# Kenosha Unified School District
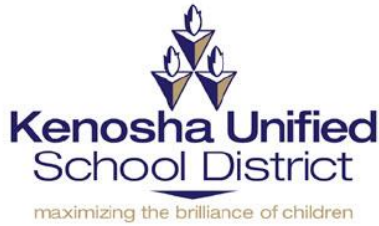
maximizing the brilliance of children

## REGULAR MONTHLY BOARD MEETING

## March 24, 2015

## 7:00 PM

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

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I. Pledge of Allegiance

II. Roll Call of Members

III. Awards/Recognition

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)

IX. Remarks by the President

X. Superintendent's Report

XI. Consent Agenda

XII. Old Business

# RESOLUTION OF APPRECIATION TO CARL BRYAN

*WHEREAS,* Carl Bryan was elected to the Board of Education of the Kenosha Unified School District in April 2009, and served two, three-year terms on the Board; and

*WHEREAS*, he held the positions of clerk and treasurer during his terms on the Board; and

*WHEREAS*, during his tenure on the Board he chaired and/or served on the Planning/Facilities/Equipment, Personnel/Policy and Audit/Budget/Finance Committees; and

*WHEREAS*, he has been the Board legislative liaison since January 2012; and

*WHEREAS*, during his term the Board approved $17 million in energy efficiency projects for nine elementary schools, $1.5 million for school security improvements, adopted the KUSD employee handbook, approved the expansion of the Kenosha School of Technology Enhanced Curriculum, underwent the 2013 curriculum audit, adopted the Board and Superintendent Team Charter and approved the 2015 outdoor athletic referendum for Bradford, Tremper and Indian Trail; and

*WHEREAS*, he has been a strong supporter of providing exceptional educational opportunities to all students in the Kenosha Unified School District; and

*WHEREAS*, he has been a voice for students and teachers throughout his many years of service;

*NOW, THEREFORE, BE IT RESOLVED*, that this expression of appreciation for service as a Board Member be adopted, and

*BE IT FURTHER RESOLVED*, that a true copy of this resolution be spread upon the official minutes of the Board of Education, and that a signed copy be presented to Carl Bryan in recognition of his service to the Kenosha Unified School District.

_____                                     _____
*President, Board of Education*                                              *Superintendent of Schools*

_____
*Secretary, Board of Education*

*Members of the Board:*

_____                                     _____

_____                                     _____

_____                                     _____

*Resolution 309*
*March 24, 2015*

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The Human Resources recommendations regarding the following actions:

| ACTION | LAST NAME | FIRST NAME | SCHOOL/DEPT | POSITION | STAFF | DATE | FTE | SALARY |
|---|---|---|---|---|---|---|---|---|
| Appointment | Castelli | Wanda | Grant Elementary School | Special Education | ESP | 02/12/2015 | 1 | $15.33 |
| Appointment | Whorley | Alexandra | Bradford High School | Special Education Cross Categorical | Instructional | 01/29/2015 | 1 | $39,106.00 |
| Appointment | Kujawa | Tammy | Brass Community School | Kindergarten | Instructional | 03/02/2015 | 1 | $39,106.00 |
| Appointment | Kinney | Sarah | Bullen Middle School | Home/School Parent Liaison | Miscellaneous | 03/09/2015 | 0.5 | $14.47 |
| Appointment | Falbo | Kari | Student Support | Attendance | Instructional | 03/09/2015 | 1 | $43,069.00 |
| Appointment | Reed | Kirsten | EBSOLA-Creative Arts | Student Support Specialist | Miscellaneous | 02/20/2015 | 0.5 | $16.26 |
| Early Retirement | Vergenz | Curtiss | Facility Services | Head Custodian | Service | 06/30/2015 | 1 | $22.59 |
| Early Retirement | Host | Shelley | Lance Middle School | Cross Categorical | Instructional | 06/12/2015 | 1 | $55,554.00 |
| Early Retirement | Metzker | Peggy | Harvey Elementary School | Speech Therapist | Instructional | 06/12/2015 | 1 | $75,467.00 |
| Early, Early Retirement | Seidl | Julie | Lincoln Middle School | Physical Education | Instructional | 06/12/2015 | 1 | $72,158.00 |
| Early, Early Retirement | Rogers | Laura Lee | Somers Elementary School | E.C. | Instructional | 06/12/2015 | 1 | $78,396.00 |
| Early, Early Retirement | Wepfer | Kathryn | Lincoln Middle School | Business | Instructional | 06/12/2015 | 1 | $65,005.00 |
| Early, Early Retirement | Thomson | Katherine | Lance Middle School | Math | Instructional | 06/12/2015 | 1 | $76,934.00 |
| Early, Early Retirement | Chase | John | HR Leave Status | HR Teacher on Leave | Instructional | 03/14/2015 | 1 | $78,396.00 |
| Early, Early Retirement | Sandine | Wendy | Harvey Elementary School | C.D.S. (IDEA) | Instructional | 06/12/2015 | 1 | $62,469.00 |
| Early, Early Retirement | Helgeson | Heidi | Brass Community School | E.D. | Instructional | 06/12/2015 | 1 | $65,005.00 |
| Early, Early Retirement | Escamilla de Anaya | Elsa | Edward Bain School of Language | Dual Spanish | Instructional | 06/12/2015 | 1 | $65,005.00 |
| Resignation | Batassa | Deborah | Whittier Elementary School | Info/Health | ESP | 06/12/2015 | 1 | $15.44 |
| Resignation | Pasterski | Jacob | Facility Services | HVAC-Mechanic | Service | 03/26/2015 | 1 | $29.50 |
| Resignation | Johnson | Lisza | Bradford High School | Cross Categorical | Instructional | 01/12/2015 | 1 | $39,106.00 |
| Resignation | Bednar | Rebecca | Bullen Middle School | Parent Liaison | Miscellaneous | 01/31/2015 | 0.5 | $14.47 |
| Separation | Thompson | Nathanael | Facility Services | Night Custodian - Second Shift | Service | 02/13/2015 | 1 | $21.32 |
| Separation | Will | Doreen | HR Leave Status | HR Teacher on Leave | Instructional | 03/13/2015 | 1 | $78,396.00 |

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 24, 2015

A special meeting of the Kenosha Unified School Board was held on Tuesday, February 24, 2015, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:17 P.M. with the following members present: Mr. Kunich, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Mr. Flood and Mr. Bryan arrived later. Ms. Stevens was excused.

Mrs. Coleman, 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.

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Review of Findings/Order by Independent Hearing Officer, Items Related to Students Requiring Confidentiality by Law; Personnel: Compensation and/or Contracts, Personnel: Evaluation Consideration, and Collective Bargaining Deliberations.

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

Roll call vote. Ayes: Mr. Kunich, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

1.    Review of Findings/Order by Independent Hearing Officer and Items Relating to Student Requiring Confidentiality by Law

Mr. Daniel Tenuta, Principal of Kenosha eSchool, arrived at 5:18 P.M. and presented information pertaining to an expulsion.

Mr. Bryan arrived at 5:22 P.M.

Mr. Flood arrived at 5:23 P.M.

Mr. Tenuta presented information pertaining to a request for early reinstatement of services for an out of district expulsion.

Dr. Savaglio-Jarvis and Mr. Tenuta excused themselves from the meeting at 5:36 P.M.

Mr. Kunich moved to approve the expulsion through the 2016-2017 school year with the option of Kenosha eSchool with a review by the School Board of this student's conduct, attendance, and grade in June, 2015 to determine if services will be continued for

the 2016-2017 school year.  Mrs. Snyder seconded the motion.  Motion carried.  Mr. Bryan and Mr. Flood abstaining.

Mrs. Snyder moved to approve administration's recommendation in regards to the request for early reinstatement of services for the out of district expulsion.  Mr. Wade seconded the motion.  Unanimously approved.

Dr. Savaglio-Jarvis returned to the meeting at 5:46 P.M.

2.    Personnel:  Compensation and/or Contracts and Evaluation Consideration

Dr. Savaglio-Jarvis provided Board members information pertaining to potential non-renewals.

3.    Collective Bargaining

Mr. Tarik Hamdan, Interim Chief Financial Officer, arrived at 5:49 P.M.  He provided Board members with information pertaining to collective bargaining and asked for direction from the Board.

Mr. Kunich moved to adjourn.  Mr. Wade seconded the motion.  Unanimously approved.

Meeting adjourned at 6:35 P.M.

Stacy Schroeder Busby
School Board Secretary

A regular meeting of the Kenosha Unified School Board was held on Tuesday, February 24, 2015, at 7:00 P.M. in the Board Room of the Educational Support Center. Mrs. Coleman, President, presided.

The meeting was called to order at 7:00 P.M. with the following Board members present: Mr. Kunich, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Ms. Stevens was excused.

Mrs. Coleman, 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.

Mrs. Tanya Ruder, Executive Director of Community Partnerships and Media Relations, presented the STEP Program Luv A Mug Recognition Awards, the 2014 Academic All-State Team Award Winners, the Mike Field – Eagle Scout Project Award, and the NASP Archery Tournament Awards.

There were no Administrative or Supervisory Appointments.

Mrs. Snyder introduced the Student Ambassador, Patrick Kenney, from Tremper High School and he made his comments.

Mr. Bryan gave the Legislative Report.

There were no views or comments by the public.

There were no responses/comments by Board members.

Mrs. Coleman made Board President remarks.

Dr. Savaglio-Jarvis gave 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 1/27/15 Special Meeting and Executive Session, 1/27/15 Regular Meeting, and the 2/3/15 and 2/14/15 Special Meetings.

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. Sue Savaglio-Jarvis, excerpts follow:

"It is recommended that the January 2015 cash receipt deposits totaling $347,965.91, and cash receipt wire transfers-in totaling $40,036,137.22, be approved.

Check numbers 517461 through 518368 totaling $8,047,276.05, and general operating wire transfers-out totaling $330,239.90, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the January 2015 net payroll and benefit EFT batches totaling $11,858,653.81, and net payroll check batches totaling $16,252.89, be approved."

Consent-Approve item XI-D - Mary Frost Ashley Charitable Trust submitted by Ms. Patricia Demos, Community School Relations Coordinator; Mrs. Ruder; and Dr. Savaglio-Jarvis, excerpts follow:

"The district applied for and received funding from the Mary Frost Ashley Charitable Trust in 2010 and 2011 for the Back-to-School – A Celebration of Family and Community Event, and parent and student programs. From 2012 to the current school year, the district has been invited to apply and received funding from the Trust used for back to school supplies, parent and student education and learning experiences, parent leadership training, and the district Recognition Program, annual Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch, as well as playground equipment for one elementary school.

During the 2015-2016 school year, the district plans to further develop and strengthen the comprehensive parent education training program, family interactive learning experiences,   student learning opportunities, district Recognition Program, the annual Alcohol, Tobacco and Other Drugs Awareness Student Recognition Brunch and awareness week, and provide safe playground equipment for Brass Community School. This comprehensive program is developed with the framework of Search Institute's "40 Developmental Assets," and Joyce Epstein's School, Family and Community Partnerships guide.   The design plan includes improving student achievement and personalized learning, expanding collaborative partnerships with families and the community and securing resources to support student learning as well as implementing Joyce Epstein's 'Ten Steps to Success:   School-Based Programs of Family, School, and Community Partnerships.'

On February 10, 2015 the joint Audit/Budget/Finance and Curriculum/Program Standing Committees voted to forward to the school board this one-year grant proposal. Administration recommends that the school board approve the grant proposal titled Framework for Healthy Youth Development:  Expanding Family Learning and Student Engagement Program in the amount of $122,000 for submission to the Mary Frost Ashley Charitable Trust."

Consent-Approve item XI-E – Request to Submit the 21st Century Community Learning Center Program Grant Application for the 2015-16 School Year submitted by Mr.

Robert Neu, Interim Director of Title Programs; Mrs. Julie Housaman, Interim Assistant Superintendent of Teaching and Learning; and Dr. Savaglio-Jarvis, excepts follow:

"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 Kenosha Unified School District 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 and life skills, and character and leadership. Students also benefit from many incentive-based projects surrounding attendance, behavior, and active participation.

School Board approval is requested to submit the following grants:

Renewal Grants:
- Wilson Elementary School ($50,000)
- Frank ($50,000)

Continuation Grants (Cycle 2):
- Jefferson Elementary School ($75,000)
- Grant Elementary School ($75,000)
- Vernon Elementary School ($75,000)
Total amount of request:  $325,000.

On February 10, 2015, the joint Audit/Budget/Finance and Curriculum/Program Committees voted to forward this grant to the school board for consideration.  It is recommended that the school board approve the request to submit the CLC Program Grant Application for the 2015-16 school year."

Consent-Approve item XI-F – School Board Policy 3810 – Employee Use of District Equipment submitted by Mr. Patrick Finnemore, Director of Facilities, and Dr. Savaglio-Jarvis, excerpts follow:

"Policy 3810 is being revised to prohibit employee use of district equipment for personal purposes inside or outside of the district. The current version of the policy allows for personal use provided the employee received prior approval from their immediate supervisor and department head or building administrator or from the superintendent of schools for items valued at over $1,000.

Since all district equipment is purchased in some manner with public monies, the personal use by employees is not appropriate. In addition, personal use of school district equipment by employees creates an unnecessary potential liability issue in regards to replacement of the equipment if damaged or any injuries that may arise due to the use of the equipment for non-district purposes.

This policy is also being revised to require only building principal or department head approval to use district equipment outside of district owned buildings for district job-related purposes. This more accurately reflects our current practices as superintendent approval is neither necessary nor practical in most cases.

This policy does not apply to technology-related equipment such as laptop computers or cell phones. Use of technology-related equipment is governed by Policy 3535, Technology Acceptable Use.

At its January 13, 2015 meeting, the Personnel/Policy Committee voted to forward revised Policy and Rule 3810 to the school board for consideration. The school board approved revised Policy and Rule 3810 as a first reading on January 27, 2015. Administration recommends that the school board approve Policy and Rule 3810 – Employee Use of District Equipment as a second reading on February 24, 2015."

Consent-Approve item XI-G – School Board Policy 3531.1 Copyrighted Materials submitted by Mrs. Ann Fredriksson, Coordinator of Library Media and Instructional Technology; Mrs. Ruder; Mrs. Housaman; and Dr. Savaglio-Jarvis, excerpts follow:

"The current Policy 3531.1—Copyrighted Materials—was last revised in 2007. With technology evolving in the educational world, some components of the policy have become outdated, and new verbiage needs to be included. Digital technology has changed the way teachers teach and students learn, and copyright law has become a top focus within digital citizenship. Efforts have begun to protect learning and works by identifying the role of copyright in the educational environment. District library media and instructional technology staff provide professional development and learning opportunities regarding copyright guidelines throughout the school year. Communications through social media and video broadcasting will be adhering to appropriate copyright practices as well.

At its January 13, 2015 meeting, the Personnel/Policy Committee voted to forward revised Policy and Rule 3531.1 to the school board for consideration. The school board approved revised Policy and Rule 3531.1 as a first reading on January 27, 2015. Administration recommends that the school board approve revised Policy and Rule 3531.1 - Copyrighted Materials as a second reading on February 24, 2015."

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

Dr. Savaglio Jarvis introduced the Revised 2015-2016 Capital Projects Plan submitted by Mr. John Setter, Project Architect; Mr. Finnemore; and Dr. Savaglio-Jarvis, excerpts follow:

"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 2015-16.

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 from several years ago, 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 2015-16 capital projects plan is provided as Attachment A to this report. The plan is a continuation of the overall major maintenance plan initiated fourteen years ago, and the energy savings project program started twelve years ago. The major maintenance plan includes a proposed contingency of $34,500 or 3.45% 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 fourteen years.

This report was reviewed at the February 10, 2015, meeting of the Planning/Facilities/Equipment Committee, and the committee voted unanimously to forward this report to the Board for consideration.

