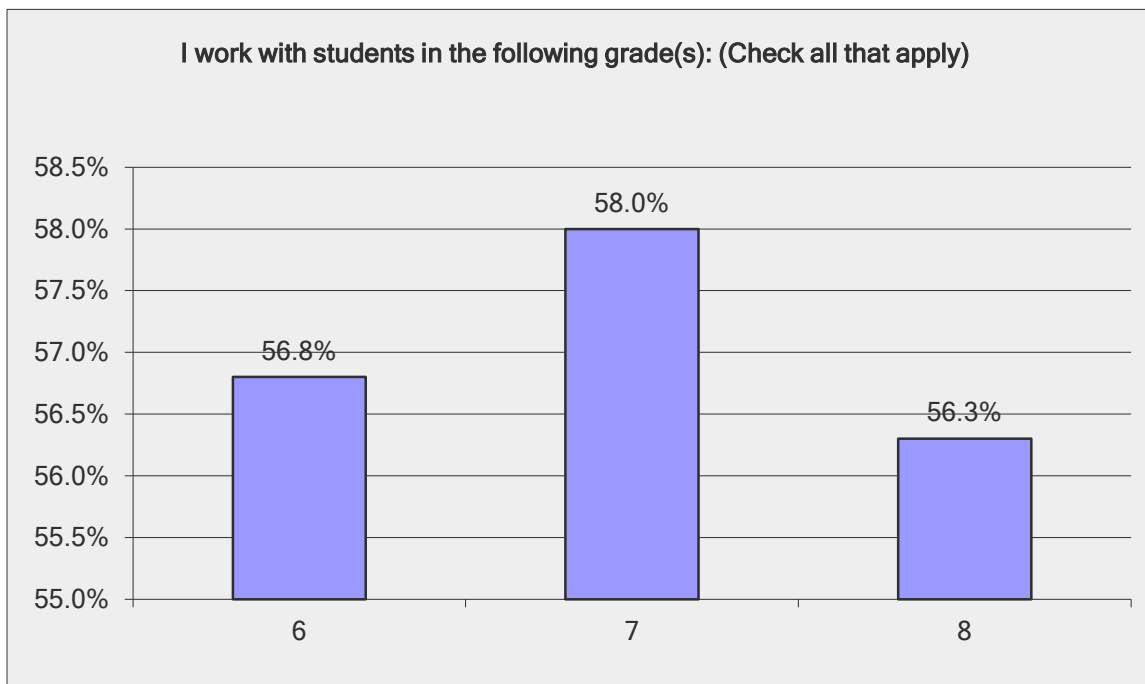


Chart 16

I work with students in the following grade(s): (Check all that apply)		
Answer Options	Response Percent	Response Count
6	56.8%	100
7	58.0%	102
8	56.3%	99
<i>answered question</i>		176
<i>skipped question</i>		1814

There were 58.7 percent/1,140 of the survey question respondents (staff and students) who indicated that they are not using Tell Me More to learn another language while 41.3 percent/803 respondents are using Tell Me More to learn another language at the middle school level. See Graph 17 and Chart 17.

Graph 17

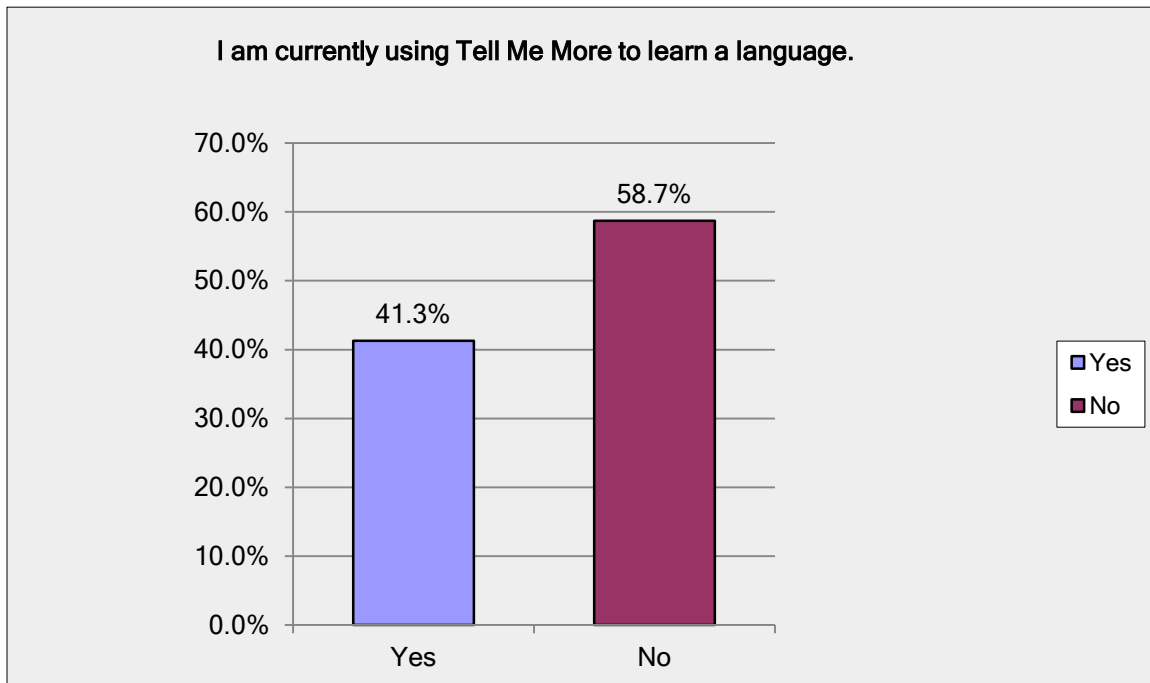


Chart 17

I am currently using Tell Me More to learn a language.		
Answer Options	Response Percent	Response Count
Yes	41.3%	803
No	58.7%	1140
<i>answered question</i>		1943
<i>skipped question</i>		47

There were 33.1 percent/376 of the survey question respondents who indicated that they did not know that they could learn another language independently through Tell Me More. There were 29.8 percent/339 of survey question respondents who indicated that they did not have time to use Tell Me More. For the 2013-14 school year, students will have the opportunity to use Tell Me More independently during the school day for one semester. See Graph 18 and Chart 18.

Graph 18

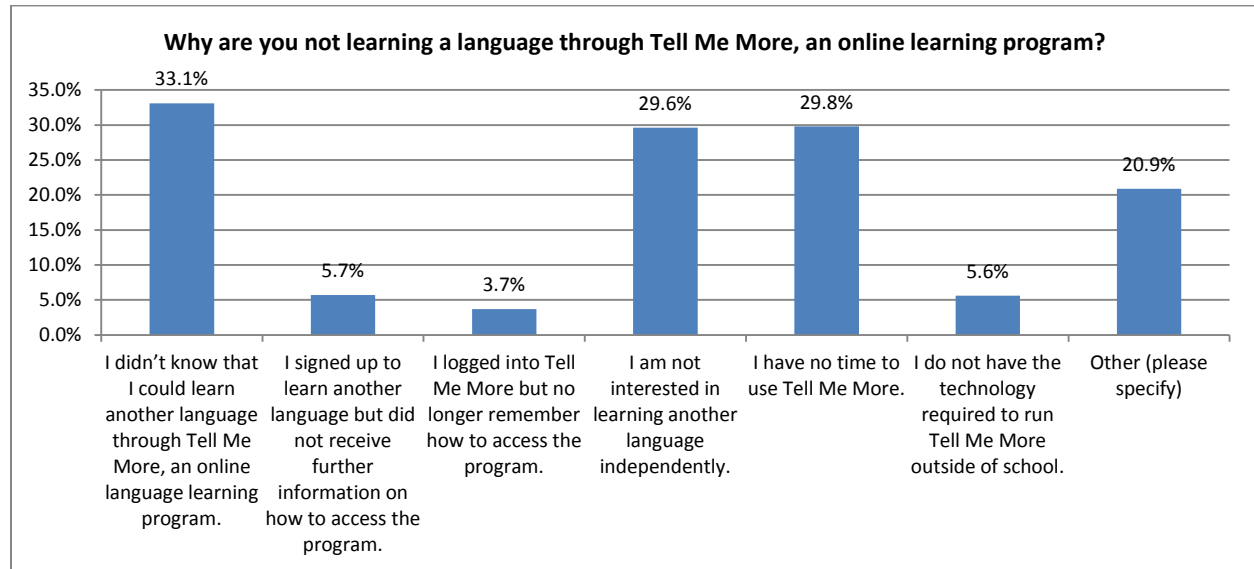


Chart 18

Why are you not learning a language through Tell Me More, an online learning program? (Check all that apply)		
Answer Options	Response Percent	Response Count
I didn't know that I could learn another language through Tell Me More, an online language learning program.	33.1%	376
I signed up to learn another language but did not receive further information on how to access the program.	5.7%	65
I logged into Tell Me More but no longer remember how to access the program.	3.7%	42
I am not interested in learning another language independently.	29.6%	337
I have no time to use Tell Me More.	29.8%	339
I do not have the technology required to run Tell Me More outside of school.	5.6%	64
Other (please specify)	20.9%	238
<i>answered question</i>		1137
<i>skipped question</i>		853

There were 85.7 percent/670 of learners (staff and students) who took the survey who indicated that they were learning Spanish through Tell Me More while only 2.3 percent/18 staff members and students reported that they were learning Mandarin Chinese. See Graph 19 and Chart 19.

Graph 19

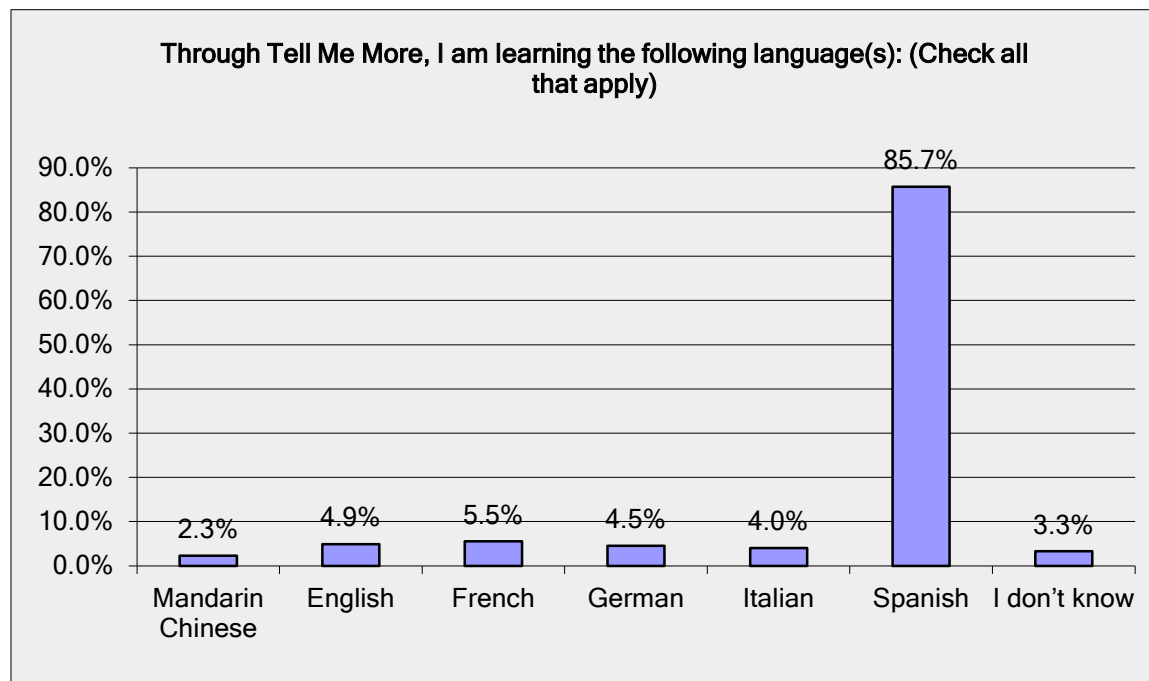


Chart 19

Through Tell Me More, I am learning the following language(s): (Check all that apply)		
Answer Options	Response Percent	Response Count
Mandarin Chinese	2.3%	18
English	4.9%	38
French	5.5%	43
German	4.5%	35
Italian	4.0%	31
Spanish	85.7%	670
I don't know	3.3%	26
<i>answered question</i>		782
<i>skipped question</i>		1208

There were 71.9 percent/562 learners (staff and students) answering the survey question who responded that they use Tell Me More during school. There were 36.8 percent/288 question respondents who indicated that they use Tell Me More during French or Spanish class. There were 17.8 percent/139 question respondents who indicated that they use the program at home. See Graph 20 and Chart 20.

Graph 20

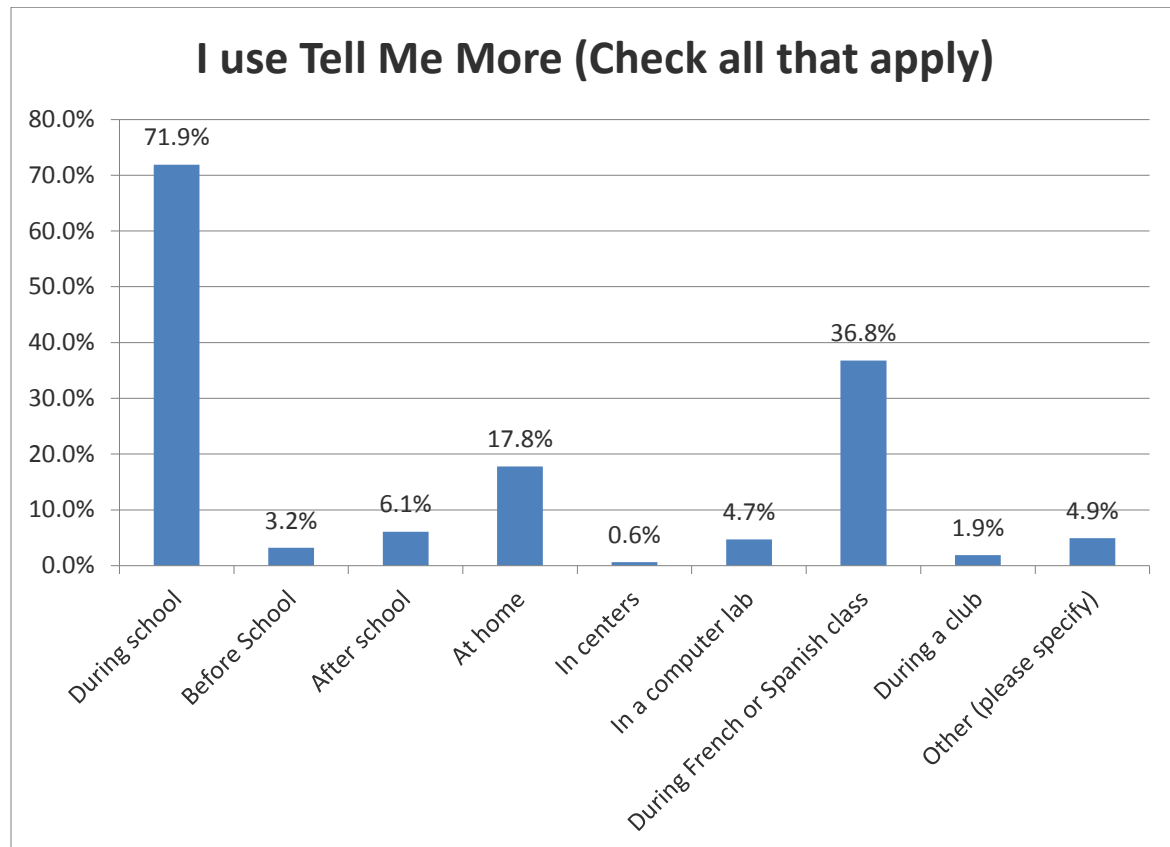


Chart 20

I use Tell Me More (Check all that apply)		
Answer Options	Response Percent	Response Count
During school	71.9%	562
Before School	3.2%	25
After school	6.1%	48
At home	17.8%	139
In centers	0.6%	5
In a computer lab	4.7%	37
During French or Spanish class	36.8%	288
During a club	1.9%	15
Other (please specify)	4.9%	38
<i>answered question</i>		782
<i>skipped question</i>		1208

There were 11.3 percent/88 learners who indicated they strongly agree and 26.3 percent/206 learners who indicated they agree that they enjoy the Tell Me More speaking and pronunciation activities. Combined, this shows that 37.6 percent/294 learners who took the survey question responded favorably to enjoying the Tell Me More speaking and pronunciation activities. See Graph 21 and Chart 21.

Graph 21

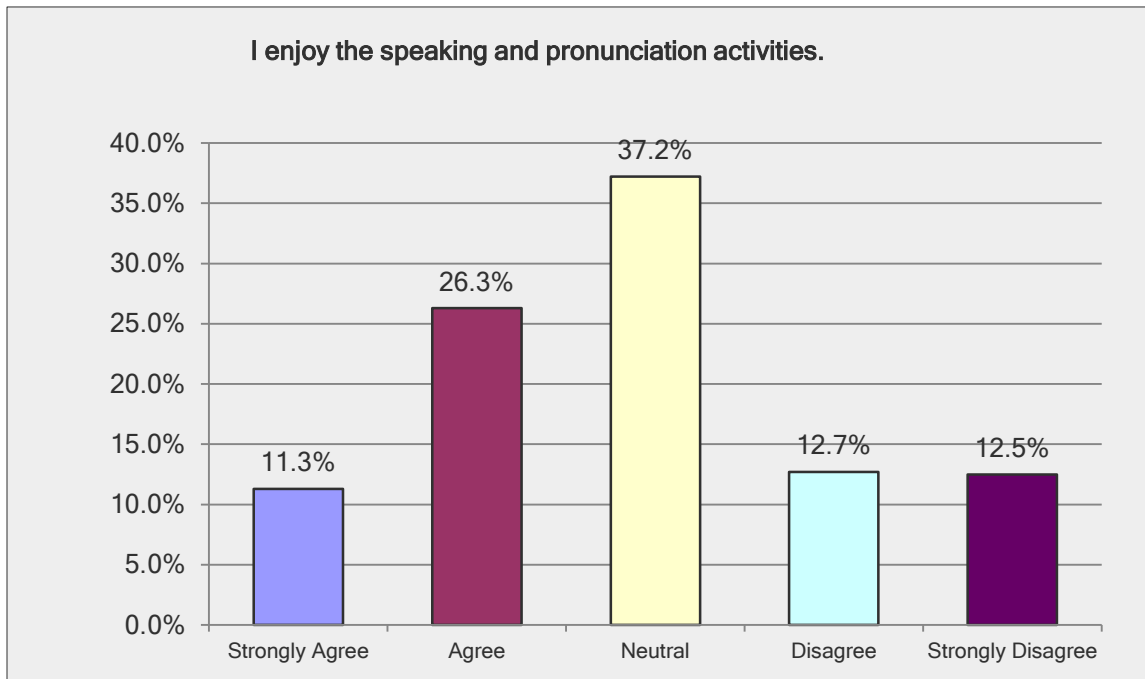


Chart 21

I enjoy the speaking and pronunciation activities.		
Answer Options	Response Percent	Response Count
Strongly Agree	11.3%	88
Agree	26.3%	206
Neutral	37.2%	291
Disagree	12.7%	99
Strongly Disagree	12.5%	98
Comments		120
<i>answered question</i>		782
<i>skipped question</i>		1208

There were 40.2 percent/314 of the survey question respondents who indicated that they were impartial to enjoying the Tell Me More reading activities. See Graph 22 and Chart 22.