Administration recommends Board approval of the 2015-16 Capital Projects Plan as described in this report."

Mrs. Coleman indicated that a revised 2015-2016 Capital Projects Plan was distributed due to information inadvertently being left out.

Mr. Finnemore was present to answer questions. There were no questions from Board members.

Mr. Wade moved to approve the Revised 2015-16 Capital Projects Plan. Mr. Bryan seconded the motion. Unanimously approved.

Mrs. Coleman presented the 8000 Policy Series – Internal Board Operations submitted by Mrs. Coleman, excerpts follow:

"Work by board members on the 8000 policy series began in Aug. 2014, with an anonymous survey created by Dr. Jonas in which board members reviewed each policy and chose to accept, eliminate and/or change them.  The survey input was collected and compiled by Dr. Jonas and then shared with board members.

A special meeting, led by Dr. Jonas, took place on Aug. 25, 2014.  This meeting consisted of board members and leadership council.  At this meeting, the survey results and an adoption timeline was reviewed. Group work began and suggested policy changes were submitted and compiled by Dr. Jonas.   It was decided that the 8000 policy series would not need Committee level review due to the fact that they pertained to internal board operations.

The revised 8000 policy series was sent to board members on Sept. 3, 2014, for review, input, and/or feedback which was to be submitted to Dr. Jonas.

A second special meeting, led by Dr. Jonas, took place on Nov. 20, 2014.  This meeting also consisted of board members and leadership council.  At this meeting, each individual policy was reviewed by the group.  On Dec. 2, 2014, the noted changes to the policies from the Nov. 20, 2014, special meeting were sent to board members for their review.   Shortly following this meeting, Mr. Flood submitted a draft proposal of a new "Student Advisory Council" policy.

In Dec. 2014, legal counsel at Buelow, Vetter, Buikema, Olson, & Vliet reviewed the revised 8000 policy series and questions brought forward by board members.  A copy of the response from the legal counsel is attached as Attachment 1.  It was also suggested that board members review legal counsel's responses in red on Attachment 1.

At the January 27, 2015 Board meeting, the 8000 policy series was approved as a first reading with the following changes:

• The addition of "Introduction, Welcome, and Comments by Student Ambassador" to the order of business in Policy 8712 – School Board Meeting Agenda Preparation and Dissemination;

• The addition of "or more time" after "The use of another member's time…" in the last sentence of #12 (before the listed provisions) in Policy 8810 – Rules of Order; and

• In Policy 8880 – Audio Recording of Board Meetings, the change of "audio" to "audio and video" throughout the policy, the addition of "Regular" before "School Board" in the first sentence of the policy, and the addition of the following sentence after the first sentence, "Audio and/or video recording of Special Board meetings will be made at the discretion of the Board president."

The policy changes have been made and inserted standard policy formatting.  Upon doing this, it was discovered that there were policies that were missing a Rule, had

deletions without being noted and/or two policies were combined as one. In order to be as transparent as possible and to avoid confusion the following policies have been removed and will be addressed as a separate agenda item: 8300, 8330, 8411, 8412, 8510, 8520, 8620, 8630, 8740, and 8870.

It is recommended that the school board approve the 8000 policy series as a second reading as contained in the agenda excluding the following policies: 8300, 8330, 8411, 8412, 8510, 8520, 8620, 8630, 8740, and 8870 which will be addressed as a separate agenda item."

Mrs. Snyder moved to approve the 8000 policy series as a second reading as contained in the agenda excluding policies: 8300, 8330, 8411, 8412, 8510, 8520, 8620, 8630, 8740, and 8870. Mr. Wade seconded the motion.

Mr. Flood moved to amend the motion for approval of the 8000 policy series as a second reading as contained in the agenda excluding the policies: 8300, 8330, 8411, 8412, 8510, 8520, 8620, 8630, 8740, and 8870 with the addition of "on items that have previously been voted on" at the end of the last sentence of the second paragraph in policy 8610. Motion failed due to a lack of a second.

Mrs. Coleman asked for a roll call vote on the original motion for approval of the 8000 policy series as a second reading as contained in the agenda excluding the policies: 8300, 8330, 8411, 8412, 8510, 8520, 8620, 8630, 8740, and 8870.

Roll call vote. Ayes: Mr. Kunich, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman. Noes: Mr. Flood. Motion carried.

Mrs. Coleman presented the Revisited 8000 Policies submitted by Mrs. Coleman, excerpts follow:

"At the January 27, 2015 Board meeting, the 8000 policy series was approved as a first reading. Upon inserting the policies using standard policy formatting, it was discovered that there were policies that were missing a Rule, had deletions without being noted and/or two policies were combined as one. Therefore, these policies were approved as a first reading despite having all of the necessary content.

In order to be as transparent as possible and to avoid confusion, the following policies have been removed from the 8000 policy series for additional review and approve: 8300, 8300, 8411, 8412, 8510, 8520, 8630, 8630, 8740, and 8870.

It is recommended that the School Board approve policies 8300, 8330, 8411, 8412, 8510, 8520, 8620, 8630, 8740, and 8870 as a simultaneous first and second reading this evening."

Mr. Wade moved to approve polices 8300, 8330, 8411, 8412, 8510, 8520, 8620, 8630, 8740, and 8870 as a simultaneous first and second reading. Mr. Kunich seconded the motion.

Roll call vote.  Ayes: Mr. Kunich, Mr. Flood, Mr. Bryan, Mrs. Snyder, Mr. Wade, and Mrs. Coleman.  Noes:  None.  Unanimously approved.

Dr. Savaglio-Jarvis presented the Report of Contracts in Aggregate of $25,000 submitted by Mr. Robert Hofer, Purchasing Agent; Mr. Hamdan; Mrs. Housaman; Dr. Bethany Ormseth, Assistant Superintendent of Secondary School Leadership; and Dr. Savaglio-Jarvis, 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 contracts/agreements in aggregate of $25,000 that have been added to the Contract Management Database subsequent to January 27, 2015, with approval of the purchasing agent are shown in the database in coral color. Board members may access this database while on district property.

The following contracts/agreements have not been added to the Contract Management Database and are being presented for board approval. Purchase/Contract Rationale forms are attached for each vendor.
- Mastery Connect – 3-year aggregate of $36,000
- Solution Tree – $41,536."

Mr. Bryan moved to approve the contracts/agreements with Mastery Connect for a 3-year aggregate of $36,000 and with Solution Tree in the amount of $41,536.   Mr. Wade seconded the motion.  Unanimously approved.

Dr. Savaglio-Jarvis introduced the School Year 2015-16 Instructional Calendars submitted by Mrs. Lorien Thomas, Research Analyst; Mr. Keckler; and Dr. Savaglio-Jarvis, excerpts follow:

"The proposed 2015-16 instructional calendars were developed with input from many stakeholders.  A survey was provided to all KUSD staff and reviewed in December 2014.  Many optional calendar components were considered regarding full instructional days, early release days, and non-instructional days.  1,736 staff members, including 1,146 (approximately 2/3 of all) teachers selected preferences for several areas.  The majority of responses were in alignment to historical calendar options.

In the spring of 2014, Wisconsin removed the historical minimum school day requirement, but did not alter the number of required instructional hours for defined grade levels.  The proposed calendars not only meet those requirements, but also include enough minutes for the equivalent of two full instructional days to cover any potential school cancellations.

Certain choice schools, charter schools, and alternative programs align to the majority of the proposed comprehensive calendars, but some may have minor alterations

that best suit their specific programs.   The following schools and programs have the approval to deviate from the state mandate for instructional minutes: Brompton, Dimensions of Learning, eSchool, Harborside, Hillcrest, KTEC, and Phoenix Program.

Administration recommends that the School Board review and accept the 2015-16 Instructional Calendars at its February 24 meeting."

Mr. Keckler was present and answered questions from Board members.

Mr. Kunich moved to accept the 2015-16 Instructional Calendars. Mr. Wade seconded the motion.  Unanimously approved.

Mr. Bryan presented the Donations to the District as contained in the agenda.

Mr. Bryan moved to approve the Donations to the District as contained in the agenda.  Mr. Kunich seconded the motion.  Unanimously approved.

Mr. Wade moved to adjourn the meeting.  Mr. Kunich seconded the motion. Unanimously approved.

Meeting adjourned at 7:54 P.M.

Stacy Schroeder Busby
School Board Secretary

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| CASH RECEIPTS | reference | total |
|---|---|---|
| **February 2015 Wire Transfers-In, to Johnson Bank from:** | | |
| WI Department of Public Instruction | *state aids register receipts* | $ 3,004,407.62 |
| District Municipalities | *tax settlement - February payment* | 20,102,035.84 |
| Johnson Bank | *account interest* | 127.28 |
| US Treasury | *interest refund - various bond issues* | 535,827.65 |
| Bankcard Services (MyLunchMoney.com) | *food services credit card receipts (net of fees)* | 139,196.62 |
| Bankcard Services (TicketSpice.com) | *fine arts ticket sales receipts (net of fees)* | 19,464.86 |
| 5/3 Bank (RevTrak) | *district web store receipts (net of fees)* | 51,466.45 |
| Retired & Active Leave Benefit Participants | *premium reimbursements* | 23,917.36 |
| HHS | *head start grant* | 142,965.20 |
| Various Sources | *small miscellaneous grants / refunds / rebates* | 10,031.17 |
| Total Incoming Wire Transfers | | $ 24,029,440.05 |
| | | |
| **February 2015 Deposits to Johnson Bank - All Funds:** | | |
| General operating and food services receipts | *(excluding credit cards)* | $ 291,285.89 |
| | | |
| **TOTAL FEBRUARY CASH RECEIPTS** | | $ 24,320,725.94 |

| CASH DISBURSEMENTS | reference | total |
|---|---|---|
| **February 2015 Wire Transfers-Out, from Johnson Bank to:** | | |
| *payroll & benefit wires* | | |
| Individual Employee Bank Accounts | *net payrolls by EFT (net of reversals)* | $ 7,150,931.66 |
| WI Department of Revenue | *state payroll taxes* | 477,549.72 |
| WI Department of Revenue | *state wage attachments* | 1,813.74 |
| IRS | *federal payroll taxes* | 2,760,855.08 |
| Diversified Benefits Services | *flexible spending account claims* | 23,290.96 |
| Employee Trust Funds | *wisconsin retirement system* | 1,468,103.72 |
| NVA | *vision insurance premiums* | 11,677.33 |
| Various | *TSA payments* | 308,730.82 |
| *general operating wires* | | |
| US Bank | *purchasing card payment-individuals* | 225,862.74 * |
| Kenosha Area Business Alliance | *LakeView lease payment* | 13,333.33 |
| Johnson Bank | *banking fees* | 626.79 |
| Various | *returned checks* | 150.00 |
| Total Outgoing Wire Transfers | | $ 12,442,925.89 |
| | | |
| **February 2015 Check Registers - All Funds:** | | |
| Net payrolls by paper check | *Register# 01003DP, 01004DP* | $ 9,611.61 |
| General operating and food services | *Check# 518369 thru Check# 519577 (net of void batches)* | 7,247,733.74 |
| Total Check Registers | | $ 7,257,345.35 |
| | | |
| **TOTAL FEBRUARY CASH DISBURSEMENTS** | | $ 19,700,271.24 |

*See attached supplemental report for purchasing card transaction information*

| Merchant/Vendor | Total Charge (Credit) |
|---|---|
| MENARDS KENOSHA | $ 16,677.51 |
| AIRLINE | $ 14,484.18 |
| NATIONAL SCIENCE TEACH | $ 12,077.15 |
| WW GRAINGER | $ 10,971.02 |
| VEHICLE MAINT. & REPAIR | $ 7,910.50 |
| EAGLE EQUIPMENT | $ 6,770.00 |
| MARK S PLUMBING PARTS | $ 6,534.48 |
| HIGHWAY C SVC | $ 6,048.43 |
| ARING EQUIPMENT COMPANY | $ 6,031.71 |
| HOTEL | $ 5,881.88 |
| HAJOCA KENOSHA PC354 | $ 5,779.51 |
| INDUSTRIAL CONTROLS | $ 5,506.93 |
| EDS ARCHITECTURAL OPENING | $ 5,305.00 |
| RESTAURANTS & CATERING | $ 4,606.54 |
| CLASS 1 AIR INC | $ 4,247.25 |
| STERICYCLE | $ 3,665.52 |
| BARNES&NOBLE*COM | $ 3,506.38 |
| ERGO DEPOT LLC | $ 3,408.00 |
| AMAZON.COM | $ 3,316.18 |
| IN *A BEEP, LLC | $ 3,280.79 |
| WEBCONNEX.COM/CHARGE | $ 3,136.07 |
| AMAZON MKTPLACE PMTS | $ 3,123.04 |
| BESTBUYCOM | $ 3,044.36 |
| IN *GAPPA SECURITY SOLUTI | $ 2,944.00 |
| VIKING ELECTRIC - KENOSHA | $ 2,653.65 |
| HALLMAN LINDSAY PAINTS | $ 2,605.38 |
| PAYPAL *WISCONSINED | $ 2,600.00 |
| R.C. ELECTRONICS INC | $ 2,210.00 |
| EXPEDIA | $ 2,123.88 |
| IVIE ENTERPRISES INC | $ 1,885.13 |
| AC RADIO SUPPLY INC | $ 1,873.62 |
| NELSON ELECTRIC SUPPLY | $ 1,798.71 |
| FIRST SUPPLY LLC #2033 | $ 1,703.41 |
| BATTERIES PLUS KEN | $ 1,625.11 |
| CUMMINS NPOWER LLC | $ 1,530.37 |
| ULINE  *SHIP SUPPLIES | $ 1,516.57 |
| 3654 INTERSTATE | $ 1,513.78 |
| BULBCONNECTIONCOM | $ 1,451.52 |
| CHESTER ELECTRONIC SUPPLY | $ 1,399.88 |
| G2 PRINTING | $ 1,374.27 |
| L AND S ELECTRIC | $ 1,326.00 |
| 234 WISC- MILWAUKEE | $ 1,320.28 |
| ROC*ROCKLER WDWRK HDWE | $ 1,292.33 |
| MCMASTER-CARR | $ 1,211.90 |
| WOODWORKERS HARDWARE - W | $ 1,177.59 |
| OFFICE MAX | $ 1,170.77 |
| USPS 56428002632502569 | $ 1,136.30 |
| INSTY-PRINTS | $ 1,119.00 |
| KITCHEN CUBES LLC | $ 1,100.00 |
| FASTENAL COMPANY01 | $ 1,089.50 |
| JOHNSTONE SUPPLY | $ 1,005.01 |

| Merchant/Vendor | Total Charge (Credit) |
|---|---|
| SCHOLASTIC BOOK CLUB | $ 989.00 |
| THE TRANE COMPANY | $ 969.48 |
| CORVUSINDUS | $ 937.30 |
| FLUID HANDLING INC | $ 897.91 |
| ACME TOOLS | $ 891.42 |
| WI SCHOOL COUNSELORS ASC | $ 800.00 |
| GUTHRIE THEATER BOX OFFIC | $ 747.00 |
| JOANN STORE INTERNET | $ 737.10 |
| FGM*GRANDIN ROAD | $ 693.00 |
| TUNSTALL CORPORATION | $ 635.98 |
| CONNEY SAFETY | $ 606.66 |
| HYDRO-FLO PRODUCTS INC | $ 576.25 |
| IN *ANDERSON LABORATORIES | $ 575.00 |
| SHRM'S HR JOBS | $ 545.00 |
| RCSUPERSTORE | $ 539.94 |
| BARNES & NOBLE #2037 | $ 535.09 |
| WM SUPERCENTER | $ 531.43 |
| ANIXTER/CLARK/TRI-ED | $ 531.39 |
| HARBOR FREIGHT TOOLS 358 | $ 510.92 |
| PADLOCK OUTLET | $ 493.07 |
| AMERICAN INSTITUTE OF AR | $ 481.00 |
| MOTION INDUSTRIES WI04 | $ 475.64 |
| DEMCO INC | $ 470.50 |
| WAL-MART | $ 468.98 |
| AED SUPERSTORE | $ 449.39 |
| NBA*MILWAUKEE BUCK | $ 444.00 |
| SCHOOL OUTFITTERS | $ 443.26 |
| LOWES #02560* | $ 421.54 |
| WORLD DRYER CORP | $ 419.00 |
| MAYFAIR RENT A CAR   KENO | $ 405.39 |
| ORIENTAL TRADING CO | $ 391.76 |
| LYNCH TRUCK CENTER | $ 387.32 |
| ART INST - MUSEUM EDUC | $ 371.00 |
| SHIFFLER EQUIPMENT SAL | $ 353.56 |
| SOLUTION TREE INC | $ 351.46 |
| AUTISM-PRODUCTS.COM | $ 350.81 |
| ABBOTT *INVESTRECOVERY | $ 350.00 |
| HALOGEN SUPPLY COMPANY | $ 349.12 |
| PITSCO INC | $ 338.85 |
| RAYMOND GEDDES | $ 333.99 |
| PICK N SAVE   00068742 | $ 326.36 |
| PATS SERVICES INC | $ 325.00 |
| JACKS SMALL ENGINES & GEN | $ 303.89 |
| SHERWIN WILLIAMS #3180 | $ 300.20 |
| ECONOMICSWI | $ 300.00 |
| NCSM | $ 295.00 |
| KEYLESS LOCK STORE | $ 290.95 |
| JONES SCHOOL SUPPLY | $ 286.23 |
| GFS MKTPLC #1919 | $ 280.98 |
| PIGGLY WIGGLY #004 | $ 274.94 |
| PARKSIDE TRUE VALUE | $ 273.28 |

| Merchant/Vendor | Total Charge (Credit) |
|---|---|
| FESTIVAL FOODS | $ 272.81 |
| POSITIVE PROMOTIONS INC | $ 265.35 |
| PALMEN BUICK GMC CAD | $ 256.84 |
| FLORIDA VIRTUAL SCHOOL | $ 250.00 |
| HERITAGE FOOD SERVICE GRO | $ 245.46 |
| INDEED | $ 241.42 |
| BEST BUY | $ 239.38 |
| MENARDS RACINE | $ 237.96 |
| BADGER TRUCK-Q LANE | $ 236.67 |
| WSRA | $ 235.00 |
| WASBO FOUNDATION INC | $ 230.00 |
| TC LIFE SAFETY | $ 227.22 |
| BETTYMILLSC | $ 219.91 |
| SEARS.COM 9300 | $ 219.83 |
| AT&T*BILL PAYMENT | $ 214.31 |
| THE ANTENNA FARM | $ 209.90 |
| EB *WSPA EMPLOYMENT FA | $ 200.00 |
| INSTANT KEEPSAKES PHOTO B | $ 199.00 |
| PARTY CITY | $ 195.21 |
| ZORO TOOLS INC | $ 194.75 |
| PAYPAL *MICHCO.COM | $ 191.80 |
| MENARDS OAK CREEK | $ 189.95 |
| EB IPAD MASTERS-REDEF | $ 189.00 |
| BULBS.COM INC | $ 187.60 |
| DW DAVIES AND CO INC | $ 187.20 |
| STATE OF WI DPI REGONLINE | $ 185.00 |
| MINECRAFTEDU | $ 180.00 |
| TRACKWRESTLING.COM | $ 180.00 |
| ASSOC SUPERV AND CURR | $ 178.00 |
| PARALLAX INC | $ 170.06 |
| WSSCA | $ 170.00 |
| RESOUCES FOR EDUCATORS | $ 159.00 |
| PAYPAL *COOPERATIVE | $ 150.00 |
| EMEDCO | $ 146.74 |
| HIGH INTEREST PUBLISHING | $ 142.29 |
| BAUDVILLE INC. | $ 140.45 |
| BANEBOTS | $ 138.50 |
| HITECH WIRELESS.COM | $ 135.00 |
| HOLLAND SUPPLY INC | $ 129.51 |
| LEARNING A-Z | $ 128.42 |
| FIRST BOOK | $ 123.00 |
| RECREATION.GOV | $ 123.00 |
| HESCO INC | $ 120.52 |
| K"NEX INDUSTRIES | $ 120.00 |
| ANYWHERE SPORTS LLC | $ 119.96 |
| DICKOW CYZAK TILE CARP | $ 118.50 |
| PHI DELTA KAPPA INTL INC | $ 115.00 |
| PICK N SAVE   00068718 | $ 107.96 |
| CAROLINA BIOLOGIC SUPPLY | $ 107.57 |
| LAKES ANIMAL CLINIC LT | $ 106.00 |
| INTERNATIONAL SOCIE | $ 105.00 |

| Merchant/Vendor | Total Charge (Credit) |
|---|---|
| GANDER MOUNTAIN DIRECT | $ 104.95 |
| TI *CONFERENCE | $ 100.00 |
| OFFICE DEPOT #1105 | $ 99.96 |
| AMAZONPRIME MEMBERSHIP | $ 99.93 |
| CROWN TROPHY | $ 99.10 |
| LIQ GOLD/T OF SCENT/ | $ 99.00 |
| BARGAIN BALLOONS | $ 98.93 |
| EREPLACEMENTPARTS.COM | $ 90.05 |
| HOBBY LOBBY #350 | $ 87.05 |
| COLUMBIA PIPE & SUPPLY | $ 84.95 |
| APL* ITUNES.COM/BILL | $ 84.39 |
| PRENTKE ROMICH | $ 84.00 |
| LITERACYEMP | $ 78.00 |
| KENOSHA FRESH MARKE | $ 77.46 |
| AMERICAN EDUCATIONAL RESE | $ 77.00 |
| MILESTONE | $ 76.86 |
| RECREATION SUPPLY COMPANY | $ 75.30 |
| FARM & FLEET STURTEVAN | $ 73.51 |
| PICK N SAVE   00063784 | $ 72.75 |
| CARDINAL STRITCH UNIVERSI | $ 70.00 |
| NGS*ONLINE STORE | $ 69.95 |
| ADAFRUIT INDUSTRIES | $ 66.89 |
| SOUTHEASTERN PERFORMAN | $ 66.00 |
| SPITZ INC | $ 60.00 |
| EDUCATION WEEK | $ 59.94 |
| WUFOO.COM/CHARGE | $ 59.90 |
| ASHA 3 | $ 59.00 |
| VZWRLSS*IVR VN | $ 58.01 |
| IN *TAYLOR BROTHERS DOOR | $ 57.95 |
| EPS | $ 55.85 |
| CBI*PARALLELS | $ 49.99 |
| SPELLCITY | $ 49.99 |
| NAME BADGES INT'L | $ 49.95 |
| ROTOMETALS INC | $ 48.97 |
| DG HARDWARE | $ 48.31 |
| FOREVER FLOORS INC | $ 47.90 |
| METRA OGIVIE QPS | $ 46.25 |
| VISTAPR*VISTAPRINT.COM | $ 46.15 |
| TOWNSEND PRESS INC | $ 45.01 |
| EB *FLESFEST 2015 | $ 45.00 |
| DOLRTREE | $ 44.32 |
| ELLIOTT ACE HARDWARE | $ 40.52 |
| ACTFL | $ 40.00 |
| INSPEC, INC | $ 40.00 |
| GTC BUSINESS WORKFORCE | $ 35.00 |
| MAILCHIMP | $ 35.00 |
| TLF STROBBES FLOWER CART | $ 35.00 |
| WISMATH | $ 35.00 |
| EB *KENOSHA COUNTY ADU | $ 33.64 |
| MAKERMEDIAI | $ 33.53 |
| WTEA | $ 32.00 |

**KUSD Purchasing Card Program  - Individual Cardholders**

Transaction Summary by Merchant

Billing Cycle Ending February 16, 2015

| Merchant/Vendor | Total Charge (Credit) | |
|---|---|---|
| THE PENCIL STORE | $ | 31.06 |
| ARO LOCK COMPANY | $ | 30.00 |
| U-HAUL OF KENOSHA | $ | 30.00 |
| WALGREENS #3153 | $ | 25.51 |
| QUIZLET.COM | $ | 25.00 |
| SUNBURST DIGITAL INC | $ | 25.00 |
| NSPRA | $ | 20.00 |
| PREMIUM ADHESIVES | $ | 19.93 |
| PIGGLY WIGGLY #209 | $ | 18.83 |
| DNH*GODADDY.COM | $ | 18.34 |
| CHEAPOAIR.COM AIR | $ | 17.00 |
| A&B HARDWARE & LOCK SH | $ | 16.00 |
| GRIZZLY INDUSTRIAL PHONE | $ | 15.74 |
| KENOSHA AREA BUSINESS | $ | 15.00 |
| AIRGASS NORTH | $ | 14.63 |
| REPAIRCLINIC.COM | $ | 13.85 |
| SKILLSUSA ORG | $ | 13.00 |
| CHI TAXI 1719 | $ | 12.55 |
| LAKESIDE SUPERVALU | $ | 12.45 |
| CHOICE TAXI 361 | $ | 11.85 |
| TARGET      00022517 | $ | 11.05 |
| MR.COFFEE | $ | 8.38 |
| A MAIN HOBBIES | $ | 4.58 |
| WASTE HAULERS | $ | (10.00) |
| KENOSHA FRESH MARKESSS | $ | (15.00) |
| ASSOCIATION OF WISC | $ | (199.00) |
| EB *IPAD MASTERS-REDEF | $ | (875.00) |
| EVENTBRITE | $ | (1,939.00) |
| **US Bank Purchasing Card Payment - Individuals** | $ | 225,862.74 |

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 24, 2015

**Administrative Recommendation**

It is recommended that the February 2015 cash receipt deposits totaling $291,285.89, and cash receipt wire transfers-in totaling $24,029,440.05, be approved.

Check numbers 518369 through 519577 totaling $7,247,733.74, and general operating wire transfers-out totaling $239,972.86, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the February 2015 net payroll and benefit EFT batches totaling $12,202,953.03, and net payroll check batches totaling $9,611.61, be approved.


Dr. Sue Savaglio-Jarvis
Superintendent of Schools


Tarik Hamdan
Int. Chief Financial Officer


Heather Kraeuter, CPA
Accounting & Payroll Manager

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**Kenosha Unified School District**
**Kenosha, Wisconsin**

**March 24, 2015**

**HEAD START FEDERAL GRANT REQUEST**

Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2015-2016 school year.  The funding for this grant is $1,999,031.  The grant is designed to fund the operating costs of the Kenosha Unified School District Head Start Program.

**Grant Title**
Federal Head Start Grant

**Funding Source**
U.S. Department of Health and Human Services
Administration for Children and Families

**Grant Time Period**
July 1, 2015 to June 30, 2016

**Purpose**
The purpose of the Head Start program is to provide comprehensive services in the areas of health, education, social/emotional development, and parent involvement for low-income preschool children and their families.  This grant will service 330 high-risk children who will be three or four years of age on or before September 1, 2015.  Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and through the Head Start Performance Standards.

**Number of Students Served**
330 eligible Head Start Students

**Relationship to District Plan and Goals**
The Head Start approach to school readiness ensures that families have the resources and knowledge to support the development of their children, that children are healthy enough to learn, and that quality instruction is being provided to these children.

Readiness goals are defined as the expectations at children's developmental levels and progress across domains of language, literacy, cognition/general knowledge, approaches to learning, physical health, well-being, motor and social/emotional development.  Success in these areas will support each child's readiness for kindergarten.

**Fiscal Impact**
See attached Fiscal Impact statement.

**Changes in Program Service**
At this time Head Start is not proposing any changes to current programming or staffing for the coming school year.  Funding decisions made at the state and local levels, as well

as the ability to meet mandated enrollment numbers at current locations, will impact the grant and may require revisions to current programming prior to the start of the 2015-2016 school year.

Head Start currently serves children and families at:

| Head Start Locations 2014-15 |
| --- |
| **Two Sessions (AM and PM)** |
| Bose Elementary School |
| Brass Community School |
| Cesar Chavez Learning Station |
| Edward Bain School of Language and Art – Creative Arts |
| Frank Elementary School |
| Jefferson Elementary School |
| McKinley Elementary School |
| Wilson Elementary School |
| **Full Day Session** |
| Just Kid Inn Childcare |

**Evaluation Plan**

- The Head Start program meets a community need for the services that it provides. This will be evident through the maintenance of a Head Start waiting list of families that qualify for the program.

- Student outcomes are monitored within the Head Start Child Development and Early Learning Framework in eight developmental domains.  The progress of every child is reported to parents/guardians three times during the school year. The outcomes measured are aligned with Wisconsin Model Early Learning Standards and Common Core Standards.

- Semi-annual Program Report to the Policy Council and School Board Semi-annual reports to monitor the program.

- Program Plan Report to the Head Start Region V office in Chicago.

- Head Start monthly reports (HS 22) to the Policy Council and School Board.

- Quarterly calls to the Head Start Region V office in Chicago.

- The Head Start program conducts an annual self-assessment in January to determine strengths and areas that are in need of improvement.

- An annual report is available to the community and all stakeholders providing statistics, services and budget information.

**Staff Persons involved in preparation of the grant application:**
Belinda Grantham, Director of Pre-school
Lisa KC, Assistant Head Start Director, Chavez Learning Station
Lynda Dower, Family & Community Coordinator
Samantha McGovern, Education and Disabilities Coordinator

Debbie Moran, Policy Council President
Elizabeth Rebollar, Health Coordinator

**Administrative Recommendation**
At its March 10, 2015, joint meeting, the Audit/Budget/Finance and Curriculum/
Program Standing Committees voted to forward this report to the school board for
consideration.  Administration recommends that school board grant approval to submit
and implement the 2015-2016 Head Start Federal Grant.


Dr. Sue Savaglio-Jarvis                    Dr. Floyd Williams
Superintendent of Schools                  Assistant Superintendent of Elementary
                                           School Leadership

Ms. Belinda Grantham                       Ms. Lisa KC
Director of Early Education                Assistant Director Head Start

# Kenosha Unified School District No. 1

# Fiscal, Facilities and Personnel Impact Statement

**Title:** Head Start Federal Grant Request     **Budget Year:** 2015-2016

**Department:** Early Education     **Budget Manager:** Belinda Grantham

## REQUEST

Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2015-2016 school year.  It is designed to fund the program's operations with $1,999,031.

## RATIONALE/ INSTRUCTIONAL FOCUS

This grant serves the social/emotional, academic, and health needs of low-income three and four year old children and their families.  Children who qualify must reside within the boundaries of Kenosha Unified School District.  The Head Start approach provides the foundation for implementing systemic and integrated comprehensive child development services and family engagement efforts that lead to school readiness for young children and families.  This supports stronger attendance rates, academic performance, and higher graduation rates in later years.

## IMPACT

This Head Start Grant provides:
- Funding for staffing (teachers and educational support personnel) to serve 330 children within the guidelines of the Head Start Performance Standards.
- Funding for support staff (family service providers, coordinators) for families of Head Start children as specified in the Head Start Performance Standards.
- Utilities and maintenance of the Chavez Learning Station.
- Purchased services and supplies to support Head Start Performance Standards.