Graph 22

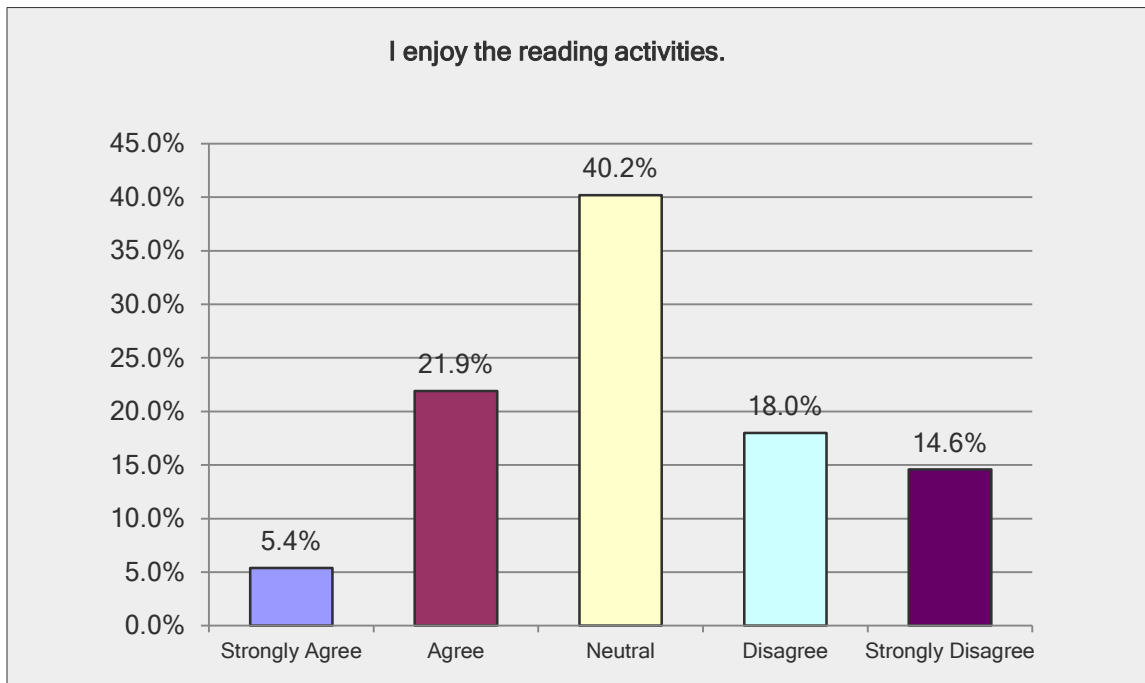


Chart 22

I enjoy the reading activities.		
Answer Options	Response Percent	Response Count
Strongly Agree	5.4%	42
Agree	21.9%	171
Neutral	40.2%	314
Disagree	18.0%	141
Strongly Disagree	14.6%	114
Comments		75
<i>answered question</i>		782
<i>skipped question</i>		1208

There were 19.6 percent/153 learners who indicated they strongly disagree and 23.3 percent/182 learners who indicated they disagree that they enjoy the Tell Me More writing activities. Combined, this shows that 42.9 percent/335 learners who took the survey question responded unfavorably to enjoying the Tell Me More writing activities. See Graph 23 and Chart 23.

Graph 23

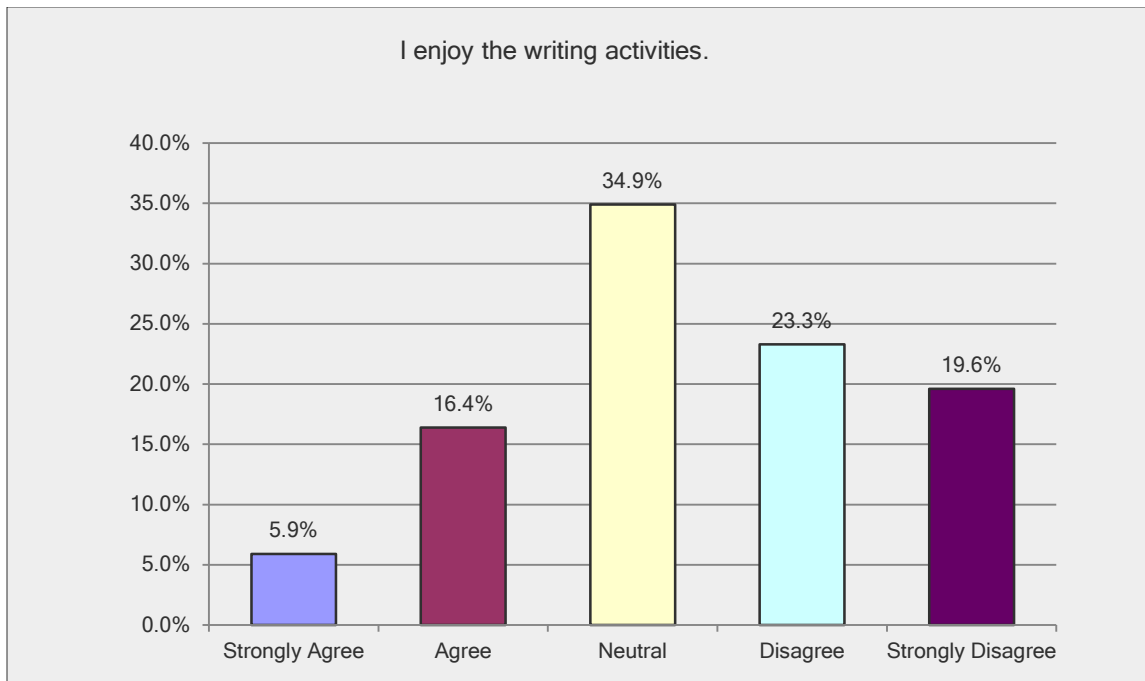


Chart 23

I enjoy the writing activities.		
Answer Options	Response Percent	Response Count
Strongly Agree	5.9%	46
Agree	16.4%	128
Neutral	34.9%	273
Disagree	23.3%	182
Strongly Disagree	19.6%	153
Comments		84
<i>answered question</i>		782
<i>skipped question</i>		1208

There were 34.0 percent/266 learners who indicated they strongly agree and 20.1 percent/157 learners who indicated they agree that Tell Me More is easy to use. Combined, this shows that 54.1 percent/423 learners who took the survey question responded favorably that Tell Me More is easy to use. See Graph 24 and Chart 24.

Graph 24

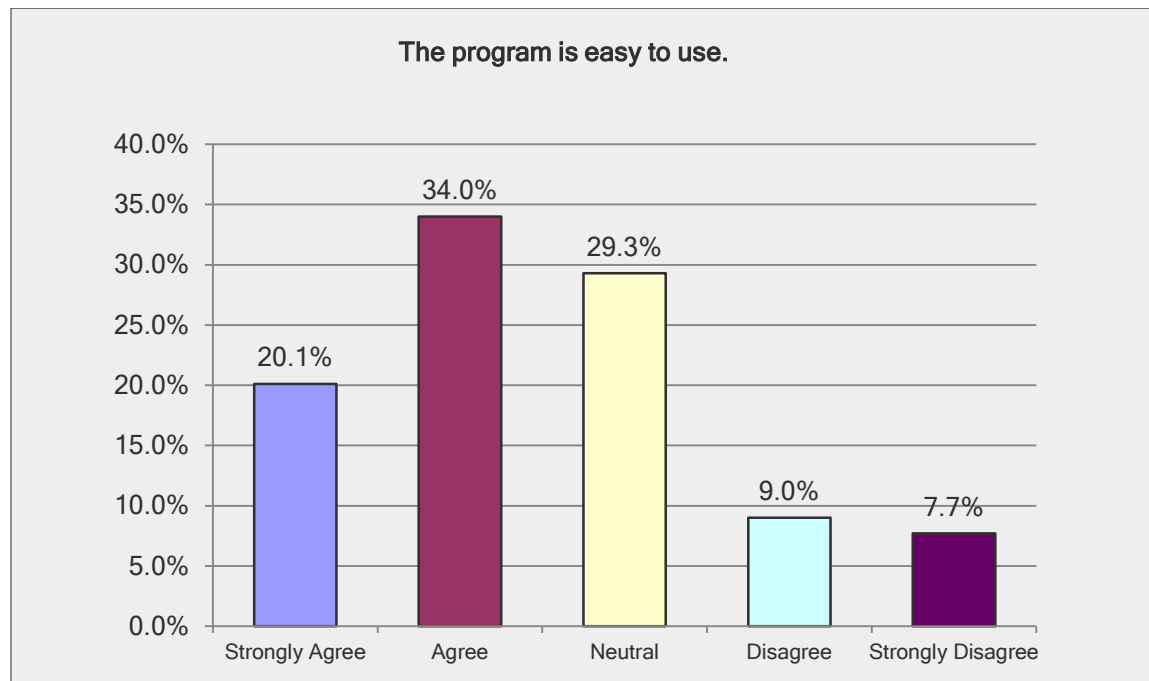


Chart 24

The program is easy to use.		
Answer Options	Response Percent	Response Count
Strongly Agree	20.1%	157
Agree	34.0%	266
Neutral	29.3%	229
Disagree	9.0%	70
Strongly Disagree	7.7%	60
Comments		76
<i>answered question</i>		782
<i>skipped question</i>		1208

There were 14.5 percent/113 learners who indicated they strongly disagree and 23.4 percent/183 learners who indicated they disagree that they track their progress in Tell Me More on a regular basis. Combined this shows that 37.9 percent/296 learners who took the survey question responded unfavorably to tracking their progress in Tell Me More on a regular basis. See Graph 25 and Chart 25.

Graph 25

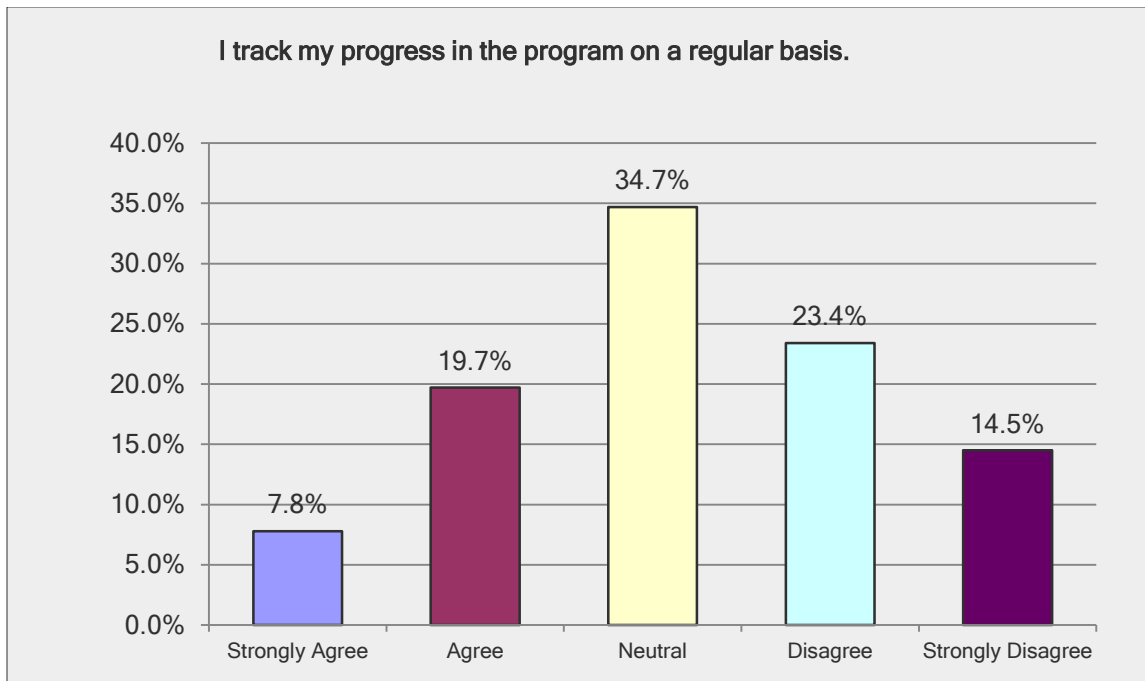


Chart 25

I track my progress in the program on a regular basis.		
Answer Options	Response Percent	Response Count
Strongly Agree	7.8%	61
Agree	19.7%	154
Neutral	34.7%	271
Disagree	23.4%	183
Strongly Disagree	14.5%	113
Comments		47
<i>answered question</i>		782
<i>skipped question</i>		1208

There were 34.7percent/271 learners (staff and students) who participated in the survey question who indicated impartially that using the program is interesting and engaging. Further comments indicated that although the program was engaging, “interesting” was the wrong word to use on the survey. See Graph 26 and Chart 26.

Graph 26

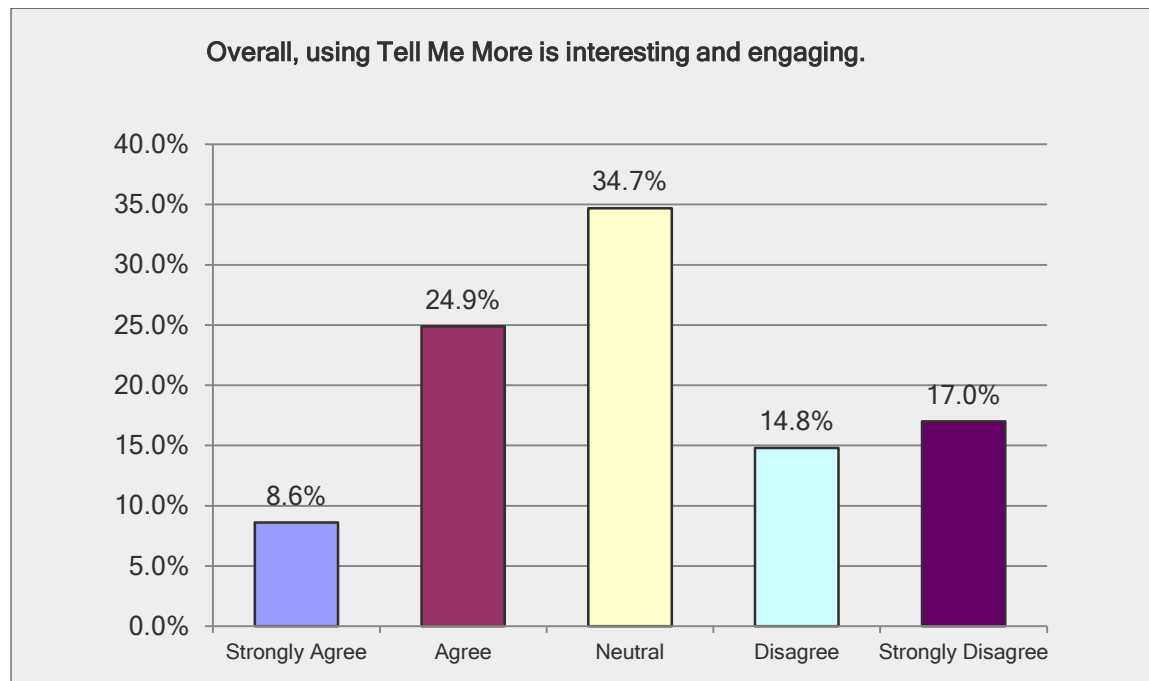


Chart 26

Overall, using Tell Me More is interesting and engaging.		
Answer Options	Response Percent	Response Count
Strongly Agree	8.6%	67
Agree	24.9%	195
Neutral	34.7%	271
Disagree	14.8%	116
Strongly Disagree	17.0%	133
Comments		80
<i>answered question</i>		782
<i>skipped question</i>		1208

Elementary World Language Curriculum

Students progressed through Rosetta Stone at their own pace. Students were given access to Level 1 Rosetta Stone curriculum.

- In Unit 1 students were exposed to language basics, including basic sentences, everyday items, colors, sizes, clothing, and quantities.
- Students progressing to Unit 2 were exposed to greetings and introductions, family relationships, around the house, making acquaintances, and clothing.
- Students progressing to Unit 3 were introduced to work and school, including locations, times of day, senses, body parts, languages, and daily routines.
- Unit 4 focused on shopping, including landmarks, directions, currency, cost, preferences, materials, merchandise, and comparing and contrasting.

Students were given differentiated curriculum based on current grade level, which builds on literacy skill development.

- Kindergarten students engaged in all activities, except for writing, reading, adaptive recall activities, and milestone activities (which are designed as authentic activities that require the use of lesson language). Learners repeated selective activities for reinforcement with core lessons introduced after learners have engaged in selected focused activities. The speech difficulty and score required to complete each type of activity was lowered to ensure student progress.
- First grade students followed the kindergarten curriculum but were introduced to reading activities. The speech difficulty and score required to complete each type of activity was the same as the kindergarten curriculum.

- Second grade curriculum added writing, milestone, and adaptive recall activities. The speech difficulty and score required to complete each activity was slightly increased from the kindergarten and first grade curriculum.
- Third through fifth grade students were given an extended path through the language program. Lessons included listening, reading, speaking, pronunciation, writing, grammar, and vocabulary activities. Students completed milestone and adaptive recall activities. The speech difficulty was the same as the second grade curriculum, and the score required to complete certain activities were increased slightly.

Middle School World Language Curriculum

Students in traditionally-taught world language courses were given access to activities that were correlated to the Level 1 world language curriculum. Teachers were able to assign activities that correlated to the current lesson.

Students using the program independently were given access to the general Tell Me More curriculum. Upon initial entry students were prompted to take a placement test which then suggested the appropriate language level. Students moved through content that ranged from beginning language levels through advanced language levels. The course work was adapted by students depending upon previous language knowledge.

Conclusion

As a result of revising the current world language offerings beginning in the 2012-13 school year, the following occurred:

- The number of students exposed to a world language starting at the kindergarten level increased.
- The online learning opportunities for more students increased.
- The amount of staff that had the opportunity to learn another language independently increased.

- Rosetta Stone and Tell Me More will be providing additional training and development for the 2013-14 school year for online language learning facilitators that will focus on tracking student progress and strategies to increase student learning capacity.

Dr. Michele Hancock
Superintendent of Schools

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

Mrs. Iva Plumley
Coordinator of Language Acquisition Programs

**Kenosha Unified School District
Kenosha, Wisconsin**

February 24, 2014

NEW COURSE PROPOSAL: ADVANCED PLACEMENT ART HISTORY

Background

The College Board, the organization that administers the Advanced Placement (AP) program to promote college readiness, offers a fine arts course currently not available in Kenosha Unified School District. The AP Art History course is a popular course in many other school districts. Students across the district have expressed interest in this course.

Course Change Proposal

In order to implement this change in the 2014-15 school year, the Office of Teaching and Learning is proposing, for board of education approval, the Course Program Change Proposal: Senior High School. The form is attached in appendix A. The form is complete and explains the rationale for the new course addition. It will also provide a description of the course, course standards, and a sample pacing guide.

The following table shows the available Advanced Placement courses in the Fine Arts area:

CURRENT COURSE OPPORTUNITIES	PROPOSED COURSE ADDITION
AP Studio Art: Drawing	AP Art History
AP Studio Art: 2-D Design	
AP Studio Art: 3-D Design	
AP Music Theory	

Recommendation

At its February 11, 2014, meeting, the Curriculum/Program Standing Committee voted to forward this report to the School Board for consideration. Administration recommends that the School Board approve the Course/Program Change Proposal for the AP Art History course.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mr. Scott Plank
Coordinator of Fine Arts

Mr. David Tuttle
Coordinator of Talent Development

Mrs. Maria Kotz
Principal of Indian Trail High School and Academy

Ms. Andrea Farchmin-Baumgart
Indian Trail High School and Academy Instructional Coach

APPENDIX A

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

*Return this form to your department chair by no later than **May 15** for building & committee signatures. Completed forms must be returned to the Director of Instruction by **June 15**. Type responses on additional sheets when appropriate and attach to this form.*

Date Initiated 1/4/2014

Name(s) Andrea Farchmin-Baumgart, David Tuttle & Scott Plank

Title(s) ITHSA Instructional Coach, Coordinator of Talent Development & Coordinator of Fine Arts

Department & School Indian Trail HS and Academy, Teaching & Learning / ESC

Proposed Course Name AP Art History

X New Course ___ New Name Length: ___ Quarter Credits: ___ 1/2 credit
___ Removal/Replacement of Course 2 Semester X 1 credit

Recommended Prerequisites (if any):

2 Credits of Art or Teacher Permission

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? *Does this course fit the District's approved curriculum cycle?* (If this is a course removal, only fill out this section.)

The students at Indian Trail High School and Academy have expressed an interest in this AP course. The AP Art History course can be viewed on the College Board website at: <http://apcentral.collegeboard.com/apc/public/repository/ap-art-history-course-description.pdf>.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

Advanced Placement (AP) Art History emphasizes understanding works of art within their historical context by examining issues such as politics, class, religion, patronage, audience, gender, function, and ethnicity. Because these contextual issues cannot be ascertained about prehistoric art, prehistoric art does not appear in the exam. Prehistoric examples such as the *Woman of Willendorf*, the Caves of Lascaux, and Stonehenge are not accepted as appropriate examples in Section II of the exam.

The AP Art History course also teaches students visual analysis of works of art. The course teaches students to understand works of art through both visual and contextual analysis.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Benchmarks:

College Board has identified the following key concepts and skills as key to understanding any work of art or architecture and stresses their development during the APP Art History course:

- Identification/Attribution
- Visual Analysis
- Contextual Analysis
- Finding Meaning in Art
- Interdisciplinary Awareness
- Writing Skills
- Reading Comprehension Skills.

Additionally, this course works to meet the standards and benchmarks set by:

- Common Core State Standards for Reading in History/Social Studies
- Common Core State Standards for Writing
- Wisconsin's Model Academic Standards for Art and Design Education.

Course Perspective (from College Board):

To prevent students from writing essays that simply describe a work of art, teachers should encourage students to focus on five areas for class discussion: subject matter, function, artistic decision making, contextual analysis, and cultural impact. Contemplating these five factors will help students to see art as a meaningful part of their lives. The following questions apply not only to masterpieces but also to images and objects found in our everyday world that we consider to be art.

Subject Matter Subject: What does the work depict? Who does the artist depict in the work?
Iconography: What do the figures and objects in the work represent or symbolize?
What event or series of events does the artist present to the viewer? **Function** Why did the artist create the work?

Narration:

- For religious worship?
- To entertain or to please the eye?
- For propagandistic purposes?
- To address a social issue?
- To commemorate an event?
- To commemorate the life of a famous person?
- As an expression of wealth and status?
- To savor a memory?
- To document a place and time?
- To promote an artistic theory or philosophical idea?
- To tell a story?
- To express some human emotion (such as love, grief, or anger)?

- To establish a personal or cultural identity?
- To impress others with technical skill?
- As a gift to a god or another person?
- As a form of scientific study?
- For private enjoyment?
- For practical reasons only (that is, to provide shelter, to hunt with, or to document something for legal purposes)?

For whom was the work created?

Who was the patron?

Why did the patron commission the work?

Was the patron upper class or middle class?

To what degree could you describe the patron as "religious" or "secular"?

To what degree was the patron involved in the artistic decision-making process?

Did the artist create the work of art for the mass market?

Did the artist create the work for himself or herself?

Where did the artist originally intend to place their work?

- In a church or place of religious worship?
- In a private home or a public place?
- In a dramatic outdoor setting or an interior space?
- In a particular viewpoint (for example, down below or high above)?
- With a particular kind of lighting?
- As a complement to another nearby work of art (such as a building or a sculpture)?
- To compete with another nearby work of art?
- In a competitive exhibition?
- In a portable object (such as a book or a reliquary)?

Artistic Decision Making

What decisions did the artist or architect make while creating this work of art?

What medium did the artist use, and why?

What technique did the artist use (for example, alla prima, impressionistic, trompe l'oeil, or grisaille), and why?

What format did the artist use (for example, relief, freestanding, two-dimensional, horizontal, or vertical), and why?

What type of color scheme did the artist use (for example, neutral, intense, arbitrary, monochromatic, symbolic, warm, or cool), and why?

What type of lighting did the artist use, and why?

What type of texture did the artist employ, and why?

What type of line did the artist use (for example, vertical, horizontal, diagonal, calligraphic, undulating, curvilinear, agitated, arabesque, or gestural), and why?

What so-called principles of design (such as balance, rhythm, movement, unity, emphasis, scale, and variety) did the artist employ, and why so?

What mode of representation did the artist use (such as representational, abstract, naturalistic, schematic, stylized, idealized, or distorted), and why?

What rules did the artist follow in accordance with the style of a particular time and place?

What rules did the artist break away from in order to innovate or experiment?

Did the artist make preparations before creating the work?

Did the artist observe from nature or conform to archetypal forms?

How did the artist or architect compose or structure the work (for example, symmetrical, asymmetrical, radial, random, proportional, bilateral, open, or closed), and why?

How large (or small) is the work, and why?

How much time did the artist spend on the work, and why?

Did the artist or architect choose to emulate the work of another artist or architect?

Contextual Analysis

How does the work reflect the following cultural aspects of a particular time and place?

- Religious beliefs?
- Political ideologies?
- Philosophical ideologies?
- Attitudes toward social class and gender?
- A culture's concept of aesthetic beauty?
- A culture's concept of power and authority?
- A culture's concept of morality?
- A culture's changing tastes?
- A culture's concept of normality, perhaps with a view into the daily life of "ordinary" people?
- A culture's concept of nature and man's relationship with nature?
- A cultural view of history and tradition?
- Cross-cultural influences?
- The status of the artist or architect?
- The impact of subcultures existing within a larger, mainstream culture?
- The impact of new scientific discoveries or inventions?
- The lifestyle and milieu of the artist or architect?

Cultural Impact

What impact did the work of art or architecture have on the history of art?

- Inspire or influence other artists or architects?
- Dramatically rise in value?
- Seen by a large number of people?
- Cause controversy or raise complex questions?
- Alter visual perception in some way (such as the invention of linear perspective)?
- Popularize a particular medium or technique?
- Provide a sense of cultural or national identity?
- Make a particular person famous or infamous?
- Popularize a particular ideology?
- Alter fashion and taste?
- Alter the way artists were trained?
- Dramatically alter the art market?

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

A team of district art teachers will begin meeting in January 2014. They will develop detailed Pacing Guides and a Scope and Sequence based on the Planning and Pacing Guide samples from the College Board.

Attached in Appendix A is a sample Scope and Sequence from College Board.

A potential sequence could include:

- **Quarter 1 – Ancient through Medieval**
- **Quarter 2 – Fourteenth through Eighteenth Centuries**
- **Quarter 3 – Nineteenth through Twenty-First Centuries**

- **Quarter 4 – Beyond European Artistic Traditions**

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

The course needs listed will be included for the course proposal for one class of 30 students (one teacher) at Indian Trail High School and Academy only. AP Summer Institute training through College Board prepares teachers to teach the AP Art History course.

- | | |
|---|---|
| a. Teaching Staff \$ 0 | c. Supplementary \$ 2,000.00 est. |
| b. Textbooks/kits \$ 5,918.40 est. | d. Facilities/Space \$ 0 |
| | e. Teacher Training \$ 1,500.00 est. |

<u>Approvals:</u>	Name(s)	Date
Department head & Principal _____/_____		_____
Building Review Committee _____		_____
District Review Committee _____		_____
Central Office _____		_____

Created March 2001

Course Content

The AP Art History Development Committee periodically conducts curriculum surveys to determine course content at the institutions that accept AP scores. College courses generally cover the various art media in the following proportions: 40–50 percent painting and drawing, 25 percent architecture, 25 percent sculpture, and 5–10 percent other media. The AP Art History Exam reflects these distributions through multiple-choice questions and long and short essay questions.

Art history emphasizes understanding works of art within their historical context by examining issues such as politics, class, religion, patronage, audience, gender, function, and ethnicity. Because these contextual issues cannot be ascertained about prehistoric art, prehistoric art does not appear in the exam. Prehistoric examples such as the *Woman of Willendorf*, the Caves of Lascaux, and Stonehenge are not accepted as appropriate examples in Section II of the exam.

The AP Art History course also teaches students visual analysis of works of art. The course teaches students to understand works of art through both visual and contextual analysis. The AP Art History Exam contains an increasing number of multiple-choice questions and essays that reflect these evolving emphases.

The following content table reflects other results of the most recent college curriculum surveys, showing the content areas generally covered in these college courses and a percentage range of course time devoted to each content area. This information may be especially helpful for teachers who are beginning their first AP Art History course. The AP Art History Exam generally reflects this coverage.

College Course Coverage

<i>Content</i>	<i>Approximate Percentages</i>	<i>Total</i>
I. Ancient Through Medieval A. Greece and Rome B. Early Christian, Byzantine, Early Medieval C. Romanesque D. Gothic	10–15% 5–10% 3–7% 7–10%	30%
II. Renaissance to Present A. Fourteenth Through Sixteenth Centuries B. Seventeenth and Eighteenth Centuries C. Nineteenth Century D. Twentieth and Twenty-first Centuries	12–17% 10–15% 10–15% 10–15%	50%
III. Beyond European Artistic Traditions – Africa – the Americas – Asia – Near East – Oceania – global Islamic traditions		20%

**Kenosha Unified School District
Kenosha, Wisconsin**

February 25, 2014

NEW COURSE PROPOSALS: ADVANCED PLACEMENT PHYSICS 1 AND 2

Background

The College Board, the organization that administers the Advanced Placement (AP) program to promote college readiness, has announced a change in their Advanced Placement Physics B course. This change will impact the Advanced Placement Physics courses offered at Kenosha Unified School District high schools. Two one-credit algebra-based courses called AP Physics 1 and AP Physics 2 will replace the current two-credit AP Physics B.

Course Change Proposal

In order to implement this change in the 2014-15 school year, the Office of Teaching and Learning is proposing, for board of education approval, course removal and course addition forms. They are attached in Appendix A. The attached forms are completed in full and explain the rationale for the change. They also provide descriptions of the new courses, course standards, and sample pacing guides.

The following table shows a comparison between the current and proposed new course sequence leading to AP Physics courses:

CURRENT COURSE SEQUENCE	PROPOSED COURSE SEQUENCE
Grade 9 Biology Honors	Grade 9 Biology Honors
Grade 10 Chemistry Honors	Grade 10 Chemistry Honors
Grade 11 Physics Honors	Grade 11 Physics Honors -or- AP Physics 1
Grade 12 AP Physics B	Grade 12 AP Physics 1 -or- AP Physics 2

Recommendation

At is February 11, 2014, meeting the Curriculum/Program Standing Committee voted to forward this report to the School Board for consideration. Administration recommends that the School Board approve the Course/Program Change Proposals for Advanced Placement Physics courses.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mrs. Christine Pratt
Coordinator of Science

Mr. David Tuttle
Coordinator of Talent Development

APPENDIX A

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

*Return this form to your department chair by no later than **May 15** for building & committee signatures. Completed forms must be returned to the Director of Instruction by **June 15**. Type responses on additional sheets when appropriate and attach to this form.*

Date Initiated 12/4/2013

Name(s) David Tuttle & Christine Pratt

Title(s) Coordinator of Talent Development & Coordinator of Science

Department & School Teaching & Learning / ESC

Proposed Course Name AP Physics 1

☒ New Course ☐ New Name Length: ☐ Quarter Credits: ☐ 1/2 credit

☐ Removal/Replacement of Course ☒ Semester ☒ 1 credit

Recommended Prerequisites (if any):

Grade 9 and 10 Science Requirement, Geometry, current enrollment in or prior completion of Algebra II

Note: (College Board recommendation) “Students should have completed geometry and be concurrently taking Algebra II or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself. No prior course work in physics is necessary.”

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? *Does this course fit the District’s approved curriculum cycle?* (If this is a course removal, only fill out this section.)

Since College Board is replacing the AP Physics B course with AP Physics 1 and AP Physics 2 in the 2014-15 school year, it will be necessary to add AP Physics 1. AP Physics 1 will be a one-credit course that will run for a full school year. (AP Physics B was a two-credit course that was taught in a double block in one school year. The AP Physics 1 courses can be viewed on the College Board website at: <http://advancesinap.collegeboard.org/math-and-science/physics>.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

Advanced Placement (AP) Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-

on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Big Ideas (from College Board):

- Objects and systems have properties such as mass and charge. Systems may have internal structure.
- Fields existing in space can be used to explain interactions.
- The interaction of an object with other objects can be described by forces.
- Interactions between systems can result in changes in those systems.
- Changes that occur as a result of interactions are constrained by conservation laws.
- Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

Science Practices (from College Board):

- Science Practice 1: The student can use representations and models to communicate scientific phenomena and solve scientific problems.
- Science Practice 2: The student can use mathematics appropriately.
- Science Practice 3: The student can engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course.
- Science Practice 4: The student can plan and implement data collection strategies in relation to a particular scientific question.
- Science Practice 5: The student can perform data analysis and evaluation of evidence.
- Science Practice 6: The student can work with scientific explanations and theories.
- Science Practice 7: The student is able to connect and relate knowledge across various scales, concepts, and representations in and across domains.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

A team of district physics teachers will begin meeting in January 2014. They will develop detailed Pacing Guides and a Scope and Sequence based on the Planning and Pacing Guide samples from the College Board.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

The course needs listed will be included for both course proposals (for AP Physics 1 and AP Physics 2) as common textbooks and supplies will be used. AP Summer Institute training through College Board prepares teachers to teach both AP courses.

a. Teaching Staff \$ 0

b. Textbooks/kits \$ 187,725 est.

c. Supplementary \$ 6000 est.

d. Facilities/Space \$ 0

e. Teacher Training \$ 7500 est.

Approvals:

Name(s)

Date

Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Created March 2001

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

*Return this form to your department chair by no later than **May 15** for building & committee signatures. Completed forms must be returned to the Director of Instruction by **June 15**. Type responses on additional sheets when appropriate and attach to this form.*

Date Initiated 12/4/2013

Name(s) David Tuttle & Christine Pratt

Title(s) Coordinator of Talent Development & Coordinator of Science

Department & School Teaching & Learning / ESC

Proposed Course Name AP Physics 2

☒ New Course ☐ New Name Length: ☐ Quarter Credits: ☐ 1/2 credit
☐ Removal/Replacement of Course 2 Semester ☒ 1 credit

Recommended Prerequisites (if any):

AP Physics 1 and concurrent or prior enrollment in Pre-Calculus

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? *Does this course fit the District's approved curriculum cycle?* (If this is a course removal, only fill out this section.)

Since College Board is replacing the AP Physics B course with AP Physics 1 and AP Physics 2 in the 2014-15 school year, it will be necessary to add AP Physics 2. AP Physics 2 will be a one-credit course that will run for a full school year. (AP Physics B was a two-credit course that was taught in a double block in one school year. The AP Physics 2 course can be viewed on the College Board website at: <http://advancesinap.collegeboard.org/math-and-science/physics>).

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

Advanced Placement (AP) Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Big Ideas (from College Board):

- Objects and systems have properties such as mass and charge. Systems may have internal structure.
- Fields existing in space can be used to explain interactions.
- The interaction of an object with other objects can be described by forces.
- Interactions between systems can result in changes in those systems.
- Changes that occur as a result of interactions are constrained by conservation laws.
- Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.
- The mathematics of probability can be used to describe the behavior of complex systems and to interpret the behavior of quantum mechanical systems.

Science Practices (from College Board):

- Science Practice 1: The student can use representations and models to communicate scientific phenomena and solve scientific problems.
- Science Practice 2: The student can use mathematics appropriately.
- Science Practice 3: The student can engage in scientific questioning to extend thinking or to guide investigations within the context of the AP course.
- Science Practice 4: The student can plan and implement data collection strategies in relation to a particular scientific question.
- Science Practice 5: The student can perform data analysis and evaluation of evidence.
- Science Practice 6: The student can work with scientific explanations and theories.
- Science Practice 7: The student is able to connect and relate knowledge across various scales, concepts, and representations in and across domains.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

Sample course planning and pacing guides for AP Physics 2 will be available from the College Board in the spring of 2014. A team of teachers will meet at that time to develop detailed Pacing Guides and a Scope and Sequence based on the Planning and Pacing Guide samples from the College Board.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

The course needs listed will be included for both course proposals (for AP Physics 1 and AP Physics 2) as common textbooks and supplies will be used. AP Summer Institute training through College Board prepares teachers to teach both AP courses.

a. Teaching Staff \$ 0

c. Supplementary \$ 0 *

b. Textbooks/kits \$ 0 *

d. Facilities/Space \$ 0

e. Teacher Training \$ 0 *

* The course needs listed are already included in the first proposal for AP Physics 1.

Approvals:

Name(s)

Date

Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Created March 2001

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than **May 15** for building & committee signatures. Completed forms must be returned to the Director of Instruction by **June 15**. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 12/4/2013

Name(s) David Tuttle & Christine Pratt

Title(s) Coordinator of Talent Development & Coordinator of Science

Department & School Teaching & Learning / ESC

Removed Course Name AP Physics B

☐ New Course ☐ New Name Length: ☐ Quarter Credits: ☐ 1/2 credit

☒ Removal/Replacement of Course 2 Semesters ☐ 1 credit

☒ 2 credit

Recommended Prerequisites (if any):

Successful completion of Physics-Honors and concurrent enrollment in Pre-Calculus - Honors

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? *Does this course fit the District's approved curriculum cycle?* (If this is a course removal, only fill out this section.)

College Board is replacing AP Physics B with two courses: AP Physics 1 and AP Physics 2 beginning with the 2014-15 school year. These courses can be viewed on the College Board website at: <http://advancesinap.collegeboard.org/math-and-science/physics> .

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

Does not apply – dropped course.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Does not apply – dropped course.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

Does not apply – dropped course.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

Does not apply – dropped course.