## BUDGET IMPACT

| Object Level | Descriptive | Amount |
|---|---|---|
| 100's | Salaries | $1,034,822.00 |
| 200's | Fringes | $768,726.00 |
| 300's | Purchased Services | $85,000.00 |
| 400's | Non-Capital Objects | $33,316.00 |
| 500's | Capital Objects | $10,000.00 |
| 600's | Dues/Fees | $67,167.00 |

| | | TOTAL | **$1,999,031.00** |
|---|---|---|---|

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

| **FUNDING SOURCES** |
|---|
| Select Funding Sources: |
| Head Start Federal Grant |

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**POLICY 5580—SCHOOL WELLNESS**

### Policy Development

The Kenosha Unified School District is committed to improving the academic performance of all students. Therefore, and as required by the Child Nutrition and Special Supplemental Nutrition Program for Women, Infants, and Children Reauthorization Act of 2004, School Wellness Policy 5580 was created and approved in spring 2006. According to the Wisconsin Department of Public Instruction, local wellness policies are a key component to creating and maintaining healthier school environments that promote positive behaviors and help children reach their full academic potential. Research continues to demonstrate that healthier students are better learners.

### Local Wellness Policy

Given the emerging evidence demonstrating the positive link between nutrition, physical activity, and school performance, an investment in wellness can support academic achievement. The Healthy Hunger-Free Kids Act of 2010 expanded upon previous requirements and includes new provisions that place a greater emphasis on the implementation, evaluation, and transparency of local wellness policies. At a minimum, the local wellness policy (LWP) must:

- Include goals for nutrition education and promotion, physical activity, and other school-based activities to promote student wellness.

- Include nutrition guidelines for all foods available on school campus.

- Permit parents, students, representatives of the School Food Authority, the school board, school administrators, physical education teachers, school health professionals, and the public to participate in the development, implementation, review, and update of the LWP.

- Inform and update the public about the LWP's content and implementation.

- Measure and make an assessment on the extent to which schools are in compliance with the LWP and a description of the progress made in attaining goals of the LWP available to the public.

- Designate one or more school officials to ensure that each school complies with the LWP.

## WELLNESS POLICY COMMITTEE

To meet the requirement of having school and community representation, an invitation was sent to schools in February 2012 seeking individuals to serve on the wellness policy committee. The committee consisted of the following members:

- Cindy Gossett, Cochair
  Director of Food Service

- Mark Hinterberg, Cochair
  Coordinator of Social Studies/Career and Technical Education

- Steven Knecht, Cochair
  Coordinator of Athletics, Activities, Health, Physical Education, and Recreation

- Patricia Bytnar
  Teacher, Bradford High School

- Emily Collins
  Student Dietitian, Mount Mary College

- Chad Dahlk
  Principal, Lance Middle School

- Joe Fanning
  Retired teacher, Tremper High School

- Curtis Goettge
  Teacher, Tremper High School

- Kyle Lovell
  Former student, Bradford High School

- Doreen Perri
  School Nurse, Indian Trail High School and Academy

- Karen Redalin
  Teacher, Tremper High School

- Judy Vanderford
  Teacher, Forest Park Elementary School and Jefferson Elementary School

- Kathy Walsh
  Principal, Jefferson Elementary School

The committee did not take action in 2012 because of the anticipated 2013 release and July 1, 2014, implementation of the Nutrition Standards for All Foods Sold in Schools, also known as Smart Snacks in Schools.

Since the Smart Snacks in Schools standards were released and implemented, the committee has finalized recommendations to the School Wellness Policy. The revised policy is provided in Appendix A.


### Recommendation

At its joint meeting, the Curriculum/Program and Personnel/Policy Standing Committees voted to forward updated Policy and Rule 5580 to the school board for consideration. Administration recommends that the school board approve updated Policy and Rule 5580 - School Wellness as a first reading this evening and a second reading at the April 27, 2015, regular meeting.


Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Interim Assistant Superintendent of Teaching and Learning

Mr. Patrick Finnemore
Director of Facilities

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

Mr. Steven Knecht
Coordinator of Athletics, Activities, Health, Physical Education, and Recreation

Ms. Cindy Gossett, RD
Director of Food Services

**APPENDIX A**

*Kenosha Unified School District No. 1*   *School Board Policies*
*Kenosha, Wisconsin*        *Rules and Regulations*

POLICY 5580
SCHOOL WELLNESS

The district promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of their students. ~~Improving~~ **Improvement in** health optimizes student performance potential and ensures that no child is left behind.

It is the district's intention to help students learn and participate in positive dietary and lifestyle practices~~,~~ and to provide a school environment that supports these efforts.

- All students will learn about and participate in activities that promote cardiovascular fitness. Physical activity will be included in a school's daily education program from ~~grades K-12~~ **kindergarten through twelfth grade**. Physical activity should include regular instructional physical education classes, co-curricular activities, and recess.

- The curriculum will empower students with the knowledge, attitudes, and skills for lifelong healthy eating habits.

- All students will be encouraged to have breakfast~~,~~—either at home or at school~~,~~—in order to meet their nutritional needs and enhance their ability to learn.

- The **Office of** ~~f~~**F**ood ~~s~~**S**ervice ~~department~~ will promote healthy meals and meal alternatives by ensuring that all meals offered through the National School Breakfast **Program** and **the National School** Lunch Program~~s~~ meet and follow all **United States Department of Agriculture** (USDA**)** requirements applicable to the schools, including established nutritional standards.

- School administrative personnel, with the assistance and support of ~~f~~**F**ood ~~s~~**S**ervice**s** personnel, will provide a positive environment in school cafeterias by giving **an** adequate amount of time for students to eat school meals**.**~~, and will schedule lunch periods in a reasonable manner.~~

- The schools will promote healthy food and beverage choices for students in all venues where food and beverages are served or sold in accordance with **the Healthy Hunger-Free Kids Act of 2010.** ~~District nutrition guidelines.~~

The efforts to promote wellness, good nutrition, and physical activity are the shared responsibilities of all district employees. In keeping with the spirit of this policy, the district shall maintain a Wellness Committee to annually **evaluate, update, and communicate any changes.** ~~review the policy and its implementation and to ensure compliance with it.~~

POLICY 5580
SCHOOL WELLNESS
Page 2

LEGAL REF.:  Wisconsin Statutes Sections 118.0      {(Instructional program goals})
                                         118.12     {{(Sales of goods at schools})
                                         118.33(1)  {(Graduation requirements, [including health and physical education credits])
                                         120.13     {(Board power to do all things reasonable for the cause of education})
                                         121.02(1)  {(School district standards, [including health and physical education])

                    Child Nutrition and WIC Reauthorization Act of 2004 {(School wellness policy and child nutrition program requirements})

**Healthy Hunger-Free Kids Act of 2010**


CROSS ~~REF.~~**REFERENCE**:  Policy 1200, Public Information Program
Policy 1211, Use of Students in Public Information Program
Policy 1212, Provision of Printed Material in Non-English Version
Policy 1500, Public Solicitations/Fundraising Involving the Schools
Policy 1510, Advertising/Promotions in the Schools
Policy 3422, Exclusivity Contracts with Vendors
Policy 3520, School Nutrition Programs
Policy 3522, Milk Program
Policy 3523, Vending Machines for Food Items
Policy 4370, Staff Development Opportunities
Policy 6100, ~~District Vision~~**Mission, Principles, Goals, Results**
~~Policy 6110, Instructional Program Mission and Beliefs~~
Policy 6300, Curriculum Development and Improvement
Policy 6456, Graduation Requirements
Policy 6700, Extracurricular Activities and Programs
Policy 6740, Student Fundraising Activities
Policy 6770, Interscholastic Athletics
Board-Adopted Academic Standards
District's Lifelong Learning Standards and Benchmarks

ADMINISTRATIVE REGULATIONS:  None

AFFIRMED:  April 24, 2006

**REVISED:  February 10, 2015**

RULE 5580
SCHOOL WELLNESS

A. Promoting Healthy Habits and Activities—The **Office of Food Services and the Office of Teaching and Learning** ~~following departments~~ will work together in creating and maintaining an environment that supports and teaches healthy nutritional habits for district students~~: Food Services, Health and Physical Education, Family and Consumer Sciences, and Business and Information Technology~~.

1. In addition to carrying out responsibilities as outlined in board policy and elsewhere in these procedures, the **Office of** Food Service**s** ~~Department~~ will share information about the nutritional content of meals with parents/guardians and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards**,** or other point-of-purchase materials.

2. Physical Education Curriculum——A quality physical education program is an essential component of the district's wellness activities. Physical activity provides an opportunity for self-expression and social interaction and can be enjoyable, challenging**,** and fun. These benefits entice students to continue participation in physical activities throughout their lifetime**s**. Elementary children derive pleasure from movement sensation and experience different challenges as they sense a growing competence in their movement ability. At the middle level, participation in physical activity provides important opportunities for challenges, social interaction and group membership, as well as opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenges as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits, students will have the knowledge base to actively pursue lifelong physical activities that meet their own needs.

3. Health **and Nutrition** Education Curriculum **goals for grades 1 through 12 include the following:** ~~Some of the topics covered will include the following~~:

   - **a.** Eating habits
   - **b.** Nutrients
   - **c.** Dietary guidelines
   - **d.** F~~ood~~ ~~Guide Pyramid~~ **My Plate**
   - **e.** ~~Serving~~ **Portion** sizes
   - **f.** Product labeling
   - **g.** Body awareness
   - **h. Eating disorders**
   - **i. Alternative dieting**
   - **j. Diet supplements**
   - **k. Food safety**
   - **l. Food allergies**
   - **m. Food sensitivities**

*Kenosha Unified School District No. 1*      *School Board Policies*
*Kenosha, Wisconsin*         *Rules and Regulations*

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SCHOOL WELLNESS
Page 2

4. The Family and Consumer Sciences Curriculum will support the philosophy that lifelong quality of life is dependent on students having the knowledge of nutrition and food needs for all age groups. Since the family is responsible for meeting food needs, students must understand the effects of technology on food, current health problems related to diet, and the social and cultural influence on food and resources.

5. **Schools will use nonfood items as rewards for academic performance or good behavior for individuals or classrooms.**

6. **Schools will not use food or any restrictions of foods as a consequence for negative student behavior or academic performance.**

7. **Schools will promote positive nutrition and healthy behavior by:**

   a. **Displaying resource posters (e.g., Wisconsin Milk Marketing Board, My Plate, Fuel Up for 60);**

   b. **Displaying student artwork promoting positive nutritional and healthy behavior in the classrooms, hallways, and/or school cafeterias; and**

   c. **Participating in taste testing of unfamiliar foods (e.g., Taste Test Tuesday, Fresh Fruit and Vegetable Grant).**

8. ~~The~~ Business and Information Technology ~~Department~~ (school stores) will support the district's wellness policy by complying with the **Nutrition Standards for All Foods Sold in Schools (also known as the Smart Snack Rules).** ~~district's nutrition guidelines for other foods and beverages sold as outlined below and by promoting wellness activities according to the following timeline:~~

   a. ~~Year 2005 - 2006 - Promote a wellness week one to two times during the school year.~~
   b. ~~Year 2007 - 2008 - Promote a wellness week two to three times during the school year.~~
   c. ~~Year 2009 - Promote a wellness week four times during the school year.~~

B. Breakfast——To ensure that all children have breakfast,——either at home or at school,——in order to meet their nutritional needs and enhance their ability to learn**, schools will**:

POLICY 5580
SCHOOL WELLNESS
Page 3

1. ~~Schools will, to the extent possible, o~~**O**perate the **National** School Breakfast Program.

2. ~~Schools will, to the extent possible, a~~**A**rrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess **to the extent possible**.

3. ~~Schools that serve breakfast to students will n~~**N**otify parents/guardians and students of the availability of the **National** School Breakfast Program.

4. Schools will ~~encourage parents/guardians to provide a healthy breakfast for their children through newsletter articles, take-home materials or other means, or to participate in the~~ **School** ~~Breakfast Program~~ **utilize newsletter articles, take-home materials, or other means to encourage parents/guardians to provide a healthy breakfast for their children at home or through the National School Breakfast Program**.

C. Nutritional quality of foods and beverages sold and served through the School Meals Programs

1. School Meals— —Meals served through the National School Lunch and Breakfast Programs will:

    a. Meet, at a minimum, nutrition requirements established by state and federal statutes and regulations. Foods from reimbursable meals will, over the course of five days, derive no more that 30~~%~~ **percent** of their total calories from fat and less than 10~~%~~ **percent** of their total calories from saturated fats. Foods from reimbursable meals will provide one-third **of** the recommended dietary allowances (RDA) for lunch and one-fourth **of** the RDA for breakfast.

    b. Offer a variety of fruits and vegetables daily with at least two fresh fruits and one fresh vegetable offered per week.

    c. Serve only low-fat (1~~%~~**percent**) and fat-free milk and nutritionally equivalent non-dairy alternatives (to be defined by **the** USDA).

    d. Ensure that ~~75%~~**100 percent** of the served grains are whole grain.

2. Foods and ~~Bb~~everages ~~Ss~~old ~~I~~individually (i.e., foods sold outside of reimbursable school meals, such as through cafeteria a la carte [snack] lines) **will** comply **with the Nutrition Standards for All Foods Sold in School, also known as the Smart Snack Rules**

     a. ~~Ala carte food items sold through the Food Service Department at the middle school level will:~~
         ~~(1) Meet the following nutritional and portion standards:~~
             - ~~more than 35% of total calories from fat (excluding nuts and seeds)~~
             - ~~more than 10% of total calories from saturated fat.~~
             - ~~more than 35% of total weight composed of added sugar.~~

         ~~(2) Offer single/regular-size portions rather than over-size portions based on the following guidelines:~~

         ~~Snacks and Sweets~~                   ~~1.25 oz~~
             ~~(Chips, crackers, popcorn, cereal,~~
             ~~trail mix, nuts, seeds, dried fruits)~~
         ~~Cookies/Cereal Bars~~               ~~2.0 oz~~
         ~~Bakery Items (pastries, muffins)~~        ~~3 oz~~
         ~~Frozen Desserts, ice cream~~           ~~3 oz~~
         ~~Yogurt~~                            ~~8 oz~~
         ~~Beverages (no limit on water)~~         ~~12 oz~~

     b. ~~Ala carte food items sold through the Food Service Department at the high school level will follow the same nutrition guidelines as the District's Marketing Labs.~~

~~D. Nutrition guidelines for other foods and beverages sold~~

     ~~1. Business and Information Technology Department (School Stores)~~

         ~~a. Year 2005 - 2006~~
             ~~(1) Provide customers with beverage options of 70% carbonated and 30% non-carbonated.~~
             ~~(2) Provide customers with snack item options of 80% traditional snack items and 20% healthy snack items.~~
         ~~b. Year 2007 - 2008~~
             ~~(1) Provide customers with beverage options of 60% carbonated and 40% non-carbonated.~~

    (2) ~~Provide customers with snack item options of 70% traditional snack items and 30% healthy snack items.~~
  c. ~~Year 2009~~
    (1) ~~Provide customers with beverage options of 50% carbonated and 50% non-carbonated.~~
    (2) ~~Provide customers with snack item options of 60% traditional snack items and 40% healthy snack items.~~

2. Fundraising activities and concessions
~~The following recommendations are made to promote healthy choices for students related to fundraising activities and concessions supported by the schools:~~

  a. All fundraising activities require administrative approval. **Fundraising during school hours will comply with the Nutrition Standards for All Foods Sold in Schools, also known as Smart Snack Rules (located on the Kenosha Unified School District website).** ~~Some healthy food choices should be included whenever food and beverages are sold that raise funds for the school.~~

  b. Organizations operating concessions at school functions should include at least some healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

  c. Booster clubs should be inserviced on ~~the need for~~ the sale of nutrient dense foods (i.e.**,** whole grains, fresh fruits and vegetables).