(New course needs will be included in the new course proposals for AP Physics 1 and AP Physics 2.)

a. Teaching Staff \$ 0

c. Supplementary \$ 0

b. Textbooks/kits \$ 0

d. Facilities/Space \$ 0

e. Teacher Training \$ 0

Approvals:

Name(s)

Date

Department head & Principal _____/_____

Building Review Committee _____

District Review Committee _____

Central Office _____

Created March 2001

**Kenosha Unified School District
Kenosha, Wisconsin**

February 25, 2014

NEW COURSE PROPOSAL: ADVANCED PLACEMENT HUMAN GEOGRAPHY

Background

The College Board, the organization that administers the Advanced Placement (AP) program to promote college readiness, offers a social studies course currently not available in Kenosha Unified School District. The AP Human Geography course is a popular course in many other school districts. Students across the district have expressed interest in this course.

Course Change Proposal

In order to implement this change in the 2014-15 school year, the Office of Teaching and Learning is proposing, for board of education approval, the Course/Program Change Proposal: Senior High School. The form is attached in Appendix A. The form explains the rationale for the new course addition. It also provides a description of the course, course standards, and a sample pacing guide.

The following table shows the available AP social studies courses:

CURRENT COURSE OPPORTUNITIES	PROPOSED COURSE ADDITION
AP United States History	AP Human Geography
AP World History	
AP United States Government and Politics	
AP Psychology	
AP Macroeconomics (Kenosha eSchool)	
AP Microeconomics (Kenosha eSchool)	

Recommendation

At its February 11, 2014, meeting, the Curriculum/Program Standing Committee voted to forward this report to the School Board for consideration. Administration recommends that the School Board approve the Course/Program Change Proposal for the AP Human Geography course.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mr. Mark Hinterberg
Coordinator of Social Studies/Career and Technical Education

Mr. David Tuttle
Coordinator of Talent Development

Mrs. Maria Kotz
Principal of Indian Trail High School and Academy

Ms. Andrea Farchmin-Baumgart
Indian Trail High School and Academy Instructional Coach

APPENDIX A

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

*Return this form to your department chair by no later than **May 15** for building & committee signatures. Completed forms must be returned to the Director of Instruction by **June 15**. Type responses on additional sheets when appropriate and attach to this form.*

Date Initiated 1/4/2014

Name(s) Andrea Farchmin-Baumgart, David Tuttle & Mark Hinterberg

Title(s) ITHSA Instructional Coach, Coordinator of Talent Development & Coordinator of Social Studies and Career and Technical Education

Department & School Indian Trail HS and Academy, Teaching & Learning / ESC

Proposed Course Name AP Human Geography

X New Course ___ New Name Length: ___ Quarter Credits: ___ 1/2 credit
___ Removal/Replacement of Course 2 Semester X 1 credit

Recommended Prerequisites (if any):

Honors United States History or Teacher Permission

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? *Does this course fit the District's approved curriculum cycle?* (If this is a course removal, only fill out this section.)

The students at Indian Trail High School and Academy have expressed an interest in this AP course. The AP Human Geography course can be viewed on the College Board website at: <http://apcentral.collegeboard.com/apc/public/repository/ap-human-geography-course-description.pdf>.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

The purpose of the Advanced Placement (AP) Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Benchmarks:

College Board has identified the following college-level goals that will lead to successful completion of the course:

- Interpret maps and analyze geospatial data
- Understand and explain the implications of associations and networks among phenomena in places
- Recognize and interpret the relationships among patterns and processes at different scales of analysis
- Define regions and evaluate the regionalization process
- Characterize and analyze changing interconnections among places.

Additionally, this course works to meet the standards and benchmarks set by:

- Common Core State Standards for Reading in History/Social Studies
- Common Core State Standards for Writing
- Wisconsin's Model Academic Standards for Geography.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

A team of district social studies teachers will begin meeting in January 2014. They will develop detailed Pacing Guides and a Scope and Sequence based on the Planning and Pacing Guide samples from the College Board.

Attached in Appendix A is a sample Scope and Sequence from an approved AP Human Geography course syllabus (#1058837v1) available from College Board. (Note: The entire course syllabus may be viewed at: http://media.collegeboard.com/digitalServices/pdf/ap/ap-human-geo-sample_4_1058837v1.pdf .

A potential sequence could include:

Semester 1: Cultural Geography

- **Geography: Its Nature and Perspectives (2 weeks)**
- **Population Geography (6 weeks)**
- **Cultural Patterns and Processes (9 weeks).**

Semester 2:

- **Political Geography (3 weeks)**
- **Development (3 weeks)**
- **Agriculture (3 weeks)**
- **Industrialization (3 weeks)**
- **Settlement and Services (2 weeks)**
- **Urban Patterns (2 weeks)**
- **Resource Issues (1 week)**
- **Careers in Geography (1 week).**

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

The course needs listed will be included for the course proposal for one class of 30 students (one teacher) at Indian Trail High School and Academy only. AP Summer Institute training through College Board prepares teachers to teach the AP Human Geography course.

a. Teaching Staff \$ 0

c. Supplementary \$ 1,000.00 est.

b. Textbooks/kits \$ 4,620.00 est.

d. Facilities/Space \$ 0

e. Teacher Training \$ 1,500.00 est.

Approvals:

Name(s)

Date

Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Created March 2001

AP[®] Human Geography: Syllabus 4

Syllabus 1058837v1



Scoring Components	Page(s)
SC1 The course provides a systematic study of the nature of Geography.	2
SC2 The course provides a systematic study of perspectives of Geography.	2
SC3 The course provides a systematic study of population geography.	3
SC4 The course provides a systematic study of cultural patterns and processes.	3
SC5 The course provides a systematic study of political organization of space.	4
SC6 The course provides a systematic study of agriculture and rural land use.	5
SC7 The course provides a systematic study of industrialization and economic development.	5
SC8 The course provides a systematic study of cities and urban land use.	6
SC9 The course teaches the use of landscape analysis to examine human organization of space.	3, 5–6
SC10 The course teaches spatial relationships at different scales ranging from the local to the global.	4, 6
SC11 The course teaches students how to use and interpret maps and spatial data.	3, 5
SC12 The course teaches students how to use and interpret geographical models.	3, 5–6

Course Units

The curriculum for this two-semester AP® Human Geography course consists of topics drawn from seven interrelated units of study outlined in the *AP Human Geography Course Description* booklet published by the College Board.

1. Geography: Its Nature and Perspectives
2. Population Geography
3. Cultural Patterns and Processes
4. Political Organization of Space
5. Economic Development
6. Agriculture and Rural Land Use
7. Industrialization
8. Settlement and Services
9. Cities and Urban Land Use
10. Resource Management
11. Careers in Geography

Textbooks:

- Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 8th ed. Upper Saddle River, NJ: Pearson Education, Inc., 2005.
- Kuby, Michael, John Harner, and Patricia Gober. *Human Geography in Action*. 4th ed. New York: John Wiley, Inc., 2007.

Daily Assignments

For each unit, students receive an assignment sheet. The length of the assignment varies on a day-to-day basis, but students can expect to have some form of homework, most often reading, every evening.

Assessment:

The assessment of students' performance is based on tests, quizzes, short papers, essays, class projects, and daily participation.

First Semester: Cultural Geography

Extended Term Project: Collect two current events articles related to human geography from a national newspaper or news magazine each week. Summarize the articles and apply key spatial concepts of human geography to analyze the significance of each event.

Correct citations are required. Over the course of the semester, articles that illustrate key spatial concepts operating at different scales should be selected.

I. Geography: Its Nature and Perspectives (2 weeks) [SC1 & SC2]

- A. Thinking about space
- B. Thinking about place
- C. Thinking about region
- D. Thinking about scale
- E. Thinking about connections

SC1—The course provides a systematic study of the nature of Geography.

SC2—The course provides a systematic study of perspectives of Geography.

Required Reading

- Rubenstein, Chapter 1: “Thinking Geographically”
- Kuby, Harner, and Gober, Chapter 1: “True Maps, False Impressions”

II. Population Geography (6 weeks) [SC3]

- Where the world’s population is distributed
- Where the world’s population has increased
- Population is increasing at different rates in different countries
- Demographic transition model [SC12]
- The world might face an overpopulation problem
- Why people migrate
- Distribution of migrants
- Obstacles faced by migrants
- People migrate within a county

SC3—The course provides a systematic study of population geography.

SC12—The course teaches students how to use and interpret geographical models.

Required Reading and Activities

- Rubenstein, Chapters 2 and 3: “Population” and “Migration”
- Kuby, Harner, and Gober, Chapters 3, 4, and 5: “Tracking the AIDS Epidemic in the United States: Diffusion Through Space and Time”; “Newton’s First Law of Migration: The Gravity Model”; and “One Billion and Counting” The Hidden Momentum of Population Growth in India”
- PRB website: “Making Population Real: New Lesson Plans and Classroom Activities” (www.prb.org/Educators)

Obituary Activity: [SC11]

Using obituaries from the local newspaper, have students plot on a map where people were born and where they died.

Have them use the following key to sort data according when people were born: Before 1920, 1920–1945, 1946–1965, 1966 to present. Draw lines, using the color for the birth year, from places of birth to the local region. Have students analyze the patterns and relate them to migration trends.

(For example, most people born before 1920 came to Oregon from the Midwest while more people who were born from 1966 to the present came from Latin America and Asia.)

SC11—The course teaches students how to use and interpret maps and spatial data.

Helpful reading for teacher: Bailey, Adrian, *Making Population Geography*. London: Hodder & Stoughton Educational, 2005.

III. Cultural Patterns and Processes (9 Weeks) [SC4]

- Folk and Pop Culture
 - Where folk and popular cultures originate and diffuse
 - Folk and popular culture and the cultural landscape [SC9]
 - Folk culture is clustered
 - Popular culture is widely distributed
 - Globalization of popular culture causes problems

SC4—The course provides a systematic study of cultural patterns and processes.

SC9—The course teaches the use of landscape analysis to examine human organization of space.

Required Reading and Activities

- Rubenstein, Chapter 4: “Folk and Popular Culture”

- Kuby, Harner, and Gober, Chapter 2: “Layers of Tradition: Culture Regions at Different Scales” **[SC10]**
- Larmer, Brook, “Latino America,” *Newsweek* (July 12, 1999): 48–51.
- Leland, John, and Veronica Chambers, “Generation Ñ,” *Newsweek* (July 12, 1999): 53–58.
- Haubergger, Christy, “The Legacy of Generation Ñ,” *Newsweek* (July 12, 1999): 61.

SC10—The course teaches spatial relationships at different scales ranging from the local to the global.

B. Language

1. Where English language speakers are distributed
2. Indo-European languages
3. Where other language families are distributed
4. People preserve local languages

Required Reading

- Rubenstein, Chapter 5: “Language”

C. Religion

1. Universalizing and ethnic religions
2. Origin and diffusion of religions
3. Religions organize space
4. Territorial conflicts arise among religious groups

Required Reading

- Rubenstein, Chapter 6: “Religion”
- Szulc, Tad, “Abraham: Journey of Faith,” *National Geographic* (December, 2001): 90–129.
- “Islam: An Introduction,” special pull-out section, *Saudi Aramco World* (January/February 2002).
- El-Moslimany, Samia, interviewer, “Welcoming God’s Guests,” *Saudi Aramco World* (May/June 2002): 8–29.

D. Ethnicity

1. Distribution of ethnicities
2. Why some ethnicities have been transformed into nationalities
3. The clash of ethnicities

Required Reading

- Rubenstein, Chapter 7: “Ethnicity”
- Kuby, Harner, and Gober, Chapter 12: “Do Orange and Green Clash? Residential Segregation in Northern Ireland”
- Individual articles from *Refugees* magazine, published by the UN Refugee Agency (UNHCR), online at <http://www.unhcr.org>

Second Semester: Political and Economic Geography

Term Paper Required. Topic must relate to a key concept of Human Geography

IV. Political Geography (3 weeks) **[SC5]**

- A. The difference between a state and a nation
- B. Boundaries
- C. Boundary problems

SC5—The course provides a systematic study of political organization of space.

- D. Cooperation between states
- E. A look at terrorism

Required Reading and Activities

- Kuby, Harner, and Gober, Chapter 13: “Breaking Up Is Hard to Do: Nations, States, and Nation-States”
- Rubenstein, Chapter 8: “Political Geography”

Helpful reading for the teacher

- M. Jones, R. Jones, and M. Woods, *An Introduction to Political Geography*. London and New York: Routledge, 2004.

V. Development (3 Weeks)

- A. Economic, social, and demographic indicators
- B. More developed regions versus less developed regions
- C. Obstacles to development

Required Reading and Activities

- Rubenstein, Chapter 9: “Development”
- Kuby, Harner, and Gober, Chapter 7: “Rags and Riches: The Dimensions of Development”
- Friedman, Thomas L., *The World is Flat [Updated and Expanded]: A Brief History of the Twenty-First Century*. New York: Farrar, Straus and Giroux, 2006. Chapters 1 and 2 are required.

VI. Agriculture and Rural Land Use (3 weeks) [SC6]

- A. Agricultural hearths
- B. Classification of agricultural regions
- C. Agriculture in less developed countries
- D. Agriculture in more developed countries
- E. Economic issues involving agriculture
- F. Rural land use
- G. Rural landscape analysis [SC9]

Lecture Notes: “Geography of Modern Agriculture” from David A. Lanegran, Macalester College, St. Paul, Minnesota, 2005.

Required Reading and Activities

- Rubenstein, Chapter 10: “Agriculture”
- Kuby, Harner, and Gober, Chapter 8: “Food for Thought: The Globalization of Agriculture”

Rural Land Use Project: This project requires fieldwork.

Groups of students are assigned different sections of the school district to explore, observe, and collect data from. They then analyze the data they collected and give presentations. The presentations must include a map of their area. This can be a hand-drawn map, an aerial photo with explanation, or a GIS-generated map. [SC11] They must apply the principles of Von Thünen’s Model in their analysis. [SC12]

VII. Industrialization (3 weeks) [SC7]

- A. Origins of the Industrial Revolution
- B. Distribution of industry
- C. Situation factors and site factors
- D. Weber’s industrial location model [SC12]

SC6—The course provides a systematic study of agriculture and rural land use.

SC9—The course teaches the use of landscape analysis to examine human organization of space.

SC11—The course teaches students how to use and interpret maps and spatial data.

SC12—The course teaches students how to use and interpret geographical models.

SC7—The course provides a systematic study of industrialization and economic development.

- E. Obstacles to optimum locations
- F. Problems faced by industry
- G. A look at NAFTA

Required Reading and Activity

- Rubenstein, Chapter 11: “Industry”
- Kuby, Harner, and Gober, Chapter 6: “Help Wanted: The Changing Geography of Jobs”

Students take a field trip to a nearby town to observe and evaluate the site, the situation, and the types of industry. The field trip follow-up includes a discussion of the relocation of a local industry and consideration of the differences between the original industry and the new replacement industry in terms of jobs, wages, and impact on the local economy and landscape.

VIII. Settlement and Services (2 weeks)

- A. Where services originated
- B. Rural settlements
- C. Distribution of services
- D. 1. Central place theory
2. Market area analysis
- E. Business services in large settlements
- F. Central business district

Required Reading and Activities

- Rubenstein, Chapter 12: “Services”
- Kuby, Harner, and Gober, Chapter 9: “Take Me Out to the Ball Game: Market Areas and the Urban Hierarchy”

IX. Urban Patterns (2 weeks) [SC8]

- A. Origin and location of urban areas at multiple scales [SC10]
- B. Urban models [SC12]
- C. Problems of inner cities
- D. Problems in suburbs

Required Reading and Activities

- Rubenstein, Chapter 13: “Urban Patterns”
- Kuby, Harner, and Gober, Chapters 10 and 11: “Reading the Urban Landscape: Census Data and Field Observation”; “The Disappearing Front Range: Urban Sprawl in Colorado”
- Field trip to a nearby city to analyze urban patterns [SC9]

X. Review for AP Human Geography Exam

XI. Resource Issues (1 week)

- A. Fossil fuel depletion
- B. Source of pollution
- C. Global food resources

Required Reading and Activities

- Rubenstein, Chapter 14: “Resource Issues”
- Kuby, Harner, and Gober, Chapter 14: “Preserving the Planet: Human Impact on Environmental Systems”

XII. Careers in Geography (2 weeks)

Required Reading and Activities

SC8—The course provides a systematic study of cities and urban land use.

SC10—The course teaches spatial relationships at different scales ranging from the local to the global.

SC12—The course teaches students how to use and interpret geographical models.

SC9—The course teaches the use of landscape analysis to examine human organization of space.



- “Geography: Finding Your Place,” Association of American Geographers, Washington, DC, www.aag.org
- An introduction to ArcView
- Term paper due

**Kenosha Unified School District
Kenosha, Wisconsin**

February 25, 2014

NEW COURSE PROPOSAL: TEEN LEADERSHIP

Background

Creating a positive school culture for all students has been a top priority for Indian Trail High School and Academy. By collaborating with Flippen Group, Indian Trail High School and Academy has made great gains towards creating a safe and supportive culture and environment for all. One major effort to improve the culture and climate of Indian Trail High School and Academy was embedding Capturing Kids' Hearts into the organization. Capturing Kids' Hearts is a learning experience that provides administrators, faculty, and staff with the knowledge, tools, and ability to build positive, productive, trusting relationships—among themselves and with their students. These practices can transform the classroom and school environment, paving the way for high performance.

Capturing Kids' Hearts has several courses available, one of which is Teen Leadership. These courses have shown to increase the academic achievement of students by more than ten percentile points as well as dramatically decrease discipline problems. Flippen Group uses re-lational strategies and discipline management methods that are grounded in scientifically based research.

Course Addition Proposal

In order to implement this addition for the 2014-15 school year, the Office of Teaching and Learning is proposing, for board of education approval, the Course/Program Change Proposal: Senior High School. This is attached in Appendix A. The form explains the rationale for the new course. It also provides a description of the new course, course standards, and a sample pacing guide.

Recommendation

At is February 11, 2014, meeting, the Curriculum/Program Standing Committee voted to forward this report to the School Board for consideration. Administration recommends that the School Board approve the Course/Program Change Proposal for the Teen Leadership course.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mr. Paris Echoles
Coordinator of Student Engagement
and Equity

Mrs. Maria Kotz
Principal of Indian Trail High School
and Academy

Ms. Andrea Baumgart
Indian Trail High School and Academy
Instructional Coach

APPENDIX A

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

*Return this form to your department chair by no later than **May 15** for building & committee signatures. Completed forms must be returned to the Director of Instruction by **June 15**. Type responses on additional sheets when appropriate and attach to this form.*

Date Initiated 10/17/2013

Name(s) Maria Kotz, Dr. Bethany Ormseth, Andrea Baumgart & Paris Echoles

Title(s) Principal, Assistant Superintendent of Secondary School Leadership, Instructional Coach
& Coordinator of Student Engagement and Equity

Department & School Indian Trail High School and Academy, Secondary School Leadership &
Teaching & Learning / ESC

Proposed Course Name Teen Leadership

X New Course ___ New Name Length: ___ Quarter Credits: ___ 1/2 credit

___ Removal/Replacement of Course 2 Semester X 1 credit

Recommended Prerequisites (if any): **None**

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? *Does this course fit the District's approved curriculum cycle?* (If this is a course removal, only fill out this section.)