3. Vending machines

**Items sold through vending machines will comply with the Nutrition Standards for All Foods Sold in Schools, also known as the Smart Snack Rules**

  a. ~~Beverages:~~
    (1) ~~Provide only bottled water, milk and 100 percent juice to elementary school students.~~
    (2) ~~Provide nutritious and/or lower calorie beverages to middle school students such as bottled water, milk, 100 percent juice, sports drinks, no-calorie soft drinks and low-calorie drinks. No full-calorie soft drinks or full-calorie juice drinks with five percent or less juice will be provided until after the instructional day.~~

RULE 5580
SCHOOL WELLNESS
Page 6

(3) ~~Provide a variety of beverage choices to high school students such as bottled water, milk, 100 percent juice, sports drinks and juice drinks. No more than 50 percent of each vending selection will be full-calorie soft drinks or full-calorie juice drinks with five percent or less juice.~~

b. ~~Candy/food:~~
(1) ~~No vending selection will be accessible to elementary school students~~
(2) ~~Vending selection will be accessible to student at the middle school only at the end of the instructional day.~~
(3) ~~A variety of snack choices will be provided to high school students such as dried fruits like raisins, banana chips, etc., trail mix, low sodium crackers, baked chips, low-fat muffins, granola bars, power bars. No more than 50 percent of each vending selection will have more than 7 grams of fat per serving or more than 10 percent of its total calories derived from saturated fat.~~

E. Wellness Committee

1. The district's Wellness Committee shall consist of the following members: ~~C~~coordinator of **athletics, activities,** ~~H~~health**,** ~~and P~~physical ~~E~~education**, and recreation** (~~C~~co-chair), ~~D~~director of ~~F~~food ~~S~~services (~~C~~co-chair), staff members (**e.g.,** school nurse~~,~~ **and** physical education and marketing education teachers), parent representatives**,** and student representatives.

2. The Wellness Committee will monitor implementation of the district's wellness policy, evaluate policy progress, serve as a resource to school sites and revisit the policy ~~as necessary~~ **annually**.

3. The Wellness Committee will meet at least ~~one~~ **three** time**s** per year.

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**Kenosha Unified School District**

**Kenosha, Wisconsin**

**March 24, 2015**

### NEW COURSE PROPOSAL:  AP COMPUTER SCIENCE A

#### Background

The College Board, the organization that administers the Advanced Placement (AP) program to promote college and career readiness, offers a career and technical education course currently not available in Kenosha Unified School District. The AP Computer Science A course, recently revised for 2014-15, is an introductory course, popular in many other school districts, for students who wish to pursue a career in computer sciences or mathematics.  Students at Lakeview Technology Academy have expressed interest in this course.

#### Course Change Proposal

In order to implement this additional course in the 2015-2016 school year, the Department of Teaching and Learning is proposing, for Board of Education approval, the course addition form.  The form is attached in appendix A. The attached form is completed in full 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 Career and Technical Education area.

| Current AP Course Opportunities | Proposed AP Course Addition |
|---|---|
| None | AP Computer Science A |

Appendix A:  Course/Program Change Proposal form for the High School Advanced Placement Computer Science A course, the College Board overview and course description and a sample course syllabus from the College Board.

#### Recommendation

At its March 10, 2015, 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 proposal for the addition of the Advanced Placement Computer Science A course.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. David Tuttle
Coordinator of Talent Development

Ms. Julie Housaman
Interim Assistant Superintendent
of Teaching and Learning

Ms. Marsha Nelson
Interim Coordinator of Career and Technical
Education

Mr. William R. Hittman
Principal/Director, Lakeview Technology Academy

## 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: <u>12/ 24/ 2014</u>     Name: <u>William R. Hittman</u>

Department & School: <u>Career &Technology Education Department & LakeView Technology Academy</u>

Proposed or Removed Course Name: Advanced Placement Computer Science-A

<u>  X  </u> New Course     ___ New Name     Length:     ___Quarter     Credits:     ___ ½ Credit

_____ Removal/Replacement of Course     <u> 2 </u> Semester     <u> X </u> 1 Credit

Recommended Prerequisites (if any):   <u>Algebra 1 / Teacher Recommendation</u>

<u>Rationale for Course:</u>  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 <u>all</u> students? *Does this course fit the District's approved curriculum cycle?*
(If this is a course removal, only fill out this section.)

AP Computer Science A supports the mission of Kenosha Unified School District and LakeView to prepare students for the workforce needs of now and the future. America's greatest workforce need is in the area of S.T.E.M. and Computer Science/Mathematics is at the very top of that need. America needs 1.3 million highly trained and educated new and replacement workers per year in the area of Computer Science/Mathematics. This projection by the United States Department of Labor runs from 2012 thru 2022. At the present time we have only 40% of those trained and educated workers in the preparation pipeline. This course will give our students a head start on virtually all Computer Science/Mathematics preparation programs. If approved for implementation during the 2015/2016 school year, the staff and facilities are already in place.

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

Advanced Placement Computer Science A, is an introductory course in the systematic study of computing systems and computation. The body of knowledge resulting from this discipline contains theories for understanding computing systems and methods; design methodology, algorithms, and tools; methods of the testing of concepts: methods of analysis and verifications: and knowledge representation and implementation.

<u>Content Standards and Benchmarks:</u> 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.

Students will be able to:

*design, implement, and analyze solutions to problems

*use and implement commonly used algorithms

*use standard data structures

*develop and select appropriate algorithms and data structures to solve new problems

*write solutions fluently in an objective-oriented paradigm

*write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset

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

| Unit (weeks) | Title, Topics, and Student Objectives |
|---|---|
| 1-(0-3) | Karel J Robot |

Topics:

*Objects

*Classes

*Looping

*Conditionals

Objectives:

*Write and use simple classes with Karel J Robot

*Learn and apply the basics of conditionals and looping

| 2-(4) | Java Basics |

Topics:

*Java Basics

*Using the compiler

*Input and output

Objectives:

*Understand terminology- compiler, IDE, JVM

*Edit, compile, and run a simple program in Java

*Understand by identifying the different compile time errors, routine errors, and logic errors

*Use Buffered Reader for input

*Use output with (System.out) and format output to look nice

3-(5)  Defining Variables, Arithmetic Expressions

Topics:

*Using and understanding variables

*Comments

*Arithmetic expressions in Java programs

Objectives:

*Understand terminology: comments, variables, constants, reserved words, literals

*Declare and initialize variables and constants in Java

*Understand by applying mathematical expressions in Java and their precedence

*Use casting to make their data more accurate

*Use the assignment operator correctly

4-(6-7)  Introduction to Classes and OOP

Topics:

*Creating and using classes

Objectives:

*Understand terminology: constructor, accessor, matator, instantance variable , and more

*Understand the difference between public and private access in a class

*Use and comprehend the Decimal Format class and the Random class

*Write classes from scratch

5-(8-12)  Conditionals and Looping

Topics:

*if, if-else, while, for

Objectives:

*Understand terminology: control statements, counter, infinite loop, iteration,
    nested loops, logical operator, truth tables

*Construct syntactically correct loops and conditional statements

\*understand the different errors that may occur with loops

\*Use logical operators to make programs more robust

\*Construct truth tables

6-(13-14)  <u>The String Class</u>

Topic:

\*String class

Objectives:

\*Instantiate String objects

\*Understand and know that Strings are immutable

\*Use appropriate String methods to solve problems


7-(15-17)  Array List

Topic:

\*Using Array List class

Objective:

\*Use the Array List methods


8-(18)  <u>Arrays</u>
Topics:

\*Declaring and initializing arrays

\*Manipulating arrays with loops

\*Creating parallel arrays

Objectives:

\*Understanding terminology: array, element, index, logical size, physical size, parallel arrays

\*Declare one-dimensional arrays in Java

\*Use initializer lists when declaring arrays

\*Manipulate arrays using loops and array indices

\*Use the physical and logical size of an array together to guarantee they do not go

    beyond the bounds of their array

\*Understand how parallel arrays can be useful when processing certain types of data

\*Work with arrays of primitive data types as well as arrays of objects

9-(19-21)     <u>Searching and Sorting Arrays</u>

Topics:

*Bubble, Selection, Insertion sorts

*Sequence and Binary searches

Objectives:

*Write a method for searching an array

*Perform insertions and deletions at given positons in arrays

*Trace through sorting and searching algorithms

*Understand the algorithms behind each of the following searching and sorting

   techniques:  bubble, selection, insertion sorts, sequential search, and binary search

   *understand the efficiency of each sort and search and when it is desirable to use each one


10-(22-24)     <u>MBS (chapters 1-3)</u>

Topics:

*Experimenting with a large program

*Using classes

*Modifying classes

Objectives:

*Run the case study and analyze output

*Experiment with the Simulation

*Understand the Fish Class, Simulation Class, and the Environment Interface

*Modify the Fish Class


11-(25-27)     <u>More on Classes, Inheritance, Interfaces</u>

Topics:

*Classes

*Inheritance

*Abstract classes

*Interfaces

Objectives:

*Demonstrate inheritance by extending the class

*Understand polymorphism and how when it is appropriate to override methods in a super class

*Create and extend an abstract class

*Implement an interface


12-(28-29)     MBS  (chapter-4)

Topic:

*Inheritance

Objective:

*Use inheritance to extend the Fish Class


13-(30-31)     Recursion (and Merge Sort)

Topics:

*Recursion

*Merge Sort

Objectives:

*Create a recursive method to solve a problem

*understand the difference between recursive and iterative solutions to a problem

*Understand and use the Merge Sort


14-(32-36)     Review

Topic:

*Review AP Computer Science A topics

Objective:

*Prepare for the AP Computer Science A Exam by reviewing material and taking the Practice
Exam

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 $ 13,000 approx.
(GTC contracted service)- paid by
Career and Technical Education budget

c. Supplementary $ 1,500 AP Training
covered by Gateway Technical College

b. Textbooks/kits $ 4,300 (approx..)
Paid by Teaching & Learning Funds

d. Facilities/Space $ 0.00

| Approvals: | Name(s) | Date |
|---|---|---|
| Department head & Principal | _____/_____ | _____ |
| Building Review Committee | _____ | _____ |
| District Review Committee | _____ | _____ |
| Central Office | _____ | _____ |

Revised 2/14/14

# AP® COMPUTER SCIENCE A

## About the Advanced Placement Program® (AP®)

The Advanced Placement Program® enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP® Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

## AP Computer Science Program

The AP Program currently offers AP Computer Science A. AP Computer Science Principles is currently in development. Computer science embraces problem solving, hardware, algorithms, and perspectives that help people utilize computers to address real-world problems in contemporary life. The courses underscore the importance of communicating solutions appropriately and in ways that are relevant to current societal needs. AP Computer Science courses can help address traditional issues of equity, access, and broadening participation in computing while providing a strong and engaging introduction to fundamental areas of the discipline.

## AP Computer Science A Course Overview

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

### PREREQUISITE

Students should have knowledge of basic English and algebra. Students should be comfortable with functions and the concepts found in the uses of function notation, such as $f(x) = x + 2$ and $f(x) = g(h(x))$. It is important that students and their advisers understand that any significant computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course.

## Lab Requirements

The AP Computer Science A course must include a minimum of 20 hours of hands-on structured lab experiences to engage students in individual or group problem solving. Thus, each AP Computer Science A course must include a substantial laboratory component in which students design solutions to problems, express their solutions precisely (e.g., in the Java programming language), test their solutions, identify and correct errors (when mistakes occur), and compare possible solutions.

## Computer Language

The AP Computer Science A course requires that solutions of problems be written in the Java programming language. Because the Java programming language is extensive with far more features than could be covered in a single introductory course, the AP Computer Science A Exam covers a subset of Java. The AP Java subset can be found in Appendix A of the Course Description.

## Goals of AP Computer Science A

Students should be able to

- Design, implement, and analyze solutions to problems;
- Use and implement commonly used algorithms;
- Develop and select appropriate algorithms and data structures to solve new problems;
- Write solutions fluently in an object-oriented paradigm;
- Write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset;
- Read and understand programs consisting of several classes and interacting objects;
- Read and understand a description of the design and development process leading to such a program; and
- Understand the ethical and social implications of computer use.

## Topic Outline for AP Computer Science A

I. Object-Oriented Program Design

    A. Program and class design

II. Program Implementation

    A. Implementation techniques

    B. Programming constructs

    C. Java library classes and interfaces included in the AP Java Subset

III. Program Analysis

    A. Testing

    B. Debugging

    C. Runtime exceptions

    D. Program correctness

    E. Algorithm analysis

    F. Numerical representations of integers

IV. Standard Data Structures

    A. Primitive data types (int, boolean, double)

    B. Strings

    C. Classes

    D. Lists

    E. Arrays (1-dimensional and 2-dimensional)

V. Standard Operations and Algorithms

    A. Operations on data structures

    B. Searching

    C. Sorting

VI. Computing in Context

    A. System reliability

    B. Privacy

    C. Legal issues and intellectual property

    D. Social and ethical ramifications of computer use

## AP Computer Science A Exam Structure

**AP COMPUTER SCIENCE A EXAM: 3 HOURS**

### Assessment Overview

All code on the AP Computer Science A Exam is consistent with the AP Java subset that can be found in Appendix A of the Course Description. All questions involving code should be answered in Java. Students are not tested on minor points of syntax.

### Format of Assessment

**Section I:** Multiple Choice | 40 Questions | 75 Minutes | 50% of Exam Score

- Discrete Questions

**Section II:** Free Response | 4 Questions | 105 Minutes | 50% of Exam Score

- Short Answer (each requiring Java programming language)

## AP COMPUTER SCIENCE A SAMPLE EXAM QUESTIONS

### Sample Multiple-Choice Question

A car dealership needs a program to store information about the cars for sale. For each car, they want to keep track of the following information: number of doors (2 or 4), whether the car has air-conditioning, and its average number of miles per gallon. Which of the following is the best object-oriented program design?

(a) Use one class, Car, with three instance variables: int numDoors, boolean hasAir, and milesPerGallon.

(b) Use four unrelated classes: Car, Doors, AirConditioning, and MilesPerGallon.

(c) Use a class Car with three subclasses: Doors, AirConditioning, and MilesPerGallon.

(d) Use a class Car, with a subclass Doors, with a subclass AirConditioning, with a subclass MilesPerGallon.

(e) Use three classes: Doors, AirConditioning, and MilesPerGallon, each with a subclass Car.

Correct Answer: A

### Sample Free-Response Question: Experimental Design

A travel agency maintains a list of information about airline flights. Flight information includes a departure time and an arrival time. You may assume that the two times occur on the same day. These times are represented by objects of the Time class.

The declaration for the Time class is shown below. It includes a method minutesUntil, which returns the difference (in minutes) between the current Time object and another Time object.

Students are provided with a scenario and part of the program to solve that scenario. They are then asked to complete a method in that program so that the program can calculate the duration of flights.
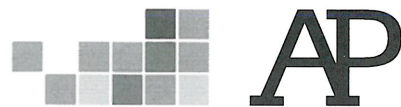
| Curricular Requirements | | Page(s) |
|---|---|---|
| CR1 | The course teaches students to design and implement computer-based solutions to problems. | 2, 3, 4 |
| CR2a | The course teaches students to use and implement commonly used algorithms. | 4 |
| CR2b | The course teaches students to use commonly used data structures. | 4 |
| CR3 | The course teaches students to select appropriate algorithms and data structures to solve problems. | 4, 5 |
| CR4 | The course teaches students to code fluently in an object-oriented paradigm using the programming language Java. | 3, 4 |
| CR5 | The course teaches students to use elements of the standard Java library from the AP Java subset in Appendix A of the AP Computer Science A Course Description. | 1, 2, 4 |
| CR6 | The course includes a structured lab component comprised of a minimum of 20 hours of hands-on lab experiences. | 1 |
| CR7 | The course teaches students to recognize the ethical and social implications of computer use. | 3 |

## Course Overview

### Computer Facilities

Our classroom is also our lab—we find this to be very conducive to learning. We have our computers around the outside of the room, with the center set up in a traditional classroom fashion. Our lab and the labs around campus are managed and maintained by a full-time tech staff. They save us countless hours and ensure that we are up and running 100 percent of the time. This course is on a tight schedule; any downtime during lab is extremely detrimental to student learning, as a minimum of 20 hours of course time is dedicated to hands-on labs. **[CR6]**

> CR6— The course includes a structured lab component comprised of a minimum of 20 hours of hands-on lab experiences.

### Texts

Bergin, Joseph, et al. *Karel J. Robot: A Gentle Introduction to the Art of Object-Oriented Programming Using Java*. Copyright Joseph Bergin. http://csis.pace.edu/~bergin/KarelJava2ed/Karel++JavaEdition.html

Litvin, Maria and Litvin, Gary. *Java Methods: Object-Oriented Programming and Data Structures, Second AP Edition*. Skylight Publishing, 2011. http://www.skylit.com

### Course Outline
### Unit 1

Introduction to the principle concepts in computer science using Karel J. Robot.

### Objectives/Topics To Be Covered

- Computer lab, accounts, and an IDE
- Object-oriented programming and top-down design/refinement of individual tasks
- Basic class structure including instance variables, local variables, parameter passing, scope, public/private visibility, use of super
- Sequence, selection, and iteration
- Recursion
- Inheritance and polymorphism, overriding methods
- `java.lang.Math.random()` **[CR5]**
- Analyze, design, code, and test software
- Error categorization/correction

> CR5— The course teaches students to use elements of the standard Java library from the AP Java subset in Appendix A of the AP Computer Science A Course Description.

### Teaching Strategies

I teach computer science concepts so that students have immediate visual feedback— at least in the beginning. They will truly understand what they have done right and wrong because they can see it. Students should not lose sight of computer science as they examine the details of the computer language. This undertaking is not too difficult since algorithms that solve a variety of robot tasks are both plentiful and provocative, as are the topics of study associated with them. I place emphasis on having creativity and imagination be their guides. My goal for students is to enjoy computer science at the level that it is most inspiring—the conceptual level.

## References/Readings
Karel J. Robot and many other related ideas at the author's site.
http://csis.pace.edu/~bergin/KarelJava2ed/Karel++JavaEdition.html

*Java Methods*, selected readings from Chapters 2, 7, and 8

Go to the class website for a sample daily schedule, PowerPoint presentations, homework, labs, and review exercises.

## Assignments/Labs
• Transcribe, compile, and test a program that uses Newton's method to compute square roots. **[CR1]**
• Go to the class website for the daily schedule, which includes homework assignments, labs, review exercises, PowerPoint presentations, and tests.

> CR1— The course teaches students to design and implement computer-based solutions to problems.

## Unit 2
Java basics

## Objectives/Topics To Be Covered
• Source, bytecode, compilers, interpreters, Java virtual machine, platformindependence
• Computer software and hardware components, operating systems
• Assignment statement, primitive data types
• Arithmetic operators, ArithmeticException, precedence, casting/promotion
• `java.lang.Math (abs, pow, sqrt, random)`, static methods **[CR5]**
• Parameter passing terminology and concepts
• String class, object references, aliasing **[CR5]**
• Selection in more detail
• Object is the superclass of all classes
• Interfaces
• Computer ethics and social implications

> CR5— The course teaches students to use elements of the standard Java library from the AP Java subset in Appendix A of the AP Computer Science A Course Description.

## Teaching Strategies
Classroom discussions on topics of processors, peripherals, and system software are ongoing throughout the course. Students discuss and identify major components and how they interact. They will become familiar with the operations of the hardware and software available in our school and be able to distinguish between a single-user system and a network. It is expected that all students will adhere to the Acceptable Users' Policy given by our district. I introduce interfaces by providing one for students and having them write a couple of classes that implement the interface. In this manner, I am giving their lab/class its basic structure, providing a lab specification, especially if it contains `Javadoc`. It's also a way to automate testing their labs. I am guaranteeing that the students' classes all have the same method signatures, enabling them to easily test all of their methods.

I engage my students in a number of activities and discussions focused on the ethical and social implications of computer use such as protection of privacy, intellectual property, and public safety. I introduce them to both the ACM and IEEE and their published Codes of Ethics. Dr. Jody Paul has an excellent site listing many resources that we also use to facilitate discussion and activities focused on computer ethics. **[CR7]**

| |
|---|
| CR7— The course teaches students to recognize the ethical and social implications of computer use. |

### References/Readings
*Java Methods*, Chapters 1, 3, 5, 6,7, 10, and 15

Jamtester, JUnit, and unit testing www.jamtester.com

Dr. Jody Paul www.jodypaul.com/SWE/ethics.html

### Assignments/Labs
• Students are given a program that draws a sequence of differently colored rectangles and are asked to modify the code so that the result will be a sequence of rectangles that gradually change in color from the color of the first to the color of the last. The algorithm to blend the correct color for each rectangle requires the students to use proportions based on the distance each rectangle is from the first and last rectangles. **[CR1]**
• Magpie Lab (activities 1-5) **[CR1] [CR4]**
• *Java Methods*, selected exercises and labs from chapters 1, 3, 5, 6, 7, 10, and 15
• Polygon lab with unit testing **[CR1]**

| |
|---|
| CR1— The course teaches students to design and implement computer-based solutions to problems. |

| |
|---|
| CR4— The course teaches students to code fluently in an object-oriented paradigm using the programming language Java. |

### Unit 3
Elevens Lab

### Objectives/Topics To Be Covered
• Intercommunicating objects
• Inheritance
• Interfaces (Comparable) and Abstract classes
• Array basics
• Data structure design and selection

### Teaching Strategies
We learn how to evaluate and select algorithms, how to relate classes one to another, and how to debug and test our code.

### References/Readings
AP CSA Elevens Lab

### Assignments/Labs
Elevens Lab with activities and enrichments **[CR1] [CR4]**

## Unit 4
Arrays and `ArrayLists` [CR5]

> **CR5**— The course teaches students to use elements of the standard Java library from the AP Java subset in Appendix A of the AP Computer Science A Course Description.

### Objectives/Topics To Be Covered
- Declaring, constructing, initializing, and indexing arrays/`ArrayLists` [CR2b]
- Storing primitives and objects in arrays/`ArrayLists` [CR2b]
- Traversing, inserting, deleting array/`ArrayList` elements [CR2b]
- Passing arrays/`ArrayLists` to methods
- Wrapper classes—`Double, Integer` [CR5]
- Casting, `ClassCastException,ArrayIndexOutOfBoundsException`
- 2-D arrays [CR2b]

> **CR2b**— The course teaches students to use commonly used data structures.

### Teaching Strategies
Practice with arrays and `ArrayLists`.

### References/Readings
*Java Methods*, selected readings from Chapters 12 and 13

### Assignments/Labs
- Write a program that measures the frequencies with which each letter of the alphabet occurs in a file. [CR1]
- Picture Lab with activities and enrichments [CR1] [CR4]
- *Java Methods*, selected exercises and labs in Chapters 12 and 13
- Given a program that draws one equilateral triangle, write a program that draws a Sierpinski gasket (a figure that contains nested triangles). [CR1]
- Design a class that models a fraction and arithmetic with fractions. [CR1]

> **CR1**— The course teaches students to design and implement computer-based solutions to problems.

> **CR4**— The course teaches students to code fluently in an object-oriented paradigm using the programming language Java.

## Unit 5
Searching and Sorting

### Objectives/Topics To Be Covered
- Insertion and selection sorts [CR2a]
- Binary searching versus Sequential [CR2a]
- Introduction to Big-Oh [CR3]
- Recursion
- Mergesort [CR2a]
- (optional) `java.util.Arrays and java.util.Collections`

> **CR2a**— The course teaches students to use and implement commonly used algorithms.

> **CR3**— The course teaches students to select appropriate algorithms and data structures to solve problems.

### Teaching Strategies
While working with the traditional sorts and searches, I introduce some simple Big-Oh concepts and counting. Big-Oh is not part of the AP CSA Exam, but the counting of statements being executed is a part of the Exam. I have students count comparisons done while sorting and then graph the results. We discover why we prefer to measure efficiency by comparing the number of operations to the size of the data set rather than by looking at the program's execution time. I also use the algorithms that they have studied up to

now (e.g., reading data, common array algorithms) to explore Big-Oh.

This is a good place to work recursion back into the course, since we can explore further how the linear and binary searches can be written both iteratively and recursively.

Students will gain additional practice with arrays as they explore the nontrivial task of merging two sorted lists. In addition, students will once again see a comparison between a recursive and non recursive solution to an algorithm. **[CR3]** Now that the students have had a chance to play with all of the sorts and searches in the AP curriculum, I like to introduce them to two more powerful and fun classes, `java.util.Arrays` and `java.util.Collections`. By this time in the course the students are quite adept at reading an API; this gives them a bit more practice.

> CR3— The course teaches students to select appropriate algorithms and data structures to solve problems.

### References/Readings
*Java Methods*, Chapters 4 and 14

Big-Oh handout

The xSortLab Applet http://math.hws.edu/TMCM/java/xSortLab

### Assignments/Labs
• Worksheets and sample source code—sorting, searching, recursion, counting iterations, analysis
• *Java Methods*, Chapters 4 and 14 for lab ideas

### Unit 6
Review

### Objectives
• Ensure students know what is coming on the AP Exam
• Earn a 5 on the AP Exam

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Kenosha Unified School District
Kenosha, Wisconsin

March 24, 2015

ENGLISH-AS-A-SECOND-LANGUAGE PROGRAM PLAN
UPDATE AND RECOMMENDATION

Background

The board of education approved the initial Language Acquisition Program (LAP) Plan in November 2010 for the start of the 2011-12 school year at the November 23, 2010, meeting. The goal of this plan was to provide English language learners (ELLs) a program consisting of a variety of language support based on researched practices and recommendations from the Wisconsin Department of Public Instruction (DPI).

Current English-as-a-Second-Language Program

The Kenosha Unified School District currently serves over 2000 ELLs. The growth of this population in recent years is portrayed in Appendix A (Educational Accountability, January 30, 2015).

The current English-as-a-Second-Language (ESL) program varies by school and level (elementary, middle, and high school). Each ESL teacher has a caseload of 27 to 52 students, having language levels of 1.0 through 5.9 as provided by the annual Assessing Comprehension and Communication in English State to State (ACCESS) test results. Additionally ESL teachers are also mandated by the DPI to monitor students in their first and second years after exiting the program. Kenosha Unified has approximately 413 monitored students this year.

To address the growing needs of this population, the LAP coordinator and ESL team leaders have researched best practice to update the original LAP ESL plan (Appendix B). The ESL plan includes several strategies to better serve the growing ESL population, which continues to be one of the district's largest achievement gaps (Appendix C).

The ELL population is the lowest performing subgroup in the district state assessment for reading, with only 6.7 percent of the population showing proficiency. While math proficiency is higher, at 17.1 percent, it is the second lowest subgroup in the district. The additions made to the ESL plan include the English language development (ELD) curriculum, which focuses on academic vocabulary and has been proven to help with not only further developing the English language but also strengthening academic vocabulary across all subject areas.

## English-as-a-Second-Language Program Plan Update and English Language Development Course Development

The work was organized into five phases and began in 2012.

## PHASE I (2012-13): CREATION OF TEAMS AND COLLECTION OF RESEARCH

- An ESL team leader group was formed to gather data and identify the needs of the ESL population.

- Based on the identified needs, modifications were made to the ESL plan to restructure the program for the purpose of increasing student achievement in reading, math, and English language acquisition.

- Professional learning opportunities were provided for entire ESL staff by the World Class Instructional Design and Assessment (WIDA) including: ELD Standards and the Common Core, Breaking Down ELD Standards to Drive Classroom Instruction, and Coteaching.

## PHASE II (2013): RESEARCH OF STATE PROGRAMS AND PRINCIPAL AND TEACHER FEEDBACK

- ESL programs across the state were reviewed.

- Professional learning opportunities continued for ESL teachers and ESL team leaders.

- The LAP coordinator visited all Kenosha Unified School District building sites, noted positive observations and areas in need of improvement, and met with individual ESL teachers and principals.

- The LAP coordinator conducted interviews to gather feedback from students in the ESL programs.

- Principal feedback sessions were held to understand their building concerns and needs for the future of the program.

## PHASE III (2014): FORMATION OF THE ENGLISH-AS-A-SECOND-LANGUAGE CURRICULUM DESIGN TEAM

- Academic language building research indicated that an ELD course at the elementary, middle, and high school levels would be beneficial to increasing the English language acquisition of ELLs.

- Elementary, middle, and high school ESL teachers volunteered to be a part of the ESL curriculum design teams, and they were compensated for their summer work hours (Appendix D).

- The design teams summarized the research collected in Phase I of the project and applied this information in the development of the ELD curriculum.

- The coordinator of language acquisition programs collaborated with the English/language arts coordinator to align curriculum documents.

## PHASE IV (2014-PRESENT): CURRICULUM WRITING

- The ELD curriculum for all levels includes two components:

  o Year-at-A-Glance

    - Provides teachers with the instructional days and standards in each unit

  o Unit Overview

    - Provides a detailed description of the content for each unit

These documents provide teachers with what each student needs to learn, how to know if each student has acquired the knowledge/skills/content, and how to help them if they have not.

## PHASE V (2015-16): EXPANSION OF ENGLISH LANGUAGE DEVELOPMENT PILOT

- The ELD elementary school pilot will be expanded to eight additional elementary schools for the 2016-17 school year and to the remaining elementary schools in 2017-18.

- Elementary schools are selected based on the enrollment of ELLs, with schools having the higher enrollments selected first.

## Recommendations for the English-as-a-Second-Language Program Plan

### ELEMENTARY ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION

An ESL teacher will provide ELD-explicit English language instruction during grade level intervention blocks at the following pilot schools: Brass Community, Edward Bain School of Language and Art Creative Arts, Edward Bain School of Language and Art Dual Language,

Curtis Strange, Forest Park, Frank, Jefferson, and McKinley. The ELD instruction will be scheduled for a minimum of 4 30-minute blocks weekly with select kindergarten and first grade students with language levels of 1.0 to 1.9 as indicated on the ACCESS test.

## MIDDLE SCHOOL ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION

An ESL teacher will provide explicit English language instruction at Bullen, Lance, Lincoln, Mahone, and Washington. The ELD instruction will be scheduled daily for select students with language levels of 2.0 to 3.9 as indicated on the ACCESS test.

## HIGH SCHOOL ENGLISH LANGUAGE DEVELOPMENT INSTRUCTION

An ESL teacher will provide explicit English language instruction through elective ELD courses at Bradford, Indian Trail, and Tremper with an ESL teacher five days a week. The ELD I course (Appendix E) will be for students with language levels of 1.0 to 2.4 as indicated on the ACCESS test and the ELD II course (Appendix F) will be for students with language levels 2.4 to 3.5 on the ACCESS test.

### Next Steps

- Purchase ELD curriculum materials from the Teaching and Learning 2015-16 budget. The Purchase/Contract Rationale is included in Appendix G.

| LEVEL | RESOURCES | COST |
|---|---|---|
| 8 elementary schools (pilot) | *Reach* (publisher: National Geographic) | $36,000 |
| 5 middle schools | *Inside* (publisher: National Geographic) | $22,000 |
| 3 high schools | *Edge* (publisher: National Geographic) | $12,000 |
| **TOTAL COST** | | **$70,000** |

- Provide professional development to ESL teachers utilizing ELD materials in the 2015-16 school year.

- ESL teachers and the coordinator of language acquisition programs will meet with building principals to assist in the development of schedules to support the ELD courses.

- The development of unit assessments will continue in the 2015-16 school year.

- An online site will be established for the collection and distribution of curriculum resources, (i.e., templates, learning activities, etc.).

- The ACCESS test will be used to measure the outcome of the ELD interventions and high school courses. ELLs are expected to demonstrate an annual English language growth of .4 on the ACCESS test.

## Administrative Recommendation

As its March 10, 2015 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 English-as-a-Second Language Program Plan, course proposal, and curriculum materials.


Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Interim Assistant Superintendent of Teaching and Learning

Mrs. Sarah Smith
Coordinator of Language Acquisition Programs

**KENOSHA UNIFIED SCHOOL DISTRICT**
**ENGLISH LANGUAGE LEARNERS**
**Third Friday enrollment 2010-2011 through 2014-2015**

| School | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|
| Brass | 68 | 69 | 61 | 67 | 81 |
| Brompton | 2 | 2 | 4 | 2 | 13 |
| Chavez Learning Station | NA | NA | NA | NA | NA |
| Columbus | 36 | NA | NA | NA | NA |
| Dimension of Learning | 8 | 15 | 12 | 15 | 16 |
| EBSOLA | 195 | 239 | NA | NA | NA |
| Ed Bain Creative Arts | NA | NA | 90 | 83 | 133 |
| Ed Bain Dual language | NA | NA | 148 | 156 | 173 |
| Forest Park | 21 | 28 | 42 | 49 | 59 |
| Frank | 125 | 130 | 115 | 103 | 86 |
| Grant | 26 | 21 | 27 | 35 | 42 |
| Grewenow | 17 | 33 | 30 | 29 | 32 |
| Harvey | 8 | 13 | 15 | 20 | 27 |
| Jefferson | 53 | 48 | 46 | 70 | 63 |
| Jeffery | 16 | 26 | 23 | 22 | 23 |
| Kenosha 4 Yr Kindergarten | 0 | 0 | 0 | 0 | 0 |
| KTEC | 9 | 21 | 32 | 30 | 48 |
| McKinley | 35 | 40 | 40 | 43 | 46 |
| Nash | 59 | 61 | 49 | 51 | 59 |
| Pleasant Prairie | 25 | 42 | 42 | 50 | 55 |
| Prairie Lane | 11 | 9 | 16 | 18 | 22 |
| Roosevelt | 15 | 23 | 25 | 38 | 41 |
| Somers | 35 | 36 | 21 | 29 | 32 |
| Southport | 42 | 50 | 52 | 52 | 64 |
| Stocker | 56 | 54 | 46 | 54 | 50 |
| Strange | 89 | 96 | 117 | 123 | 125 |
| Vernon | 42 | 32 | 38 | 26 | 28 |
| Whittier | 9 | 11 | 18 | 20 | 28 |
| Wilson | 104 | 75 | 60 | 55 | 56 |
| **Elementary Schools** | **1,122** | **1,205** | **1,202** | **1,267** | **1,430** |
| | | | | | |
| Bullen | 140 | 151 | 141 | 117 | 95 |
| Lance | 51 | 43 | 47 | 39 | 34 |
| Lincoln | 54 | 71 | 86 | 90 | 76 |
| Mahone | 95 | 89 | 91 | 77 | 65 |
| McKinley | 61 | 61 | NA | NA | 0 |
| Paideia | 5 | 5 | NA | NA | NA |
| Washington | 95 | 85 | 83 | 57 | 62 |
| **Middle Schools** | **501** | **505** | **448** | **380** | **332** |
| | | | | | |
| Bradford | 136 | 134 | 127 | 118 | 124 |
| Harborside | 9 | 20 | 28 | 19 | 13 |
| Hillcrest | 5 | 7 | 4 | 5 | 4 |
| Indian Trail | 135 | 163 | 129 | 135 | 129 |
| Kenosha eSchool | 1 | 3 | 2 | 7 | 4 |
| KUSD STEP | NA | 1 | NA | NA | NA |
| LakeView | 3 | 2 | 6 | 0 | 1 |
| Phoenix Project | 0 | 0 | 0 | 1 | 1 |
| Reuther | 38 | 40 | 38 | 40 | 39 |
| Tremper | 71 | 68 | 56 | 53 | 69 |
| **High Schools** | **398** | **438** | **390** | **378** | **384** |
| | | | | | |
| **DISTRICT** | **2,021** | **2,148** | **2,040** | **2,025** | **2,146** |

# KENOSHA UNIFIED SCHOOL DISTRICT

# LANGUAGE ACQUISITION PROGRAM

# ENGLISH-AS-A-SECOND-LANGUAGE

# PLAN UPDATE

## March 2015

**Dr. Sue Savaglio-Jarvis**
**Superintendent of Schools**

**Mrs. Julie Housaman**
**Interim Assistant Superintendent of**
**Teaching and Learning**

**Mrs. Sarah Smith**
**Coordinator of Language Acquisition Programs**

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## 1.0 INTRODUCTION

The Kenosha Unified School District is the third largest public school system in the state of Wisconsin covering as 85 square mile area that includes the residents of Kenosha, Pleasant Prairie, and Somers. The district enrolls 11,474 students in grades 4K-12 across 41 schools including: 23 elementary schools (4K-5), five middle schools (6-8), five high schools (9-12), 1 specialty school five charter schools, and one Head Start Development center. Over 50% of Kenosha students meet the federal criteria to qualify for free or reduced meals.

### 1.1 Student Demographics

The data shown below is based on data from the official third Friday count report from October 28, 2014.

Total number of students: 22,474
Caucasian: 51.9 percent
African American: 15.2 percent
Hispanic: 26.5 percent
Asian: 1.4 percent
American Indian: 0.4 percent

## 2.0 GOALS

Kenosha Unified School District in an effort to serve all students has outlined goals to assure academic success for English language learner (ELL). As the demographics of the area change, the district understands the need to promote academic success and cultural understanding within all systems. Towards that end, the following goals are outlined:

Chart 2A

| English Language Learner Students Will: | Educational Approach: |
|---|---|
| Develop and maintain listening, speaking, reading, and writing competency in English as outlined in the World-Class Instructional Design and Assessment (WIDA) standards as measured by the Assessing Comprehension and Communication in English State to State (ACCESS) for ELLs. | ACCESS data will be used to outline the students' competency in each of the four areas. Collaboration and co-teaching with general education teachers will take place using district and WIDA standards to design lessons to meet the needs of ELLs. |

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| English Language Learner Students Will: | Educational Approach: |
|---|---|
| Demonstrate academic proficiency in meeting district standards and benchmarks as measured by state-standardized assessments. | Ells are expected to meet grade-level expectations with appropriate accommodations described in Language Development Plan (LDP). General education and English-as-a-second-language (ESL) teachers will monitor student achievement through state and local assessments. Results will be shared. |
| Develop and apply language in content areas as measured by curriculum-based assessments. | Language development will be provided to students through the district curriculum emphasizing content vocabulary, as well as within supplemental support services for those students requiring more individualized instruction. |
| Participate with family members in school community sponsored activities as measured by both qualitative and quantitative data sources. | The school community will embrace diversity by recognizing the impact of individual cultures on student learning, including: need for inspiration, learning styles, goals and aspirations, experiences and realities, needs and interests, and challenges, obstacles, and distractions. |
| Receive support and resources to build capacity for English language development through highly trained ESL and general education teachers as measured by both qualitative and quantitative data sources. | Through job-embedded and additional professional development opportunities, staff will continue to receive training and coaching in strategies and approaches aligned with best practice for ELL. |
| Provide support and resources to build capacity for educating ELL as measured by both qualitative and quantitative data sources. | Through job-embedded and additional professional development opportunities, staff will receive training and coaching in strategies and approaches aligned with best |

## 3.0 IDENTIFICATION OF ENGLISH LANGUAGE LEARNER STUDENTS

The Kenosha Unified School District understands that there are many students who enter the district without a strong command of the English language. Identifying those children who may be entering or currently enrolled students is the first step in providing direct and

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appropriate instruction. When properly identified, these ELL students are placed on the path to academic success.

### 3.1 Identification Procedure of Incoming English Language Learner Students

The Kenosha Unified School District attempts to identify all new students who may enter its Language Acquisition Program (LAP) through the initial online registration process on Infinite Campus. When a student registers in Kenosha Unified School District, the family will complete an electronic enrollment form. Embedded in this online document is the Home Language Survey, a critical component in identifying potential ELL students. The ESL teacher will review Infinite Campus on a bi-weekly basis to identify any new ELL students at his/her building.

If, on the enrollment form, a language other than English is indicated, the following procedure will be completed within 14 days of the student's arrival in the classroom:

Chart 3A

| Procedure for identifying English Language Learner |
| --- |
| <ul><li>Families complete the online enrollment form, including the Home Language Survey.</li><li>The Infinite Campus system alerts the ESL teacher of a student who speaks a language other than English in his/her bi-weekly ad hoc reports.</li><li>When a language other than English is indicated, the ESL teacher researches the student's school records and Wisconsin Information System of Education Data Dashboard (WISEDASH) for proof of a previous language proficiency level.</li><li>If language proficiency levels are found, teachers use the left-hand column of the table below. If language proficiency levels are *not* found, teachers follow the right-hand column of the table below.</li></ul> |

| If a Language Proficiency Level is Found: | If a Language Proficiency Level is NOT Found: |
| --- | --- |
| <ul><li>If a current ACCESS score of 1.0 to 5.9 does exist, the ESL teacher will designate the student as requiring appropriate LAP services (if a student in grades 4 to 12 has a current ACCESS score of 5.0 to 5.9 and there are school records to support academic success, the LAP teachers will proceed with the manual reclassification process).</li></ul> | <ul><li>ESL teacher contacts parents/guardians to discuss student's educational and language background.</li><li>If there is not a current ACCESS score, the ESL teacher will conduct a WIDA (Measure of Developing English Language (MODEL) or WIDA-ACCESS Placement Test (W-APT) screener to determine the student's present English language proficiency level.</li><li>The parent or guardian will meet with</li></ul> |

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| | the ESL teacher to review language results and decide to accept or waive ESL services by signing a form provided by the LAP within 30 days. |
| --- | --- |
| | |

## 3.2 Identifying Current Students Eligible for Language Acquisition Program

A general education teacher or any other school staff member may request a language assessment of a student not previously identified as an official ELL. The staff member will follow the Collaborative Student Intervention (CSI) process when this occurs, which includes the participation of the ESL teacher. Upon completing the CSI procedure and determining that the student should be assessed or reassessed for language proficiency, the Parent Notification Form will be completed and all appropriate signatures will be obtained.

Chart 3B

| Procedure for Identifying Current Students |
| --- |
| • Staff members complete the CSI Request Form. This form begins the process by notifying other members of the CSI team of the student's current academic strengths, weaknesses and test scores. <br><br> • CSI members, including the general education teacher, parents, ESL teacher and school support staff, conduct an initial meeting and complete the initial meeting forms. Members debate the eligibility of the student. <br><br> • The Parent Notification Forms are completed by the ESL teacher at the CSI meeting. A follow-up meeting with the ESL teachers and parents will be scheduled within 14 days of the CSI meeting date to review screener information and determine enrollment in the LAP. <br><br> • The ESL teacher will provide follow-up information to the CSI team. <br><br> • At the end of each school year, CSI members complete the Year-End Summary Form to record the intervention and determine the intervention status. |

## 3.3 Collaborative Student Intervention Team Forms

The Kenosha Unified School District uses the CSI forms located in Section 11.0 to determine a student's eligibility into the district's LAP. These forms record important information, denote interventions tried, and record CSI members and parents present at the meetings.

## 4.0 ASSESSMENT OF NEED OF ELL STUDENTS FOR LAP SERVICES

All new student registrants who are potentially ELL based on criteria in the Registration Procedure are to be screened. This screening process is utilized to assess which services a

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potential ELL student might require. The Kenosha Unified School District utilizes two different assessments, depending on the age and grade level of the student. Kenosha Unified School District uses an assessment from the WIDA Consortium called MODEL™. The WIDA MODEL assessment is used solely for pre-k, kindergarten, and first semester first grade students. The W-APT (WIDA-ACCESS Placement Test™) assesses students in their second semester of first grade through twelfth grade.

Kindergarten through grade 12 screening is to be completed by third Friday count in September or, if the student enters the district after third Friday, within 14 days of enrollment. Pre-k screening is generally completed in the spring. If not, it will be completed before entrance in kindergarten. The ESL teacher at each school will create a roster of names of students to be screened. This roster will be shared with the building principal. All necessary screening materials are located at each building site.

The results gathered by the ESL teacher on the screeners are entered into Infinite Campus, a copy is put in the student's red cumulative folder, and a copy of the results are sent to the LAP for records.

However, if a student earns a composite score below 5.0 on one of the screeners, the following will occur:

- The ESL teacher will initiate the LAP information in Infinite Campus.

- The Office of Educational Accountability will update Individual Student Enrollment System (ISES) to reflect the English proficiency level.

- The ESL teacher will initiate the offer of language services and meet with the parent or guardian to complete the Parent Approval/Refusal Form.

- The ESL teacher will staple this report to the home Language Survey and file it in the student's red folder in the cumulative folder.

- The ESL teacher will create a LDP based on the results of the screener.

If a student scores a composite score greater than 5.0 on the W-APT or MODEL and academic documentation indicates success, the following will occur:

- The student is deemed not limited-English proficient (LEP) and does not qualify for LAP services. If the student has not previously been in a language program the student is identified as a language level 7B in Infinite Campus.

- If previously in a program the student is identified as language level 6.1 in Infinite Campus.

If a student scores a composite score greater than 5.1 on the W-APT or MODEL and academic documentation does not exist, the following will occur:

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- The student is deemed LEP and does qualify for LAP services.

- The ESL teacher will update the LAP information in Infinite Campus and send appropriate paperwork to the LAP.

- The Office of Educational Accountability will update Student Enrollment System (ISES) to reflect the English proficiency level.

- The ESL teacher will initiate the office of language services and meet with the parent guardian to complete the parent Approval/Refusal Form.

- The ESL teacher creates an LDP based on the results of the screener.


## 5.0 PROGRAM OF SERVICES

The district uses Guiding Principles to govern its program of services. A detailed LDP is then constructed for each student entering the LAP. These principles and the program are developed in this section.

### 5.1 Guiding Principles

1. Kenosha Unified School District adheres to a neighborhood school model.

2. All Kenosha Unified School District students are members of an age-appropriate regular education classroom.

3. All ELL students (ELP 1.0 to 5.9) have a LDP that guides the supplemental language service.

4. Leadership for the ELL service is principal-centered with guidance and oversight from LAP coordinator at the Educational Support Center.

5. ELL students are clustered in classrooms by grade level and/or content courses, ensuring that no more than 60 percent per class receive services.

6. Teachers are assigned to instructional teams. Instructional teams allow for maximum use of teacher skills, licensure, and experience.

7. ESL teachers are assigned to classrooms with ELL clusters to facilitate co-teaching.

8. School Administration is responsible for all final decisions of clusters, ESL teacher schedules, and other ELL service needs with the assistance of the LAP coordinator.

### 5.2 Language Development Plan

A LDP is written for all ELL students (ELP 1.0 to 5.9) in Kenosha Unified School District's

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LAP. The LDP is used by general education teachers to indicate an ELL student's current language proficiency in each of the four language domains: listening, speaking, reading, and writing. The descriptors indicated are designed to help teachers support their ELL students. They describe things that students at that particular level (in ascending proficiency order: entering, beginning, developing, expanding, bridging, reaching) should be able to do or produce in English. ESL teachers prepare and LDPs using the ELLevation software. ESL teachers share these LDPs with general education teachers in the fall and then on an as needed basis if there is any change in the student's needs.

### 5.2.1 Parent/Teacher Collaboration with the LDP

Upon completion of the LDP by all concerned staff members, a copy of the LDP is shared with parents/guardians upon request or need. If a parent/guardian has any concerns, the ESL teacher will work with the parent to resolve concerns regarding the LDP form. If the teacher and parent are unable to resolve concerns, the ESL teacher will contact the building administrator.

### 5.3 Description of Program of Services

The Program of Services given to ELL students by the Kenosha Unified School District is detailed in Chart 5A Kenosha Unified School District Program of Services below. The district is committed to increasing the English proficiency of its ELL students while simultaneously requiring that they learn the universal district curriculum and progress accordingly in their content area learning.