KUSD offers a variety of academic course choices. However, few of our course offerings are designed specifically to teach lifelong learning skills and improve school culture and climate. Educators and Administrators across KUSD will agree that school culture defines the context in which teaching and learning take place and has a profound effect on academic progress and student interactions with peers and adults. Schools that encourage social and emotional development see rewards for their students, including greater academic success, fewer at-risk behaviors, and improved relationships for students both at school and in the home. In a survey study of over 90,000 adolescents, the researchers found that student connectedness to a parent and connectedness to a school-based person, such as a teacher, were the only factors that lowered risk in four negative behavior categories of adolescent health and morbidity: emotional health, violence, substance use, and sexuality (JAMA September 10, 1997).

Creating a positive school culture for all students has been a top priority for Indian Trail High School and Academy. By collaborating with Flippen Group, Indian Trail High School and Academy has made great gains towards creating a safe and supportive culture and environment for all. One major effort to improve the culture and climate of Indian Trail High School and Academy was embedding Capturing Kids' Hearts into the organization. Capturing Kids' Hearts is learning experience that provides administrators, faculty and

staff with the knowledge, tools and ability to build positive, productive, trusting relationships among themselves and with their students. These practices can transform the classroom and school environment, paving the way for high performance.

Capturing Kids' Hearts has several courses available, one of which is **Teen Leadership**. **Teen Leadership** is the student curriculum that has proven to enhance students' attachment to teachers, build relational capacity and improve student outcomes. Building upon Indian Trail High School and Academy's dedication to creating a positive school culture for all students, **Teen Leadership** is the student curriculum that will help our district to close the achievement gap and provide students an environment of safety and support that is culturally sensitive, with shared expectations among all students.

Teen Leadership is a research-based curriculum that has been linked to positive behavioral outcomes in mental health or substance use, an increase in self-esteem and a decrease in loneliness, and increased passing rate in core curricular areas, an increase in teacher and school connectedness, and a decrease in disciplinary referrals. **Teen Leadership** brings the skills of self-understanding, financial planning, public speaking, adult relationships, character development, goal setting, and citizenship together in one course designed to create successful students and successful future adults.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

Teen Leadership is a course in which students develop leadership, professional and business skills. They learn to develop a healthy self-concept, healthy relationships, and learn to understand the concept of personal responsibility. They will develop an understanding of emotional intelligence and the skills it measures, which include self-awareness, self-control, self-motivation, and social skills. Students will develop skills in public speaking and communication and an understanding of personal image. They will develop an understanding of the concept of principle-based decision-making and learn to make responsible financial decisions. They will develop an understanding of the effects of peer pressure, will develop skills to counteract those effects, and will develop problem-solving skills. They will develop an understanding of the principles of parenting, enabling them to become better family members and citizens. They will also develop an understanding of the need for vision in personal and professional goal setting.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

- Kenosha Unified School District Lifelong Learning Standards
- Common Core State Standards for Literacy (Writing, Listening, & Speaking and Reading for Science & Technical Subjects):
 - CCSS.ELA-Literacy.CCRA.R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 - CCSS.ELA-Literacy.CCRA.R.6: Assess how point of view or purpose shapes the content and style of a text.
 - CCSS.ELA-Literacy.CCRA.R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- **CCSS.ELA-Literacy.CCRA.R.9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **CCSS.ELA-Literacy.CCRA.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- **CCSS.ELA-Literacy.CCRA.W.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.CCRA.W.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **CCSS.ELA-Literacy.CCRA.W.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- **CCSS.ELA-Literacy.CCRA.SL.1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-Literacy.CCRA.SL.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **CCSS.ELA-Literacy.CCRA.SL.4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.CCRA.SL.6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- **Wisconsin Common Career Technical Standards:**
 - **4C2:** Students will formulate and defend judgments and decisions by employing critical thinking skills.
 - **4C3:** Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities.
 - **CD1:** Students will consider, analyze and apply an awareness of self-identity and culture to identify skills and talents.
 - **LE1:** Students will apply leadership skills in real-world, family, community, and business and industry applications.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

Quarter 1: Chapters 1 and 2

Quarter 2: Chapters 3, 4, and 5

Quarter 3: Chapters 6, 7, and 8

Quarter 4: Chapters 9, 10, and 11

Detailed quarter and chapter information is included.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff: \$ 0*

c. Supplementary: \$ 195.00 est. (Leader's Guide)*

b. Textbooks/kits: \$ 218.75 est.*

d. Facilities/Space: \$ 0

***Based upon one section of 25 students (to be paid out of building funds)**

Approvals:

Name(s)

Date

Department head & Principal _____/_____

Building Review Committee _____

District Review Committee _____

Central Office _____

Created March 2001

Teen Leadership Course Scope and Sequence

Quarter 1

I. Chapter 1 – Laying the Foundation

A. Lesson 1: Getting Acquainted

1. Students will begin to create relationships with the Course Leader and the class.
2. Students will understand the concept and components of the Social Contract.
3. Students will determine the purpose of Teen Leadership.
4. Students will understand the concept of journaling.

B. Lesson 2: Attitude

1. Students will determine the meaning of attitude and how it affects performance.
2. Students will understand the importance of attitude as a component of leadership.
3. Students will begin building confidence to speak before a group.

C. Lesson 3: Introductory Speeches

1. Students will deliver a 1 ½ minute speech about themselves.
2. Students will provide specific feedback to classmates about their speeches.

D. Lesson 4: Developing Relationships

1. Students will understand the importance of first impressions.
2. Students will understand the importance of developing relationships.
3. Students will develop techniques to remember names.
4. Students will use letter-writing as a process to build relationships.

E. Lesson 5: Goals for the Course

1. Students will comprehend the concept of “personal mastery” as a component of leadership.
2. Students will identify personal goals for the course.
3. Students will learn to use the “hamburger bun” method of developing a speech.

F. Lesson 6: Goals for the Course

1. Students will deliver a one-minute speech about “My Goals for the Course and Two Specific Things I’m Going to Do to Help Me Achieve Them”.
2. Students will provide specific feedback to classmates about their speeches.

II. Chapter 2 – Looking at Ourselves

A. Lesson 7: Self-Concept

1. Students will develop an understanding of self-concept.
2. Students will understand how social experiences, social comparisons, and reflected appraisals affect self-concept.

B. Lesson 8: Self-Concept and Self-Confidence

1. Students will understand the importance of accepting positive comments.

2. Students will understand the problem of basing one's self-concept on performance.
3. Students will develop an understanding of self-confidence.
- C. Lesson 9: Reframing
 1. Students will understand the process of reframing.
 2. Students will understand how reframing affects self-concept.
- D. Lesson 10: First Impressions
 1. Students will understand the importance of first impressions.
 2. Students will identify the eight cues that form an initial impression.
 3. Students will write a letter to the school principal describing their thoughts about Teen Leadership.
- E. Lesson 11: Self-Confidence for Leaders
 1. Students will learn how to respond in professional settings.
 2. Students will understand the internal qualities leaders need.
 3. Students will understand how body language and tone of voice affect self-presentation.
- F. Lesson 12: Speeches
 1. Students will deliver a one-minute speech about "A Memorable Experience".
 2. Students will use an evaluation form to provide specific feedback to classmates about their speeches.

Quarter 2

III. Chapter 3 – Understanding Ourselves

- A. Lesson 13: Emotional Intelligence
 1. Students will understand the difference between I.Q. (Intelligence Quotient) and Emotional Intelligence.
 2. Students will develop an understanding of Emotional Intelligence and the skills it measures.
- B. Lesson 14: Persistence and Optimism
 1. Students will comprehend the concept of "Persistence" as one of the Emotional Intelligence scales, and develop an understanding of the concept through role plays.
 2. Students will comprehend the concept of "Optimism" as one of the Emotional Intelligence scales, and develop an understanding of the concept through role plays.
- C. Lesson 15: Self-Awareness
 1. Students will comprehend the concept of "Self-Awareness" as one of the Emotional Intelligence scales.
 2. Students will learn what it means to become self-aware.
- D. Lesson 16: Self-Control and Empathy

1. Students will understand the concept of “Self-Control” as it relates to their lives.
 2. Students will understand the concept of “Empathy” and its importance in relating to others.
- E. Lesson 17: Social Skills and Interpersonal Skills
1. Students will comprehend the importance of “Social Skills”.
 2. Students will understand how “Interpersonal Skills” are a combination of empathy and social skills.
- F. Lesson 18: Self-Motivation
1. Students will comprehend the importance of being Self-Motivated.
 2. Students will understand that Self-Motivation is essential to leadership.
- G. Lesson 19: Speeches
1. Students will deliver a one-minute speech about “A Relationship That’s Important to Me and Why”.
 2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
 3. Students will provide specific feedback to classmates about their speeches.

IV. Chapter 4 – Presenting Ourselves

- A. Lesson 20: Public Speaking
1. Students will understand the tools of effective communication.
 2. Students will examine how to become an effective communicator and the importance of doing so.
- B. Lesson 21: Image
1. Students will comprehend the difference between image and self-concept.
 2. Students will understand impression management.
 3. Students will ascertain why it is important for a leader to make a good impression.
- C. Lesson 22 – Public vs. Private Self
1. Students will understand that they represent many groups.
 2. Students will see the relationship between the public self and the private self.
 3. Students will comprehend some of the motivations of great leaders.
 4. Students will realize the cost of leadership.
- D. Lesson 23 – Speeches
1. Students will deliver a one-minute speech about “An Important Lesson I Learned” or “Something That’s Important to Me and Why”.
 2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
 3. Students will provide specific feedback to classmates about their speeches.

V. Chapter 5 – Getting It Together

- A. Lesson 24: Values

1. Students will determine the meaning of values.
 2. Students will examine the importance of values to leaders.
 3. Students will explore how our values are determined.
 4. Students will examine the ways our values are demonstrated to others.
- B. Lesson 25: Standards
1. Students will define standards and how they affect our values.
 2. Students will understand moral relativism.
 3. Students will analyze what they value and why.
- C. Lesson 26: Principles
1. Students will determine what it means to live a principled life.
 2. Students will decide on principles for their lives.
 3. Students will write their personal mission statements.
- D. Lesson 27: Speeches
1. Students will deliver a one-minute speech about “A Principle I Want to Live My Life By and Why” or “My Mission Statement and What it Means to Me”.
 2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
 3. Students will provide specific feedback to classmates about their speeches.

Quarter 3

VI. Chapter 6 – Managing Our Money

- A. Lesson 28: Free Enterprise
1. Students will understand the importance of speech preparation.
 2. Students will understand the principles of the free-enterprise system.
 3. Students will develop an understanding of the importance of competition in the free-enterprise system.
 4. Students will examine the role financial decisions play in leadership.
- B. Lesson 29: Debt and Credit
1. Students will understand the aspects of deficit spending.
 2. Students will understand the aspects of credit spending.
- C. Lesson 30: Buying a Car
1. Students will understand the costs involved in purchasing and owning a car.
 2. Students will understand the meaning of depreciation and its effect on the consumer.
 3. Students will define and understand terms used in financial transactions.
- D. Lesson 31: Buying a Home
1. Students will define and comprehend the terms involved in purchasing a home.
 2. Students will examine the process of purchasing a home.
- E. Lesson 32: Budgets
1. Students will define and explain the concept of budgeting.

2. Students will evaluate the importance of budgeting to achieve their goals.
- F. Lesson 33: Savings
 1. Students will understand the concepts of financial planning.
 2. Students will understand the importance of personal savings.
 3. Students will understand the concept of compound interest.
- G. Lesson 34: Speeches
 1. Students will deliver a one-minute speech about “An Important Financial Lesson I Learned” or “What Money Means to Me”.
 2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
 3. Students will provide specific feedback to classmates about their speeches.

VII. Chapter 7 – Interactions with Others

- A. Lesson 35: Peer Pressure
 1. Students will identify the different forms of peer pressure.
 2. Students will understand the ways peer pressure influences our actions.
 3. Students will understand what social learning/modeling is.
 4. Students will understand how to screen information.
 5. Students will evaluate ways to handle peer pressure.
- B. Lesson 36: Defending Skills I
 1. Students will understand the concept of “P to the 5th”.
 2. Students will explain the concept of physical and emotional space.
 3. Students will demonstrate acceptable ways to handle inappropriate comments.
- C. Lesson 37: Defending Skills II
 1. Students will demonstrate ways to handle inappropriate behavior.
 2. Students will understand the concept of touch as function of position.
 3. Students will be able to explain the “broken record technique” and its purpose.
- D. Lesson 38: Rescuing Skills
 1. Students will demonstrate rescuing skills.
 2. Students will assess their progress on their personal goals for the course.
- E. Lesson 39: Speeches
 1. Students will deliver a one-minute speech about “Something in My School or Community that Needs to Change and What I’m Going to Do About It.”
 2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
 3. Students will provide specific feedback to classmates about their speeches.

VIII. Chapter 8 – Creative Thinking

- A. Lesson 40: Lateral Thinking

1. Students will demonstrate an understanding of lateral thinking, vertical thinking, and brainstorming.
 2. Students will understand the concept and effectiveness of team problem solving.
 3. Students will understand the importance of lateral thinking in today's economic environment.
- B. Lesson 41: Paradigm Shift
1. Students will define and understand "paradigm".
 2. Students will demonstrate the use of lateral-thinking skills.
- C. Lesson 42: Problem Solving
1. Students will demonstrate lateral-thinking skills.
 2. Students will demonstrate affirming skills.
 3. Students will determine the impact of attitude on our performance.
- D. Lesson 43: Speeches
1. Students will deliver a one-minute speech about "A Difficult Victory."
 2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
 3. Students will provide specific feedback to classmates about their speeches.

Quarter 4

IX. Chapter 9 – Taking Responsibility

- A. Lesson 44: Your Thoughts
1. Students will understand that they are responsible for their own thoughts.
 2. Students will define and understand the concept of automatic thoughts.
- B. Lesson 45: Your Attitudes
1. Students will understand that they are responsible for their own attitudes.
 2. Students will understand how "thought replacement" can change attitude.
 3. Students will define and explain "Rational-Emotive Theory."
- C. Lesson 46: Your Actions
1. Students will understand that they are responsible for their own actions.
- D. Lesson 47: Choices Have Consequences
1. Students will determine the difference between immediate and delayed consequences.
 2. Students will understand that choices have consequences.
 3. Students will evaluate the effect of their choices on themselves, their families, and their future.
- E. Lesson 48: Accepting Responsibility
1. Students will discuss how to become more responsible for their lives.
 2. Students will write a letter to someone who has had a positive influence on their lives.
- F. Lesson 49: Speeches

1. Students will deliver a one-minute speech about “Something I Want to Say to This Class.”
2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
3. Students will provide specific feedback to classmates about their speeches.

X. Chapter 10 – Relationships

A. Lesson 50: Family and Personal Relationships

1. Students will identify ways to make a family relationship more meaningful.
2. Students will understand the importance of affirming and listening.
3. Students will demonstrate affirming and listening skills.

B. Lesson 51: Improving the Quality

1. Students will identify the four ways to make a family relationship more meaningful.
2. Students will explore ways to defend our beliefs without devaluing others.
3. Students will understand the difference between saying “I’m sorry” And asking for forgiveness.
4. Students will determine the importance of spending time to build relationships.

C. Lesson 52a: Family Dynamics I

1. Students will demonstrate their understanding of the types of families described in the Circumplex Model.
2. Students will evaluate how they see themselves and their families, using the Circumplex Model.

D. Lesson 52b: Family Dynamics II

1. Students will use the Circumplex Model to understand why family tension occurs.
2. Students will determine what kind of family they want to have in the future.
3. Students will write a letter of appreciation to their parents.

E. Lesson 53: Speeches

1. Students will deliver a one-minute speech about “Something I’ve Learned in Teen Leadership” or “Something I’m Going to Change Because of Teen Leadership”.
2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
3. Students will provide specific feedback to classmates about their speeches.

XI. Chapter 11 – Getting a Vision

A. Lesson 54: What Leaders See

1. Students will be able to define vision.
2. Students will understand how leaders turn their visions into reality.
3. Students will describe how vision influences the future.
4. Students will understand how to develop a vision for their lives.

B. Lesson 55: Being Proactive

1. Students will be able to compare and contrast the fatalistic and proactive approaches to life.
2. Students will understand how our approach to life determines how we accept responsibility.
3. Students will understand how our approach to life affects how we react to people and events around us.

C. Lesson 56: Developing Our Vision

1. Students will be able to identify the five steps necessary to develop a vision.
2. Students will be able to assess their success in achieving their goals for the course.

D. Lesson 57: Speeches and Conclusion

1. Students will deliver a one-minute speech about “How I Plan to Make a Difference with My Life” or “What I Want My Life to Stand For”.
2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
3. Students will provide specific feedback to classmates about their speeches.
4. Students will understand the concept of creating a vision twice.
5. Students will describe ways to balance dreams and reality.
6. Students will understand the importance of a sense of purpose.

Teen Leadership Course Scope and Sequence

Quarter 1

I. Chapter 1 – Laying the Foundation

A. Lesson 1: Getting Acquainted

1. Students will begin to create relationships with the Course Leader and the class.
2. Students will understand the concept and components of the Social Contract.
3. Students will determine the purpose of Teen Leadership.
4. Students will understand the concept of journaling.

B. Lesson 2: Attitude

1. Students will determine the meaning of attitude and how it affects performance.
2. Students will understand the importance of attitude as a component of leadership.
3. Students will begin building confidence to speak before a group.

C. Lesson 3: Introductory Speeches

1. Students will deliver a 1 ½ minute speech about themselves.
2. Students will provide specific feedback to classmates about their speeches.

D. Lesson 4: Developing Relationships

1. Students will understand the importance of first impressions.
2. Students will understand the importance of developing relationships.
3. Students will develop techniques to remember names.
4. Students will use letter-writing as a process to build relationships.

E. Lesson 5: Goals for the Course

1. Students will comprehend the concept of “personal mastery” as a component of leadership.
2. Students will identify personal goals for the course.
3. Students will learn to use the “hamburger bun” method of developing a speech.

F. Lesson 6: Goals for the Course

1. Students will deliver a one-minute speech about “My Goals for the Course and Two Specific Things I’m Going to Do to Help Me Achieve Them”.
2. Students will provide specific feedback to classmates about their speeches.

II. Chapter 2 – Looking at Ourselves

A. Lesson 7: Self-Concept

1. Students will develop an understanding of self-concept.
2. Students will understand how social experiences, social comparisons, and reflected appraisals affect self-concept.

B. Lesson 8: Self-Concept and Self-Confidence

1. Students will understand the importance of accepting positive comments.

2. Students will understand the problem of basing one's self-concept on performance.
3. Students will develop an understanding of self-confidence.
- C. Lesson 9: Reframing
 1. Students will understand the process of reframing.
 2. Students will understand how reframing affects self-concept.
- D. Lesson 10: First Impressions
 1. Students will understand the importance of first impressions.
 2. Students will identify the eight cues that form an initial impression.
 3. Students will write a letter to the school principal describing their thoughts about Teen Leadership.
- E. Lesson 11: Self-Confidence for Leaders
 1. Students will learn how to respond in professional settings.
 2. Students will understand the internal qualities leaders need.
 3. Students will understand how body language and tone of voice affect self-presentation.
- F. Lesson 12: Speeches
 1. Students will deliver a one-minute speech about "A Memorable Experience".
 2. Students will use an evaluation form to provide specific feedback to classmates about their speeches.

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- A. Lesson 13: Emotional Intelligence
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 2. Students will understand the meaning of depreciation and its effect on the consumer.
 3. Students will define and understand terms used in financial transactions.
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1. Students will define and explain the concept of budgeting.

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 3. Students will understand the importance of lateral thinking in today's economic environment.
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1. Students will demonstrate lateral-thinking skills.
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Quarter 4

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1. Students will understand that they are responsible for their own attitudes.
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 3. Students will define and explain "Rational-Emotive Theory."
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1. Students will understand that they are responsible for their own actions.
- D. Lesson 47: Choices Have Consequences
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A. Lesson 50: Family and Personal Relationships

1. Students will identify ways to make a family relationship more meaningful.
2. Students will understand the importance of affirming and listening.
3. Students will demonstrate affirming and listening skills.

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1. Students will identify the four ways to make a family relationship more meaningful.
2. Students will explore ways to defend our beliefs without devaluing others.
3. Students will understand the difference between saying “I’m sorry” And asking for forgiveness.
4. Students will determine the importance of spending time to build relationships.

C. Lesson 52a: Family Dynamics I

1. Students will demonstrate their understanding of the types of families described in the Circumplex Model.
2. Students will evaluate how they see themselves and their families, using the Circumplex Model.

D. Lesson 52b: Family Dynamics II

1. Students will use the Circumplex Model to understand why family tension occurs.
2. Students will determine what kind of family they want to have in the future.
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1. Students will deliver a one-minute speech about “Something I’ve Learned in Teen Leadership” or “Something I’m Going to Change Because of Teen Leadership”.
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1. Students will be able to define vision.
2. Students will understand how leaders turn their visions into reality.
3. Students will describe how vision influences the future.
4. Students will understand how to develop a vision for their lives.

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1. Students will be able to compare and contrast the fatalistic and proactive approaches to life.
2. Students will understand how our approach to life determines how we accept responsibility.
3. Students will understand how our approach to life affects how we react to people and events around us.

C. Lesson 56: Developing Our Vision

1. Students will be able to identify the five steps necessary to develop a vision.
2. Students will be able to assess their success in achieving their goals for the course.

D. Lesson 57: Speeches and Conclusion

1. Students will deliver a one-minute speech about “How I Plan to Make a Difference with My Life” or “What I Want My Life to Stand For”.
2. Students will demonstrate effective use of posture, movement, gesture, facial expression, eye contact, and voice in delivering a speech.
3. Students will provide specific feedback to classmates about their speeches.
4. Students will understand the concept of creating a vision twice.
5. Students will describe ways to balance dreams and reality.
6. Students will understand the importance of a sense of purpose.

Materials Order Form



Keystone Curriculum

Description	Quantity	Cost per Unit	Total Cost
Kindergarten Complete Kit		\$149	
1 st Grade Complete Kit		\$149	
2 nd Grade Complete Kit		\$149	
3 rd Grade Complete Kit		\$149	
4 th Grade Complete Kit		\$149	
5 th Grade Complete Kit		\$149	

Teen Leadership Curriculum

Please note: School must have completed Capturing Kids' Hearts and a certified Teen Leadership Course Leader before ordering Teen Leadership materials. The cost of the Course Leader's Guide is included in the registration fee of the Teen Leadership Certification class for new Course Leaders.

Student manuals (consumable)

1-99	\$8.75
100-499	\$7.75
500+	\$6.75

Description	Quantity	Cost per Unit	Total Cost
Middle School Student Manual			
High School Student Manual			
Middle School Course Leader's Guide		\$195	
High School Course Leader's Guide		\$195	

The Flip Side: Break Free of the Behaviors that Hold You Back

^ New York Times and USA Today Best Seller

by Flip Flippen and Dr. Chris White

Available in hard back only.

Book Prices (each)

1-49	\$15.50
50-99	\$15.00
100-999	\$14.50
1000+	\$14.00

Description	Quantity	Cost per Unit	Total Cost
The Flip Side: Break Free of the Behaviors That Hold You Back			

Subtotal from Above: _____

Domestic Shipping—Add 10% for regular (5-7 bus. days) and 20% for express (2-4 bus. days): _____

Call us for international shipping rates.

Please make checks payable to The Flippen Group.

Prices are subject to change.

Add sales tax, if applicable: _____

Overall Total: _____

Please Specify Approximate Delivery Date Preferred: _____

Please Print

Primary Contact Information (REQUIRED)

Primary Contact _____

Primary Contact Position _____

Primary Contact Phone _____

Primary Contact E-mail Address _____

Campus for These Materials _____

School District _____

Teen Leadership Course Leader (if applicable) _____

Billing Information (REQUIRED)

Purchase Order # _____

Bill To (billing contact name) / Phone _____

Billing Address _____

City, State, Zip _____

Shipping Address _____

City, State, Zip _____

Shipping Phone _____

Call us with any questions at 1.800.316.4311 or fax this form to 1.877.941.4700
The Flippen Group, 1199 Haywood Drive, College Station, Texas 77845 E-mail: julie.new@flippengroup.com

rev. 10/1/10

**Kenosha Unified School District
Kenosha, Wisconsin**

February 25, 2014

**GATEWAY TRANSCRIPTED COURSE PROPOSAL:
FOUNDATIONS OF EARLY CHILDHOOD DEVELOPMENT**

Background

Transcribed courses are taught by a qualified Kenosha Unified School District teacher who uses Gateway Technical College's syllabus, textbooks, materials, and grading system. Students taking a transcribed course earn credit that is transferrable to Gateway Technical College and the University of Wisconsin—Parkside. In addition, students earn elective credits toward high school graduation requirements. Currently, the following transcribed courses are available within some Kenosha Unified School District high schools:

- Entrepreneurship I (taught at Indian Trail High School and Academy),
- Intro to Business (taught at Indian Trail High School and Academy),
- Intro to Healthcare Computing (taught at Indian Trail High School and Academy),
- IT in Business (taught at LakeView Technology Academy), and
- Intro to Networking/Web Concepts (taught at LakeView Technology Academy).

For the past two years, Indian Trail High School and Academy also has been the home of the Parent and Child Education (PACE) program, which includes the Infant Lab. Students from all high schools will have access to this course through scheduling options. Additionally, this course can be made available at all comprehensive high schools (if there are enrollment numbers to support it).

Course Addition Proposal

Childcare is a Career Pathway in Human Services, one the 16 Career Clusters. In order for students to compete in a rigorous academic setting the Office of Teaching and Learning is proposing, for board of education approval, adding the course Foundations of Early Childhood Development. Forms in Appendix A explain the rationale for the addition. They also provide

descriptions of the new course and include Gateway Technical College's syllabus and requirements. The table below indicates course options for students who may want to follow this career pathway.

COURSE	SUGGESTED GRADE LEVEL
Child Development 1	9
Child Development 2	10/11
Parenting	10/11
Foundations of Early Childhood Development	11/12

Recommendations

At its February 11, 2014, meeting, the Curriculum/Program Standing Committee voted to forward this report to the School Board for consideration. Administration recommends that the School Board approve the Course/Program Change Proposals for the Gateway Technical College transcribed course, Foundations of Early Childhood Development.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mr. Mark Hinterberg
Coordinator of Social Studies/Career and Technical Education

Ms. Marsha Nelson
Interim Coordinator of Career and Technical Education

APPENDIX A

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

*Return this form to your department chair by no later than **May 15** for building & committee signatures. Completed forms must be returned to the Director of Instruction by **June 15**. Type responses on additional sheets when appropriate and attach to this form.*

Date Initiated **12/20/13**

Name(s) **Marsha Nelson/Mark Hinterberg**

Title (s) **CTE Coordinators**

Department – **Teaching & Learning/ESC/**

School(s)

Bradford High School

Indian Trail High School & Academy

Tremper High School

Proposed Course Name Foundation of Early Childhood Development (307-148)

☒ **New Course**

☐ Removal/Replacement of Course

Length: ☐ Quarter

☒ **2 Semesters**

Credits: ☐ ½ credit

☒ **.75 HS credit**

3 transcribed credits

Recommended Prerequisites (if any)

Child Delopment 1

Child Development 2

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
(If this is a course removal, only fill out this section.)

Assisting KUSD students in becoming Career and College ready is a shared goal. Foundations in Early Childhood is in the Human Services Career Cluster and Early Childhood Development & Services Pathway. This adds an extended course sequence for students interested in pursuing a career in Childcare. It is recommended that this course be open to juniors and seniors. Any district student around the district is eligible to enroll, although transportation will not be provided, if the course is not scheduled, due to lack of enrollment at one of the other high schools.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet. **(From Gateway's Course Description Booklet)**

This course introduces students to the early childhood profession. Course competencies include: integrate strategies that support diversity and anti-bias perspectives; investigate the history of early childhood education; summarize types of early childhood education settings; identify the components of a quality early childhood education program; summarize responsibilities of early childhood professionals and explore early childhood curriculum models.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. **Course competencies –**

- **Students will integrate knowledge, skills and practices required for careers in early childhood, education and services.**

- Investigate the necessity for and purpose of quality group care for young children
- Apply theories of developmentally appropriate practice to classroom situations
- Cultivate positive relationships with children in a child care setting
- Guide children in appropriate behaviors
- Create and facilitate developmentally appropriate activities for a variety of child care curricular areas.
- Develop a career portfolio.
- Adhere to current USDA Guidelines and Wisconsin State Licensing Regulations.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. **SEE ATTACHED.**

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. **Teaching Staff:** School's FTE (current building teacher with DPI license 210)

b. **Textbooks/kits:** \$200.00 per student – Perkins Funded.

c. **Technical Requirements:**

d. Facilities/Space \$ 0

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
District Office	_____	_____

Topics and Assignments

Date	Topic	Assignment
Sept. 3 – Sept. 8	Getting to know you	Log in to course, thoroughly read the syllabus, play around with the menu tabs to familiarize yourself with this Blackboard class. Complete all activities in Start Here menu button by Sept. 8.
Sept. 9 – Sept. 15	The Teacher and the Early Childhood Profession	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Sept. 15. Census date: 9/12
Sept. 16 – Sept. 22	The Field of Early Childhood Education	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Sept. 22. Sept 20 is last day to drop class.
Sept. 23 – Sept. 29	History & Models or Approaches	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Sept. 29.
Sept. 30 – Oct. 6	Development	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Oct. 6.
Oct. 7 – Oct. 13	Observing & Assessing Development	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Oct. 13.
Oct. 14 – Oct. 20	Relationships & Guidance	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Oct. 20. 10/18: Mid-term grades
Oct. 21 – Oct. 27	Health & Safety	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Oct. 27.
Oct. 28 – Nov. 3	Environments	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Nov. 3.
Nov. 4 – Nov. 10	Play	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Nov. 10.
Nov. 11 – Nov. 17	Curriculum	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Nov. 17.

Nov. 18 – Nov. 24	Curriculum Planning	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Nov. 24. Nov. 19 is last day to withdraw from class.
Nov. 25 – Dec. 1	Inclusion	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Dec. 1.
Dec. 2 – Dec. 8	Families	Go to the Assignments tab. 1. Click on the assignment checklist. 2. Complete all the items on the checklist by Dec. 8.
Dec. 9 – Dec. 10		Check your grades and notify me by email if you think there is any error. Participate in the final “Good-bye & Good Luck” discussion. Use this as an opportunity to sign off for the semester. Enjoy the winter break, and I hope to see you in 2014!
The instructor may modify schedule and/or assignments based on student needs.		

Foundations of Early Childhood Education

This is an internet class offered through Blackboard. For any questions related to the course content, email pirnstillb@gtc.edu. For technical assistance contact Distance Learning by phone 262.564.3202 between 7 a.m. and 6:30 p.m. or email distancelearning@gtc.edu at any time.

Course information

Fall semester, 2013

Course number: 307-148-2W7A

Credits: 3

Class meets:

Sept. 3—Dec. 10

In this internet class offered through Blackboard, you can complete assignments and other work for the class on days and times of your choice as long as you meet the due dates. In addition, some assignments require observations and interviews that you will need to plan for and schedule.

Important dates:

Census date: 9/12/13

Last day for students to drop: 9/20/13

Instructor drop period: 9/21/13-9/27/13

Midterm grades due: 10/18

Last day for students to withdraw: 11/19/13

Textbook:

Feeney, Moravik, Nolte, & Christensen Who Am I in the Lives of Children?

Ninth edition, and Derman-Sparks, Anti-Bias Curriculum: Tools for Empowering Young Children

You will be viewing video clips through My Education Lab. You will receive a code packaged with the textbook for accessing My Education Lab and further instructions for using the code and accessing the web site found in the Course Documents menu tab. If you purchase your book from a source other than Follett Bookstore on the Gateway campuses, be sure it is packaged with the code. Otherwise, there will be an additional charge.

You will also be using the Wisconsin Licensing Rules book and NAEYC Accreditation Standards that can be accessed online. Links to those books are included in the To Learn More tab in Blackboard and are also included on each assignment sheet.

There are additional resources you will be expected to read/review. Links to those resources are included in the To Learn More or the course documents tab in Blackboard.

Instructor information

Brenda Pirstill

Office: Racine Building, Room 230

Phone: 619-6590 (office)

E-mail: pirstillb@gtc.edu

Office hours: Mondays 11:00-12 noon, Tuesdays 3:45-5:45 p.m. and Wednesdays 11:30-1:30 p.m.

Course description

This 3-credit course introduces you to the early childhood profession.

Course competencies

1. Integrate of strategies that support diversity and anti-bias perspectives.
2. Investigate the history of early childhood education.
3. Summarize types of early childhood education settings.
4. Identify the components of a quality early childhood education program.
5. Summarize responsibilities of early childhood education professionals.
6. Explore early childhood curriculum models.

Core abilities

Gateway believes students need both technical knowledge and skills, and core abilities in order to succeed in a career and in life. The following nine core abilities are the general attitudes and skills promoted and assessed in all Gateway programs; those followed by an asterisk are promoted and assessed in this course.

1. Act responsibly*	2. Communicate clearly and effectively*	3. Demonstrate essential computer skills*
4. Demonstrate essential mathematical skills	5. Develop job-seeking skills	6. Respect self and others as members of a diverse society*
7. Think critically and creatively*	8. Work cooperatively*	9. Value learning.*

Supplies & Equipment

Students will need access to a computer with Internet access, browser software, Microsoft Word, and an e-mail account. Although having your own equipment is highly

recommended, you can use computers in open labs at any Gateway Technical College campus. This is also an alternative if your own equipment fails because *equipment failures are not accepted as an excuse for late assignments*. Expect that technology will fail from time to time, and have an alternate plan.

Please refer to Student Support, Hardware and Software requirement in Blackboard to be sure you have the needed requirements to successfully complete this course.

Drops, Withdrawals & Incompletes

You may drop or withdraw this course at any time up until the date specified in the Semester Course Schedule by contacting Gateway Registration. You will be administratively dropped if you do not participate in this class prior to the last day for students to drop this class. Participation is determined by postings in the Discussion Board and submitting all assignments due by the Sunday following the last day for students to drop the class. You will be dropped from the class for no or poor attendance unless you have submitted **all** assignments, participated in **all** wikis, and **made all required posts and responses in the discussion forums**.

An incomplete grade in this class is rarely an option. If unforeseen circumstances arise preventing your participation and successful completion of the class, you will need to drop or withdraw, depending upon how much time has elapsed from the beginning of the class. See late work policy under Attendance for additional information.

Course requirements

All assignments must be completed in Microsoft Word and submitted through the assignment feature in Blackboard for grading by the due date. Please do not write your assignment in the comment section. Anyone considering a career in early childhood education should consider revising and editing assignments as needed and saving them in a folder to be used for your own professional portfolio that you will develop and add to with each of the classes you take.

Weekly discussion board questions must be responded to. In addition to submitting your own ideas, thoughts and questions, you must also respond to at least two other student's ideas, thoughts and questions. To receive the maximum number of points, you will need to enter the Discussion Board and make your responses by the due date. You will also need to contribute substantial comments/questions that further the discussion. Please see the grading rubrics for further information.

Due dates for assignments and discussion forums are found in the syllabus and on the calendar found in the schedule menu tab.

Attendance

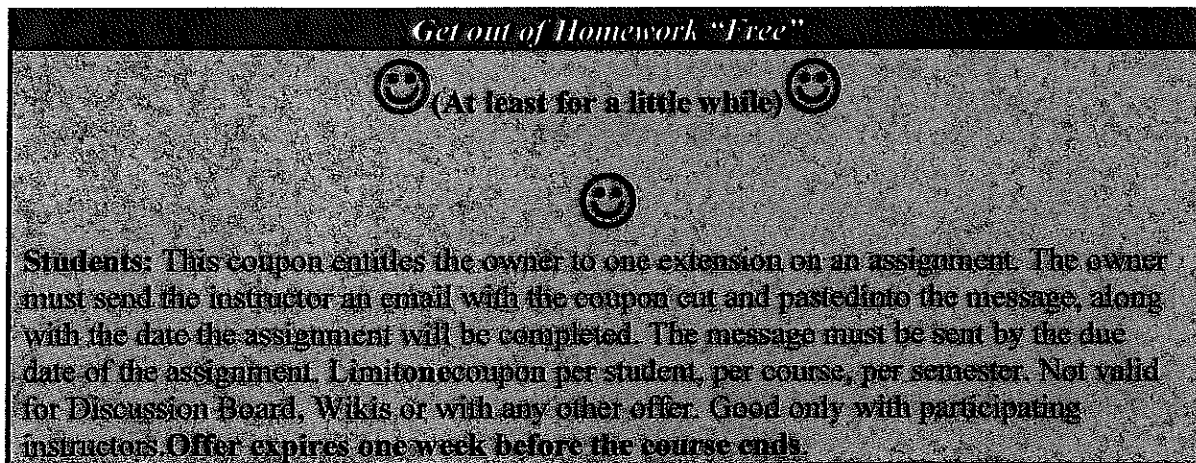
Students are expected to attend every class. This means logging into Blackboard each and every week. Research shows that students who log in several times a week are generally more successful in an online class. Although I do not have a specific number of times

each week you must log in, due dates must be honored. You will find that all assignments are due by midnight Sunday of each week. Any assignment or discussion posting/responses not submitted by the due date will receive 0 points.

Late work policy:

Assignments are accepted and graded only if they are submitted on time. No late work is accepted. All assignments must be turned in by the due date or you will receive a 0. This includes any wikis you are expected to contribute to. Since all assignments must be submitted via the assignment feature, the time and date will automatically be posted. **Discussion Board** assignments are accepted and graded only if they are submitted on time. No late work is accepted. All discussion board postings must be completed by the due date or you will receive a 0. Discussion Board postings are also time-stamped.

A **one-time exception** can be made to the late work policy. Below is a “Get out of Homework Free” coupon. If you decide to use it, please cut and paste it into an email message to me which is sent by the assignment due date. **Add the date that you will have the assignment completed.** Please note that this coupon does not apply to the wikis or discussion forum. It does not apply if you send it after the due date, and it expires one week before the course ends.



Pandemic Emergency Preparedness

Should there be a public health pandemic emergency, the student is responsible for:

1. Being prepared and able to adapt if there is an unplanned absence due to a pandemic emergency;
2. Being present when classes are in session and manage your time so that you can complete your assignments and assessments on or before the date they are due.

This online class should be able to proceed as planned in such an event. If you are ill due to the flu, then you would be expected to use your late work coupon and negotiate with the instructor a new due date.

Grading

Your grade will be determined by the points you earn on assignments, wikis, and the discussion board. It is important to **first read the assigned material in the textbook and other resources and view the video clips.** Reading and understanding the material is essential to producing quality work for both the written assignments and the discussion boards.

Each written assignment (including the wikis) is worth 20 points based on the following criteria:

3	2	1	0
		Completed by due date	Not completed by due date
Few grammatical, spelling and/or punctuation errors	Some grammatical, spelling and/or punctuation errors	Many grammatical, spelling and/or punctuation errors	Grammatical, spelling and/or punctuation errors affect readability.
Content completely and thoroughly meets the requirements of the assignment	Content meets nearly all of the requirements of the assignment.	Content adequately meets the requirements of the assignment.	Content minimally meets the requirements of the assignment
Content includes information that reflects a thorough understanding of the assigned reading and/or other material	Content includes information that reflects a good understanding of assigned reading and/or other material	Content includes information that reflects an adequate understanding of assigned reading and/or other material	Content does not reflect an understanding of assigned reading and/or other material

*Points earned are doubled for final score.

Each discussion board is worth 10 points based on the following criteria:

3	2	1	0
		Entered discussion board by due date.	Did not enter discussion board by due date.
		Discussion board entry is written clearly.	Discussion board entry is not written clearly.
Discussion board entry includes a complete and	Discussion board entry includes a discussion of	Discussion board entry includes a discussion of some of	Discussion board entry includes a discussion of only a

thorough discussion of all of the items and reflects a great deal of understanding of the assigned reading and/or other material.	most of the items and reflects good understanding of the assigned reading and/or other material.	the items and reflects some understanding of the assigned reading and/or other material.	few of the items and reflects minimal understanding of the assigned reading and/or other material
		Responded to at least two other students by the due date.	Did not respond to at least two other students by the due date.
		Responses to other students are respectful.	One or more responses were disrespectful.
Discussion board responses include questions to further your understanding of someone else's ideas and comments that support and/or challenge someone else's ideas. Comments and questions further or deepen discussion of the topic.	Discussion board responses include questions to further your understanding of someone else's ideas or comments that support and/or challenge someone else's ideas. Comments or questions further or deepen discussion of the topic.	Responses are posted but neither questions nor supportive/challenging comments are included.	No response is posted.

Points are accumulated throughout the semester, and your final grade is determined by the percentage of possible points earned. The scale used for assigning letter grades is as follows:

94-100%	A	74-77%	C
90-94%	A-	70-74%	C-
87-90%	B+	67-70%	D+
84-87%	B	64-67%	D
80-84%	B-	60-64%	D-
77-80%	C+		

Grade includes lower level in percentage range and up to but not including the higher percentage. For example, If you received 84% of the total possible points, your grade would be a B.

**Kenosha Unified School District
Kenosha, Wisconsin**

February 25, 2014

**GATEWAY TRANSCRIPTED COURSE ADDITION PROPOSAL:
ACCOUNTING PRINCIPLES**

Background

Transcribed courses are taught by a qualified Kenosha Unified School District teacher who uses Gateway Technical College's syllabus, textbooks, materials, and grading system. Students taking a transcribed course earn credit that is transferrable to Gateway Technical College and the University of Wisconsin—Parkside—upon enrollment. In addition, students earn credits toward high school graduation requirements. Currently, the following transcribed courses are available within two Kenosha Unified School District high schools:

- Entrepreneurship I (taught at Indian Trail High School and Academy),
- Intro to Business (taught at Indian Trail High School and Academy),
- Intro to Healthcare Computing (taught at Indian Trail High School and Academy),
- Informational Technology in Business (taught at LakeView Technology Academy),
and
- Introduction to Networking/Web Concepts (taught at LakeView Technology Academy).

Course Addition Proposal

Accounting is a Career Pathway in Finance, one the 16 Career Clusters. In order for students to compete in a rigorous academic setting and provide more equal opportunities at each of the comprehensive high schools, the Office of Teaching and Learning is proposing, for board of education approval, to add Accounting Principles. The forms in Appendix A explain the rationale for the change. They also provide descriptions of the new course and include Gateway Technical College's syllabus and requirements. The table below suggests course options for students who may want to follow this career pathway.

COURSE	SUGGESTED GRADE LEVEL
Business & Economy	9
Personal Finance + Honors	10 (required for graduation)
Accounting	10/11
Advanced Accounting	11/12
Accounting Principles	11/12

Recommendation

At is February 11, 2014, meeting the Curriculum/Program Standing Committee voted to forward this report to the School Board for consideration. Administration recommends that the School Board approve the Course/Program Change Proposal for a Gateway transcribed course, Accounting Principles.

Dr. Joseph Mangi
Interim Superintendent of Schools

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

Mr. Mark Hinterberg
Coordinator of Social Studies/Career and Technical Education

Ms. Marsha Nelson
Interim Coordinator of Career and Technical Education

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

*Return this form to your department chair by no later than **May 15** for building & committee signatures. Completed forms must be returned to the Director of Instruction by **June 15**. Type responses on additional sheets when appropriate and attach to this form.*

Date Initiated **12/20/13**Name(s) **Marsha Nelson/Mark Hinterberg**Title (s) **CTE Coordinators**Department – **Teaching & Learning/ESC/**

School(s)

Bradford High School

Indian Trail High School & Academy

Tremper High School

Proposed Course Name **Accounting Principles (Gateway # 101/114)**☒ **New Course**☐ Removal/Replacement of CourseLength: ☐ QuarterCredits: ☐ ½ credit☒ **2 Semesters**☒ **1.0 HS credit****4 transcribed credits**

Recommended Prerequisites (if any)

Accounting 1

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? **Does this course fit the District's approved curriculum cycle?**
(If this is a course removal, only fill out this section.)

Assisting KUSD students in becoming Career and College ready is a shared goal. Accounting Principles adds an extended course sequence for students interested in pursuing a career in Accounting. Students in this course will be challenged by the rigor of a Gateway College course. Since this course is transcribed through Gateway Technical College, it provides 4 credits that are transferrable to other colleges including Gateway Technical College and UW –Parkside. Additionally, high school students earn 1.0 elective credit toward their high school graduation requirements. As Accounting is a growing career-maker, this course assists students in the career pathways in the field of Finance.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet. **Accounting Principles is an introduction to the field of accounting. It is designed for students majoring in accounting. The accounting cycle – analyzing, journalizing, posting, adjusting entries, worksheet preparation financial statements, and closing entries will be covered. Details of accounting for receivables, payables, cash, subsidiary ledgers, corporate organization, stock transactions, and dividends will be studied. Accounting Principles illustrates accounting methods for service and merchandising firms, partnerships, and corporations.**

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. **Course competencies –
Prepare Journal Entries**

Maintain Ledgers
Prepare financial statements
Differentiate between the different types of businesses
Account for cash
Demonstrate accounting for receivables
Demonstrate accounting for noncurrent assets
Demonstrate accounting for payables
Demonstrate accounting for payroll
Demonstrate knowledge of the Sarbanes-Oxley Act of 2002
Demonstrate accounting for partnership equity transactions
Demonstrate accounting for corporate equity transactions

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. **SEE ATTACHED.**

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

- a. **Teaching Staff:** School's FTE (current building teacher with DPI license 250)
- b. **Textbooks/kits** \$100.00 per student- the Carl Perkins Grant monies pay for student texts.
- c. **Technical Requirements:** MS Office 2010, Windows 7 or XP.
- d. **Facilities/Space** \$ 0

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
District Office	_____	_____



Gateway Technical College

10-101-114 Accounting Principles

Course Outcome Summary

Course Information

Description Fundamental concepts of the accounting process including financial statement preparation, journal entries, posting, adjusting and closing entries. Payroll, notes and interest, and depreciation methods are also covered.

Total Credits 4.00

Total Hours 90.00

Types of Instruction

Instruction Type	Credits/Hours
Lecture	
Lab	

Pre/Corequisites

Prerequisite None

Course Competencies

1 Prepare journal entries.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

- You prepare journal entries according to the correct format
- You use the correct accounts
- You use the correct dollar amounts
- You correctly prepare a manual comprehensive practice set

2 Maintain ledgers.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

- You have the correct normal balance in the accounts
- You correctly post journal entries to the ledger

3 Prepare financial statements.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

You prepare the financial statements in the correct order via the textbook
You have the correct dollar amounts in the financial statements
You complete the financial statements using the correct form

4 Differentiate between the different types of businesses.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

You accurately prepare the financial statements for sole proprietorships
You accurately prepare the financial statements for corporations
You accurately prepare the financial statements for partnership

5 Account for cash.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

You correctly control cash receipts and disbursements by using a voucher system
You correctly control cash by using a petty cash system
You correctly control cash by preparing bank reconciliations

6 Demonstrate accounting for receivables.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

You correctly control receivables by using the proper valuation
You correctly control receivables by preparing a schedule of accounts receivable

7 Demonstrate accounting for noncurrent assets.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

You will record noncurrent assets at the correct cost
You will depreciate noncurrent assets
You will amortize noncurrent assets
You will deplete noncurrent assets
You will properly dispose of noncurrent assets

8 Demonstrate accounting for payables.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

You will correctly record accounts payable for goods and services
You will correctly record accounts payable for payroll
You will correctly record accounts payable for estimated liabilities

9 Demonstrate accounting for payroll.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

You calculate payroll taxes correctly
You prepare the payroll register correctly
You prepare the employee earnings register correctly
You prepare the journal entries correctly

10 Demonstrate knowledge of the Sarbanes-Oxley Act of 2002.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

You correctly identify the components of the act.
You accurately describe the consequences of not following the act

11 Demonstrate accounting for partnership equity transactions.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

You will correctly record the initial creation of a partnership
You will correctly record partner admissions and withdrawals
You will correctly record partnership liquidations
You will correctly prepare the statement of partnership equity

12 Demonstrate accounting for corporate equity transactions.

Assessment Strategies

By completing a performance assessment

Criteria

Your performance will be successful when:

You will correctly record stock transactions.
You will correctly record dividend transactions
You will correctly record treasury stock transactions
You will correctly record stock splits
You will correctly prepare the statement of stockholders' equity

Course Learning Plans and Performance Assessment Tasks

Type	Title	Source
PAT	(No Title)	Course

Course Competencies	<ul style="list-style-type: none"> • Prepare journal entries. • Maintain ledgers. • Prepare financial statements. • Differentiate between the different types of businesses. • Account for cash. • Demonstrate accounting for receivables. • Demonstrate accounting for noncurrent assets. • Demonstrate accounting for payables. • Demonstrate accounting for payroll. • Demonstrate knowledge of the Sarbanes-Oxley Act of 2002. • Demonstrate accounting for partnership equity transactions. • Demonstrate accounting for corporate equity transactions.
Core Ability Statement and List	<p>Gateway believes students need both technical knowledge and skills and core abilities in order to succeed in a career and in life. The following 9 core abilities are the general attitudes and skills promoted and assessed in all Gateway programs. The 5 competencies marked with asterisks are specifically promoted and assessed in this course.</p> <ul style="list-style-type: none"> Act Responsibly* Communicate clearly and effectively* Demonstrate essential computer skills* Demonstrate essential mathematical skills* Develop job-seeking skills Respect self and others as members of a diverse society Think critically and creatively* Work cooperatively Value Learning

Course Policies	
Communication	<p>Check your Gateway student e-mail every day for class communication. Check the class Blackboard (Bb) web site daily or at least every other day.</p> <p>Course communication will be automatically, and only, sent to the Gateway student email.</p>
Course Help and Questions	<p>Course Questions: Post assignment and course questions to the Bb Discussion board. You may post questions at any time to the appropriate Bb discussion board thread. The instructor will respond to online postings within 48 hours during normal school calendar days. Gateway instructors are not online on weekends and days that Gateway is not in session. You may contact your instructor during office hours or by posting a question to the discussion board.</p> <p>Personal: Email your course instructor if there is a personal issue/question. Include class/section name in the email subject and sign with your full name and section #. Utilize only Gateway email for all course correspondence. <i>Emails sent from other sources or without proper subject and identification may be treated as undeliverable spam.</i></p> <p>Virtual Instructor Office Hours: Access your instructor “in real time” using gmail’s chat feature during the instructor’s posted virtual office hours—as described in the Course’s “<i>Office Hours/Tutoring</i>” Bb section.</p> <p>Virtual/online Academic Support Center (ASC)/Accounting Tutors: are available “in real time” using gmail’s chat feature during the posted ASC Accounting Tutor days / hours as described in the Course’s “<i>Office Hours/Tutoring</i>” section in Bb.</p> <p>Tutoring on Campus: Student tutor assistance is also available in person at <i>Academic Support Centers</i> on all Gateway Technical College campuses. Follow the link below for information for each campus’ ASC phone #'s (<i>click on LEFT menu for each Campus</i>) and to verify specific hours and appointment requirements. http://www.gtc.edu/tutoring</p>
Blackboard (Bb) Access	<p>Access Bb by going to www.gtc.edu — and click on Blackboard. Use your student ID# as username and your “Gateway Password” as your password. (<i>You may request a new password via WebAdvisor if necessary</i>). A list of your Bb courses will appear on the right side of the Bb homepage. Click on the appropriate course name.</p> <p>There are known issues with Internet Explorer and Blackboard, so it is recommended that you use Google Chrome (this is a free download).</p>

Technical Problems	<p>If there is a technology problem: For Blackboard: reach the Gateway Technology Support Center in one of two ways:</p> <ol style="list-style-type: none"> 1. by entering a support request on the ticketing system at https://support.gtc.edu 2. by calling us at x3695 or 1.262.564.3695 or 1.800.353.3153. <p>For MyAccountingLab: contact Pearson Support by going online at http://247pearsoned.custhelp.com/. There you will find instructions how to contact support via email, live chat, phone, or use their FAQ for quick/simple answers.</p> <p>Notify your instructor if you are having technical problems, but accessibility to above technical requirements is the student's responsibility at all times. Due dates are not extended due to technical problems.</p> <p>PCs, software and internet access is available, as necessary, in all Gateway computer labs. Accordingly, students must plan necessary access as needed in order to accomplish course requirements by established due dates.</p>
Late Assignments	<p>Assignments that are submitted late will receive a 50% penalty if they are submitted within 72 hours of the deadline. Assignments submitted more than 72 hours late will receive a zero grade. No assignments will be accepted after the last day of the course. The instructor reserves the right to adjust this late policy due to extenuating circumstances.</p>
Participation Policy	<p>Your participation is important. You are a vital resource with unique experience and perspective. Thoughtful "discussion" cannot occur without your participation. Since interaction is intended to provide information, stimulation and inspiration, it is a component of your semester grade.</p> <p>Your success in the course depends greatly on your presence in class. Attendance means "being here" mentally as well as physically. During the course of the program, you will be expected to be in attendance just as you would be on a job-both physically and mentally.</p>
Instructor Drop Policy	<p>The instructor reserves the right to remove or drop a student for improper behavior, poor participation, or for non-attendance. If a student does not turn in or complete ANY assignment by the end of the 4th week of class, he/she will be automatically dropped from the class for non-attendance by the instructor. Students who complete very few of the required assignments as of the end of the 4th week of class will be dropped for poor attendance. There is no refund for an instructor drop.</p>

Gateway Policies

Plagiarism Academic Integrity	<p>Academic integrity is submitting one's own work and properly acknowledging the contributions of others. Any violation of this principle constitutes academic dishonesty and is liable to result in a failing grade and disciplinary action. Forms of academic dishonesty include:</p> <p>Plagiarism - submitting all or part of another's work as one's own in an academic exercise such as an examination, a computer program, or written assignment.</p> <p>Cheating - using or attempting to use unauthorized materials on an examination or assignment, such as using unauthorized texts or notes or improperly obtaining (or attempting to obtain) copies of an examination or answers to an examination.</p> <p>Facilitating Academic Dishonesty - helping another commit an act of dishonesty, such as substituting for an examination or completing an assignment for someone else.</p> <p>Fabrication - altering or transmitting, without authorization, academic information or records.</p> <p>Penalty for Academic Dishonesty - Step 1: Faculty can issue an "F" for the assignment; or Step 2: A violation will be reported to the dean of campus affairs or designee, who will determine what, if any, disciplinary action is appropriate. Action may be taken to temporarily suspend a student pending an investigation when the student's continued presence might endanger the student.</p>
Improper Usage / Subject Matter	<p>Use of copyrighted images or offensive subject matter is strictly prohibited.</p>
Financial aid Census Date Explanation	<p>Financial Aid Census Date for Fall 2013 is September 12, 2013.</p> <p>The actual amount of financial aid funding will be determined for the fundable number of enrolled credits on the Census Date (the 10th calendar day of each term at Gateway). After this date:</p> <ul style="list-style-type: none"> • Adjustments will not be made for additional enrollment • Award may be recalculated for classes with no attendance and/or, • A repayment may be charged for all or a portion of funds received <p>Gateway highly encourages students to register for all classes for a term prior to the Census Date. [Reference 2013/2014 Student Handbook, page 45]</p> <p>All students must check in by Friday, September 6, 2013. Check in must be complete by 11:59 p.m.</p> <p>How to Check In:</p> <ol style="list-style-type: none"> 1. Introduce yourself on the Blackboard Discussion Board, and 2. Request to chat with instructor via Gateway email, and 3. Acknowledge you have reviewed the class syllabus by completing a short Blackboard assignment located under the "Syllabus" section, and 4. Take the Smarter Measure Assessment and post the results to Blackboard.

Course Refunds	Action	Timeline	Refer	To Effect
	Drop	Before the first class meeting	Last Refund Drop Date column on the front side of student's class schedule	100% refund
	Drop	1-10% of class meetings elapsed	Last Refund Drop Date Column on the front side of student's class schedule	80% Refund
	Drop	11-20% of class meeting elapsed	Last Refund Drop Date column on the front side of student's class schedule	60% Refund
	Withdrawal	21-80% of class meetings elapsed	Contact Student Services for withdrawal dates, instructions and information	No Refund
	Nonattendance	Definition: Student doesn't attend or discontinues attendance without completing and submitting drop or withdrawal paperwork.		No refund
NO REFUND FOR INSTRUCTOR DROPS A student who registers for a class but who fails to attend, or stops attending during the refund period without dropping, may be dropped by the instructor. As an instructor drop is administrative and not student initiated, the student is not eligible to receive a refund. (Reference Student Handbook pg. 53)				
Student Leadership Roles	Students may miss class without penalty to attend college-sponsored field trips, competitions, or other educational activities if pre-arranged with their instructors. See instructor to see how to make up class participation.			
	Students with disputes related to instructors' attendance policies shall follow the Student Due Process procedures outlined in the student handbook. For more information regarding attendance, please see: Gateway Technical College Administrative Procedures & College Practices Manual J – 111 -295-			

**Disability
Support
Services and
Student
Support
Services**

If you have any special educational needs or concerns, please contact one of the Student Support Services departments below.

Disability Support Services

Kenosha Campus

Dawn Kaiser	kaiserd@gtc.edu	262-564-2570
Barbara Yousefian	yousefianb@gtc.edu	262-564-2448
Lisa Sadowski, Deaf/Hard of Hearing Specialist	sadowskil@gtc.edu	262-564-2564

Elkhorn/Burlington Campus

Sue Stokes-Nelson	stokes-nelsons@gtc.edu	262-741-8420
Patty Nesheim	nesheimp@gtc.edu	262-767-5342
Lisa Sadowski, Deaf/Hard of Hearing Specialist	sadowskil@gtc.edu	262-564-2564

Please note that (Elkhorn) Disability Support Services Office is now located in the Learning Success Center in the North building Room 208 – (262)741-8020

Racine Campus

Pam Herr	herrp@gtc.edu	262-619-6520
Elizabeth Mulhollon	mulhollon@gtc.edu	262-619-6478
Lisa Sadowski, Deaf/Hard of Hearing Specialist	sadowskil@gtc.edu	262-564-2564

TRIO Program

Katherine Saunders for Elkhorn & Burlington	saundersk@gtc.edu	262-767-5410
Doreen Bratt for Kenosha & Racine	brattd@gtc.edu	262-564-2318

Support Services Programs

Vanessa Perez (Multicultural) - Racine	perezv@gtc.edu	262-619-6440
Julani Bayan (Multicultural) – Kenosha	bayani@gtc.edu	262-564-2546
Ken Riley (Displaced Homemaker/NTD) – Racine	rilevk@gtc.edu	262-619-6450

Student Support Counselors

Nicole Gustafson Binger (Kenosha)	gustafsonbingern@gtc.edu	262-564-2332 (Office) 262-564-2300 (Appt.)
Nicole Wheatley (Racine)	wheatleyn@gtc.edu	262-619-6586 (Office) 262-619-6300 (Appt.)
Ann Witte (Elkhorn/Burlington)	wittea@gtc.edu	262-741-8354 (Office) 262-741-8300 (Appt.)

Internet Warning	The Internet and social networking sites, including but not limited to Twitter, YouTube, Facebook, MySpace or Second Life, are not controlled by Gateway Technical College. While there can be educational value to these sites, there is potential for offensive language, adult content and situations. If you have concerns, please consult with your instructor.
Pandemic Emergency Preparedness	Should there be a public health pandemic emergency, the student is responsible for being prepared and able to adapt if there is an unplanned absence (pandemic emergency), being present when classes are in session and manage your time so that you can complete your assignments and assessments on or before the date they are due. Complete work missed due to an absence within the time frame determined by the instructor. <i>Note:</i> Does not apply to online classes.
Student Code of Conduct	See pages 65-66 in the Student Handbook. https://www.gtc.edu/sites/default/files/files/Publications/Student%20Handbook%202013.pdf Unacceptable behavior: We want to treat everyone with respect which means we will not have outbursts, harass others, disrespect others thoughts, opinions, or beliefs. [Having stated this we agree that: cell phones will be off or on vibrate. No answering of cells or texting during any class time. No improper dress code per student handbook. <i>Note:</i> Does not apply to online classes.] Failure to comply with these rules can result in being asked to leave the class and receiving a zero on all assignments due that day. Repeated offenders will be asked to see the dean of before returning to the classroom. The above being said, I realize emergencies happen. IF you need to take an emergency call, please go into the hallway to answer the phone and deal with the emergency. <i>Note:</i> Does not apply to online classes.
Student Due Rights Process	Should you have a problem with the class, instructor or your grades, please follow the Student Due Rights Process outlined on page 67 of the Student Handbook. https://www.gtc.edu/sites/default/files/files/Publications/Student%20Handbook%202013.pdf
Incomplete Grades	An incomplete grade is given only in extenuating circumstances. 1. No incomplete grade will be given without 80% of official coursework completed. 2. The faculty member and student will come up with a plan and timetable when unfinished work will be due. Maximum period of time within 2 weeks of end of class. 3. Incomplete will be done electronically through WebAdvisor along with the date of expected completion. 4. The incomplete grade can hold up a student's financial aid for the next semester – resulting in financial aid probation until the course is complete and a final grade is given.

Course Content and Grading																											
Course Content	1	Course Check in Procedures	20 points																								
	31	Chapter Assignments via MyAccountingLab online homework management system.	20 pts each 620 points																								
	1	Practice Set – 4 parts	Pts vary each part 200 points																								
	1	Mid-term Exam	100 points																								
	1	Final Exam	100 points																								
		Total Points	1,040 points																								
	<p>The final grade is determined by taking the total points earned and dividing by 1,000 points to obtain the average percentages used in the grade scale below.</p> <p>There are 1,040 potential points in the course but your final grade is only based on 1,000. To ensure uniform opportunity and grade attainment for all students, no additional extra credit is available beyond the extra 40 points built into the course.</p>																										
Grade Scale	<table><tr><td>A</td><td>95-100%</td><td>B+</td><td>87-89.9%</td><td>C+</td><td>77-79.9%</td><td>F</td><td>0-69.9%</td></tr><tr><td>A-</td><td>90- 94.9%</td><td>B</td><td>83-86.9%</td><td>C</td><td>70-76.9%</td><td></td><td></td></tr><tr><td></td><td></td><td>B-</td><td>80-82.9%</td><td></td><td></td><td></td><td></td></tr></table>			A	95-100%	B+	87-89.9%	C+	77-79.9%	F	0-69.9%	A-	90- 94.9%	B	83-86.9%	C	70-76.9%					B-	80-82.9%				
A	95-100%	B+	87-89.9%	C+	77-79.9%	F	0-69.9%																				
A-	90- 94.9%	B	83-86.9%	C	70-76.9%																						
		B-	80-82.9%																								
Disclaimer	This syllabus is subject to modification with notice.																										

The Assignment Schedule below and continued on the next page is included as a part of this Syllabus

Assignment Schedule – 101-114 Accounting Principles**			
Subject to change with notice			
All Assignments are due by 6:00 pm on the due date (Except the check-in assignment due Friday 9/6/2013, 11:59 pm)			
Date	Chapter/Study Requirements	Graded Assignments for week	Due Date
Prior to class start and Week 1	<p>Purchase Textbook & MyAccountingLab access code as indicated no later than Friday #1 (if needed)</p> <p>MAL = MyAccountingLab homework management system website</p> <p>Go to the Start Here area of Bb & follow the instructions. Register at MyAccountingLab.</p>	<p>Check-In to Class</p> <ol style="list-style-type: none"> 1. Introduce yourself on the Blackboard Discussion Board, and 2. Request to chat with your instructor through Google Chat, and 3. Acknowledge you have reviewed the class syllabus by completing a short Blackboard assignment located under the <i>Syllabus</i> section, and 4. Take the SmarterMeasures assessment and upload the results to Blackboard. 	Check-In due Friday 9/6/13, 11:59 p.m.
9/4/13	Read Chapter 1: Accounting & the Business Environment <i>Do all MAL Practice Exercises</i>	Ch 1 MAL Assignments (7 practice & 3 graded assignments, 60 pts)	9/11/13
9/9/13			
9/11/13	Read Chapter 2: Recording Business Transactions <i>Do all MAL Practice Exercises</i>	Ch 2 MAL Assignments (6 practice and 3 graded assignments, 60 pts)	9/18/13

Date	Chapter/Study Requirements	Graded Assignments for week	Due Date
9/16/13			
9/18/13	Read Chapter 3: The Adjusting Process <i>Do all MAL Practice Exercises</i>	Ch 3 MAL Assignments (6 practice and 3 graded assignments, 60 pts)	9/25/13
9/23/13			
9/25/13	Read Chapter 4: Completing the Accounting Cycle <i>Do all MAL Practice Exercises</i>	Ch 4 MAL Assignments (6 practice and 2 graded assignments, 40 pts)	10/2/13
9/30/13			
10/2/13	Read Chapter 5: Merchandising Operations <i>Do all MAL Practice Exercises</i>	Ch 5 MAL Assignments (7 practice and 3 graded assignments, 60 pts)	10/9/13
10/7/13			
10/9/13	Complete the Practice Set in MAL, Chapters 2 – 3	Practice Set in MyAccountingLab – 4 parts (200 points)	10/14/13
10/14/13	Complete the Practice Set in MAL, Chapters 4 - 5		10/21/13
10/16/13	Employee In-service – No classes		
10/21/13	Mid-term Exam (Chapters 1-5)	Taken in class, 2 ½ hours (100 points)	10/21/13
10/23/13	Read Chapter 8: Internal Control and Cash <i>Do all MAL Practice Exercises</i>	Ch 8 MAL Assignments (6 practice and 3 graded assignments, 60 pts)	10/30/13
10/28/13			
10/30/13	Read Chapter 9: Receivables <i>Do all MAL Practice Exercises</i>	Ch 9 MAL Assignments (6 practice and 4 graded assignments, 80 pts)	11/6/13
11/4/13			
11/6/13	Read Chapter 10: Plant Assets and Intangibles <i>Do all MAL Practice Exercises</i>	Ch 10 MAL Assignments (9 practice and 4 graded assignments, 80 pts)	11/13/13
11/11/13			
11/13/13	Read Chapter 11: Current Liabilities and Payroll <i>Do all MAL Practice Exercises</i>	Ch 11 MAL Assignments (5 practice and 2 graded assignments, 40 pts)	11/20/13
11/18/13			
11/20/13	Read Chapter 12: Partnerships <i>Do all MAL Practice Exercises</i>	Ch 12 MAL Assignments (6 practice and 2 graded assignments, 40 pts)	11/27/13
11/25/13			
11/27/13	Read Chapter 13: Corporations <i>Do all MAL Practice Exercises</i>	Ch 13 MAL Assignments (10 practice and 2 graded assignments, 40 pts)	12/4/13
12/2/13			
12/4/13	Review for Final Exam		
12/9/13	Final Exam (Chapters 8-13)	Taken in class, 2 ½ hours (100 points)	12/9/13
12/11/13			



CREATE Your Future

Gateway Technical College

101-114 Accounting Principles

On Campus Course Syllabus

Course Information	Instructor Information
Course #: 101-114	Ken Haling, CPA, CMA Gateway Technical College 400 County Road H Elkhorn, WI 53121, Rm. 101 halingk@gtc.edu , 262-741-8342
Sections: 2E11	
Pre-Requisites / Co-Requisites: None	
Credits: 4 credits	
Course Location: Elkhorn, N218	Office Hours: Mondays, 9:00 – 10:00 p.m. (virtual only) Tuesdays, 11:00 a.m. – 1:00 p.m. (virtual only) Wednesdays, 5:00 – 6:00 p.m. (virtual and in office) Wednesdays, 9:00 – 10:00 p.m. (virtual only) Also see <i>Office Hours/Tutoring</i> in Blackboard
Course Dates: Monday/Wednesday, 6:00 – 8:30 p.m. (9/4 – 12/11/2013)	
Due Dates: The weekly schedule is located at the end of the syllabus.	

Important Dates

Start Date: 9/4/2013
Census Date: 9/12/2013
Last Date for Students to Drop: 9/23/2013
Instructor Drop Period: 9/24 – 9/30/2013
Midterm Grade Due Date: 10/18/2013
Last Date for Students to Withdraw: 11/20/2013
End Date: 12/11/2013

(More information regarding the Financial Aid Census Date can be found further down in the syllabus.)

Midterm Grades: Midterm grades will be posted by the current course instructor to Web Advisor by Friday of Week #7. The grade will be a midterm snapshot and calculated as a percent of the total available assignment points (per the syllabus grade scale) for work through week 7 assignments. Midterm grades do not appear on student transcripts and do not affect GPA. Instructor progress comments may also be provided via Web Advisor.

Course Information and Requirements

Textbook	<p>Choose 1 from the following 3 options:</p> <ol style="list-style-type: none"> Textbook: Horngren's Accounting, The Financial Chapters, 10 ed., with MyAccountingLab (both are required); Pearson. Bundled ISBN (text and MyAccountingLab access code) #9780133129540 <p>Or</p> <ol style="list-style-type: none"> Textbook: Horngren's Accounting, The Financial Chapters, 10 ed., Student Value Edition (loose leaf) with MyAccountingLab (both are required); Pearson. Bundled ISBN (text and MyAccountingLab access code) # 9780133451221 Used textbook alone: ISBN#: 9780133117561 and MyAccountingLab Access Code alone: ISBN: # 9780133127096. Access code purchased directly from Pearson Publishing, \$100.00 Digital Textbook Rental: not available for this course <p>Textbook option 2 is available at Elkhorn, Kenosha and Racine campus bookstores, or online at the bookstore http://www.efollett.com/ .</p> <p>Caution: If you purchase your textbooks and materials from any source other than Follett Bookstores, be sure you are purchasing the correct and complete edition including any required on-line access codes, or you may need to purchase the correct books later. This will ultimately add to your cost and may result in assignments being submitted late.</p>
Technical Requirements	<p>Basic PC, Blackboard (Bb), MS Word & Excel knowledge is required to appropriately utilize online learning materials and to prepare and submit online assignments.</p> <p>Computer, email, and web browser (<i>Google Chrome, Firefox, Internet Explorer</i>) and internet access as well as MS Office 2010 or higher software is required at all times. Windows 7 or XP operating systems are compatible. See the Bb "Syllabus" section for any additional file downloading and operating system settings and requirements.</p> <p>Accessibility to above technical requirements is the student's responsibility at all times. Due dates are not extended due to technical problems. PCs, software and internet access is available, as necessary, in all Gateway computer labs. Accordingly, students must plan necessary access as needed in order to accomplish course requirements by established due dates.</p> <p>MS Office 2010 software (Word, Excel, and PowerPoint) is required by the accounting department for all accounting classes. Students may purchase current MS Office software at a significant discount at http://wiscsoftware.wisc.edu/wisc/</p>
Course Description	<p>Accounting Principles is an introduction to the field of accounting. It is designed for students majoring in Accounting. The accounting cycle – analyzing, journalizing, posting, adjusting entries, worksheet preparation, financial statements, and closing entries will be covered. Details of accounting for receivables, payables, cash, subsidiary ledgers, corporate organization, stock transactions, and dividends will be studied. Accounting Principles illustrates accounting methods for service and merchandising firms, partnerships, and corporations.</p>

**Kenosha Unified School District
Kenosha, Wisconsin**

February 25, 2014

**School Board Policy 8870 – Public Participation at School Board Meetings
First and Second Reading**

The following changes are recommended to Policy 8870 to comply with a legal settlement agreement:

Citizen comments and questions at any Board meeting may deal with any topic related to District issues or concerns and/or the Board's agenda. However in public session, the Board shall not hear irrelevant, repetitive, abusive, or harassing speech, or speech that causes disruption to the orderly conduct of the meeting. The Board also shall not hear discussion of confidential personnel disputes or grievances involving individual school employees that do not implicate issues of public concern, or individual student disciplinary matters, as there are other channels available in the District that provide for consideration and disposition of such matters. The Board president may set time limits and other administrative requirements as appropriate on the public's participation at Board meetings.

It is recommended that revised School Board Policy 8870 – Public Participation at School Board Meetings be approved as a simultaneous first and second reading this evening.

Rebecca Stevens
School Board President

POLICY 8870

PUBLIC PARTICIPATION AT SCHOOL BOARD MEETINGS

The School Board, as a representative body of the District, wishes to provide an avenue for any citizen to express interest in and concerns for the schools. Meetings of the Board shall be open to the public, except executive sessions, and the public shall be cordially invited to attend any regular or special session of the Board.

Board meetings are conducted for the purpose of carrying on the business of the District.

Citizens wishing to present requests or views directly to the Board shall be afforded the privilege during the "Views and Comments" portion of the agenda at each regular Board meeting, and at special Board meetings as appropriate. Consistent with the Board's responsibility for conducting the business of the District in an orderly and efficient manner, public presentations may be regulated.

Citizen comments and questions at any Board meeting may deal with any topic related to District issues or concerns and/or the Board's agenda. However in public session, the Board shall not hear ~~personal comments or complaints against persons connected with the school system, except Board members.~~ **irrelevant, repetitive, or abusive speech that causes disruption to the orderly conduct of the meeting. The Board also shall not hear discussion of confidential personnel disputes or grievances involving individual school employees that do not implicate issues of public concern, or individual student disciplinary matters, as there are other channels are available in the District that provide for consideration and disposition of legitimate complaints involving such individuals of such matters. The Board president may set time limits and other administrative requirements as appropriate on the public's participation at Board meetings.**

In lieu of speaking during the "Views and Comments" portion of the agenda, timely received written communication shall be read and/or noted in the Board meeting minutes upon the specific request of a citizen. Also, citizens may write to the Board to ask questions, express concerns and make proposals or comments for consideration by the Board. Written communication to the Board should normally be addressed to the Board President.

LEGAL REF.: Wisconsin Statutes

Sections 19.81 [Open meetings; declaration of policy]

19.83(2) [Board discussion of matters raised during period of public comment]

19.84(2) [Public notice of public comment period]

CROSS REF.: 1720, Complaints About School Personnel

8711, Public Notification of School Board Meetings

8712, School Board Meeting Agenda Preparation and Dissemination

8850, School Board Committees

8860, Citizen Advisory Committee

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

POLICY 8870
PUBLIC PARTICIPATION AT SCHOOL BOARD MEETINGS
PAGE 2

REVISED: August 26, 1997
 July 10, 2001
 June 25, 2002
 June 24, 2003
 December 14, 2010

RULE 8870

PUBLIC PARTICIPATION AT SCHOOL BOARD MEETINGS

Presentations to the School Board by members of the public shall be regulated in the following manner:

1. Persons or groups wishing to make presentations to the Board during the "Views and Comments" portion of the Board meeting agenda shall sign up on a sheet provided for this purpose prior to the meeting. Persons wishing to state their views to the Board may also call the Superintendent of Schools' Office prior to 4:00 p.m. on the day of a Board meeting to request that they be placed on the list of speakers.
2. Speakers shall be limited to three minutes and to speaking only once during the "Views and Comments" portion of each meeting. Time for speaking will be allocated only by the Board President, or other presiding officer, and may not be reallocated by speakers to others. The Board President, or other presiding officer, may honor a request to permit a speaker more time than provided, for good reason, hearing no objection from the Board.
3. The "Views and Comments" portion of regular and special meeting agendas shall conclude after 45 minutes at the beginning of the meeting. This time allotment may be extended by a two-thirds vote of the Board.



February 25, 2014

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Snap-On Inc. donated \$500.00 to the Bradford Softball Team. The donation is to be used for the construction of field dugouts.
2. The Justin J. Watt Foundation donated \$10,432.70 to the middle school football program. The donation is to be used to purchase shoulder pads for the five middle school football programs.

Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 1400, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90(5)(a).

Dr. Joseph Mangi
Interim Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 25, 2014

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

February

- February 11, 2014 – Standing Committee Meetings – 5:30 P.M. in ESC Board Room
- February 18, 2014 – School Board Primary Election
- February 25, 2014 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room
- February 28, 2014 – Mid-Winter Break – Schools Closed

March

- March 11 14, 2014 – Standing Committee Meetings – 5:30 p.m. in ESC Board Room
- March 25, 2014 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room

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