A student's academic career is segmented into four periods: preschool, elementary school (Kindergarten through 5th grade), middle school (6th through 8th grade), and high school (9th through 12th grade level). At each grade period, the program of services identifies appropriate English language development as well as content learning and standards-based curriculum.

Chart 5A

| Kenosha Unified School District Program of Services | | |
| --- | --- | --- |
| Grade Level | English Language Development | Content Learning and Standards-Based Curriculum |
| 4K | • ESL teachers are not federally required to provide service to 4K students <br> • ESL teachers will consult and share strategies with 4K staff | • Classroom-based content learning which utilizes the Wisconsin MODEL Early Learning Standards |
| K-5 | Content-based language instruction in which English is taught through: <br><br> • Vocabulary development <br> • Co-teaching with the general education classroom teacher in which ESL teachers use language | • Common Core Standards <br> • WIDA (www.wida.us) <br> • Research-based comprehension literacy and math programs |

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| | | |
|---|---|---|
| | goals based on the WIDA standard<br>• Collaboration with the general education teacher through professional development and resources<br>• Push-in small group instruction<br>• Resource or pull over/pull out instruction<br>• Clustering students by language proficiency levels to increase access to language instruction | |
| 6-8 | Content-based language instruction in which English is taught through:<br><br>• Vocabulary development<br>• Co-teaching with the general education classroom teacher in which ESL teachers use language goals based on the WIDA standard<br>• Collaboration with the general education teacher through professional development and resources<br>• Push-in small group instruction<br>• Resource or pull over /pull out instruction<br>• Clustering students by language proficiency levels to increase access to language instruction<br>• English language development instruction with district-approved English Language Development (ELD) curriculum | • Common Core<br>• WIDA (www.wida.us) |
| 9-12 | Content-based language instruction in which English is taught through:<br><br>• Vocabulary development<br>• Co-teaching with the general education classroom teacher in which ESL teachers use language goals based on the WIDA standard<br>• Collaboration with the general education teacher through professional development and resources | • Universal standards and benchmarks<br><br>• WIDA (www.wida.us) |

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| | |
|---|---|
| <ul><li>Push-in small group instruction</li><li>Resource rooms or pull over/pull out instruction</li><li>Clustering students by language proficiency levels to increase access to language instruction</li><li>English language development instruction with district approved ELD curriculum</li></ul> | |

## 5.4 Parent Communication/Notification

The Kenosha Unified School District recognizes that its student population is already quite culturally and linguistically diverse, and it will only become more so moving through the Twenty First Century. As such, the district makes every effort to provide any and all important educational information available to all parents/guardians, regardless of the family's native language. Kenosha Unified School District has a full-time bilingual support specialist who translates all district documents into the Spanish Language. The LAP also has a list of assisting translators and interpreters in the district who speak a variety of languages that are utilized on an as-needed basis for translation of building documents and interpretations at parent teacher conferences, Individual Educational Program (IEP) meetings, and CSI meetings.

## 6.0 STAFFING AND RESOURCES

The Kenosha Unified School District serves 2,518 students in its LAP as of the 2014-2015 school year. These ELL students have arrived to Kenosha Unified School District from a variety of different states and countries. In order to adequately and successfully serve these students, the district tallies its subpopulations by primary language and by school. When these figures are studied, the district is able to meet its needs with the appropriate amount of staff and resources. This section will provide information regarding the ELL student population followed by staffing ratios and resources available within the ELL program.

### 6.1 ELL Student Population by Language

Within Kenosha Unified School District there are a total of 63 identified languages spoken by ELL students as their primary language. Over 84 percent of the ELL population noted Spanish as its primary language, while Chinese and Arabic speakers comprise the second and third largest populations, respectively. Chart 6A titled Primary Languages Spoken by Kenosha Unified School District's ELL Population lists these languages in alphabetical order.

Chart 6A

| Primary Languages Spoken by Kenosha Unified School District's English Language Learners Population | | |
|---|---|---|
| Afrikaans | German | Pashto |
| Albanian | Greek | Polish |

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| American Sign Language | Gujarati | Portuguese |
|---|---|---|
| Amharic | Hindi | Punjabi |
| Arabic | Hmong | Romanian |
| Armenian | Hungarian | Russian |
| Assyrian | Italian | Serbian |
| Bangia | Japanese | Sinhalese |
| Bengali | Karen | Slovak |
| Bosnian | Khmer | Spanish |
| Bulgarian | Korean | Swedish |
| Burmese | Lithuanian | Swiss German |
| Cambodian | Magego | Tagalog |
| Chinese | Malay | Tamil |
| Creole/Patois | Malayalam | Telugu |
| Croatian | Mandarin | Thai |
| Dutch | Mandinkan | Tigrinya |
| Filipino | Norwegian | Twi |
| Finnish | Oromo | Turkish |
| French | Other Chinese | Ukranian |
| Urdu | Vietnamese | Yapese |

## 6.2 ELL Student Populations by School

The following chart titled English Language Learner Student Population by School lists the ELL student population by school as it was during the 2014-2015 school year. Elementary schools account for most of the ELL students, with many exiting the program due to achieving English language proficiency (ELP) by the time they reach middle school and high school.

Chart 6B

| English Language Learner Student Population by School | |
|---|---|
| Kenosha Unified School | Number of ELL Students (Level 1.0 to 5.9) |
| Elementary Schools | |
| EBSOLA Creative Arts | 121 |
| EBSOLA Dual Language | 165 |
| Bose | 26 |
| Brass | 82 |
| Forest Park | 57 |
| Frank | 82 |
| Grant | 43 |
| Grewenow | 38 |
| Harvey | 27 |
| Jefferson | 63 |
| Jeffrey | 23 |
| McKinley | 47 |

| Nash | 58 |
|---|---|
| Pleasant Prairie | 55 |
| Prairie Lane | 22 |
| Roosevelt | 41 |
| Somers | 32 |
| Southport | 62 |
| Stocker | 50 |
| Strange | 117 |
| Vernon | 29 |
| Whittier | 29 |
| Wilson | 52 |
| **Total at Elementary Schools** | 1321 |
| **Middle Schools** | |
| Bullen | 94 |
| Lance | 35 |
| Lincoln | 80 |
| Mahone | 66 |
| Washington | 58 |
| **Total at Middle Schools** | 333 |
| **High Schools** | |
| Bradford | 122 |
| Indian Trail | 130 |
| Reuther | 36 |
| Tremper | 70 |
| **Total at High Schools** | 358 |
| **Charter/Specialty Schools** | |
| Brompton | 12 |
| Dimensions of Learning | 16 |
| eSchool | 2 |
| Harborside | 12 |
| Hillcrest | 4 |
| KTEC | 45 |
| Lakeview | 1 |
| **Total Charter/Specialty** | 93 |

| Monitored English Language Learner Students throughout the District | |
|---|---|
| 6.1 (First year monitored) | 199 |
| 6.2 (Final year monitored) | 214 |
| **Total Students Monitored** | 413 |

## 6.3 English Language Learner Student Population by Level

Chart 6C notes the number of ELL students currently performing at each language proficiency level. The levels denote increasing proficiency on the ACCESS for ELLs.

Data from Chart 6B and 6C was retrieved from the Office of Information and Accountability on November 3, 2014.

Chart 6C

| English Language Learner Student Population, by English Language Proficiency Level 1 | | | | | | | |
|---|---|---|---|---|---|---|---|
| Level | 1 | 2 | 3 | 4 | 5 | Alt. | Total |
| Elementary Schools | 310 | 231 | 402 | 217 | 158 | 3 | 1321 |
| Middle Schools | 15 | 19 | 114 | 150 | 32 | 3 | 333 |
| High Schools | 12 | 20 | 117 | 150 | 58 | 1 | 358 |
| Charter Schools | 7 | 10 | 25 | 30 | 21 | 0 | 93 |
| District Total | 344 | 280 | 658 | 547 | 269 | 7 | 2105 |

## 6.4 Staffing for English Language Learner Services

The current staffing for the ESL Program at Kenosha Unified School District varies by school and level. ELL are given an ELP code to determine their level of understanding of the English language, ranging from 1.0 [minimal English] to 6.0 [English proficient]. The students in levels 1 to 3.9 generally receive the largest amount of support, with levels 4.0 to 5.9 receiving less support. In addition to the students that they service directly, they are mandated by the Wisconsin Department of Public Instruction (DPI) to monitor students in their first and second years after exiting the program. The average caseload of ELLs throughout the state of Wisconsin averages at about 1 teacher to 50 students. At Kenosha Unified School District, the LAP tries to staff based on the state of Wisconsin average.

## 6.5 Resources

ELLs will benefit greatly from being in a regular education classroom filled with native and proficient English speakers while the core curriculum is being taught. (Succeeding with English Language Learners, Council of Great City Schools, 2009). In this type of classroom, ELL students will be highly supported by the general education teacher. This teacher will bring with him/her a wide-variety of skills and tools with which to teach the students and enhance the students' language acquisition. In a co taught classroom, the ELL would benefit from both the general education teacher and the ESL specialist being involved in instruction. It is recommended that the ESL teacher co teach, especially in the area of English language arts when scheduling permits.

In addition to the regular instructional materials and research-based best practices, all staff members involved in the ELL student's program will use materials, tools, and texts designed to specifically develop the student's ELP. These materials may include but are not limited to:

### Kindergarten Through Grade 5
- Picture dictionaries
- Leveled texts and books
- Computer applications
- Resources from First Language textbook (Spanish)
- Picture cards
- Bilingual materials and dictionaries (as available by language)
- Interactive Whiteboard Technology

### Grades 6 Through 8
- Graphic novels
- Picture cards
- Bilingual materials and dictionaries (as available by language)
- Resources from First Language textbook (Spanish)
- Content area picture dictionaries
- Interactive Whiteboard Technology
- Computer applications

### Grades 9 Through 12
- Graphic Novels
- Resources from First Language textbook (Spanish)
- Picture cards
- Content area picture dictionaries
- Bilingual materials and dictionaries (as available by language)
- Interactive Whiteboard Technology
- Computer applications

## 7.0 TRANSITIONING STUDENTS OUT OF THE LAP PROGRAM

The Kenosha Unified School District uses state-mandated criteria to inform its decisions about exiting students from its LAP. The state's criteria, as well as Kenosha Unified School District criteria, are explained below this section. This section concludes with the measures Kenosha Unified School District will take to monitor the progress of its ELL population.

### 7.1 State Exit Criteria

The Kenosha Unified School District will determine if a formerly classified ELL is fully proficient using DPI protocols.

According to the DPI document titled, Procedures for Exiting as Fully English Language Proficient, formerly limited English proficient (FLEP) is the reclassification of ELLs who have attained ELP Level 6 and are ready to exit from the LAP.

There are two ways for a student to be reclassified as FLEP as described in chart 7A that follows.

| **Wisconsin's Criteria for Reclassification as Fully English Language Proficient** |
|---|
| • Automatically exiting in the statewide individual ISES when the student reaches ELP Level 6.0 by achieving a 6.0 overall composite score on Wisconsin's English Language Proficiency Examination, ACCESS for ELLs; <br> OR <br> • Manually reclassified by the district if: <br>  • The student is at least in the fourth grade <br>  • The student is at least an ELP level 5 <br>  • Sufficient evidence has been collected demonstrating the student had developed academic English language proficiency <br>  • The district has the required documentation on file <br><br> Source: www.dpi.wi.gov/esea/pdfbul_0702.pdf |

## 7.2 Kenosha Unified School District Exit Criteria

The district also recognizes federal legislation related to informing its decision to exit a student from the LAP. The Elementary and Secondary Education Act, which was reauthorized as the No Child Left Behind Act, states that "Students classified as ELL will no longer be considered limited English proficient when they have the language skills necessary to compete with mainstream English speakers in age-and grade-appropriate settings in all areas of language development without the use of adapted or modified English materials."

In Wisconsin the exit criteria is an ELP level of 6.0. In addition, students in fourth grade or higher may be manually reclassified once they reach a composite level of 5.0 to 5.9 and a literacy score of 5.0 or above on Tier C of the ACCESS for ELLs.

## 7.3 Exiting Procedure

When a student is FLEP and ready to exit the LAP the following process Language Acquisition Program Exit Procedure occurs:

Chart 7B

| **Language Acquisition Program Exit Procedure (Automatic Reclassification)** |
|---|
| A student is automatically reclassified as Fully English Proficient (FEP), or no longer identified as ELL/LEP in the statewide Individual ISES, when the student reaches: <br><br> • ELP 6 in grades kindergarten through twelfth by achieving a composite (overall) score of 6.0 on ACCESS for ELLs, Wisconsin's English Language proficiency assessment; <br><br> OR |

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- ELP 6 in grades fourth through twelfth by achieving a composite (overall) score of 5.0 or above plus a minimum literacy sub score of 5.0 or above on the ACCESS for ELLs

- *ESEA Bulletin No. 07.02* Criteria for Reclassification of English Language Learner Students as Fully English Proficient (Exiting). December 15, 2011.

Students in grades kindergarten through twelfth who receive composite (overall) scores of 6.0, and students in grades fourth through twelfth who receive composite (overall) score if 5.0 or above plus literacy sub score in ISES in subsequent collections and will no longer be classified as ELL/LEP.

Districts are to verify the accuracy of students ELP codes in ISES. ISES data collections are available from August through October for districts to verify students ELP codes. Students who are automatically reclassified are expected to have taken Tier C of the ACCESS for ELLs to obtain the most informative measurement of their language proficiency.

The student may be exited from the Kenosha Unified School District LAP through the manual reclassification process when the exit criteria, in Chart 7C, are attained.

Chart 7C

| Language Acquisition Program Criteria for Manual Reclassification |
| --- |
| Students may be manually reclassified from:<br><br>- Limited English Proficient (ELP 5) to Fully English Proficient (ELP 6). Students may be manually reclassified by districts to Fully English Proficient status (ELP 6) when the student achieves a composite (overall) score of 5.0 or above on the *ACCESS for ELLs* and the student shows clear evidence of English proficiency, but was not automatically reclassified because the student did not meet the literacy sub score benchmark.<br><br>- Fully English Proficient (ELP 6) to Limited English Proficient (ELP 5). Students who were automatically reclassified to Fully English Proficient status (ELP 6) may be manually reclassified to (ELP 5) and maintain their English Language Learner (ELL)/Limited English Proficiency (LEP) status. If observations and academic performance indicate that a student should maintain their LEP status, the language level code in ISES (Individual Student Enrollment System) may be manually changed to an ELP 5, continuing the student's LEP status. |

The determination for manually reclassifying a student's ELP status should be based on whether the student has sufficiently developed the academic language to demonstrate understanding in English. The district has evaluated at least two pieces of academic performance evidence that support the reclassification decision. The district keeps evidence on file for at least two years. Evidence should include demonstrations of grade-level proficiency without the use of adapted or modified English materials or ELL accommodations on standardized measures such as:

- District benchmark examinations (in multiple content areas)
- Writing samples or performance assessments scored with formal, standardized rubrics;
- State assessments at applicable grade levels; and
- Academic records such as semester or end-of-course grades.

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Evaluation for a reclassification decision should include the bilingual and/or ESL teacher, classroom teachers, parents and other relevant staff, parents and educators should agree whether language is no longer a barrier to the students' ability to access academic content. Evidence from assessments should support educators' judgment of English proficiency.

### 7.4 Monitoring Progress of Former ELL Students

All FLEP students are to be monitored for two academic years after exiting from the district's LAP. Monitoring includes the evaluation of academic achievement data including reading, mathematics and science from the Wisconsin Student Assessment System. Data from standards-based assessments, grades and other evidence will be used. Two of the following must be included:

- State of Wisconsin standardized test scores
- District assessments
- Grades
- Reading (e.g., SRI, Guided Reading Levels)
- Math (e.g., IPP Forms, Unit Tests)
- Other curriculum-based assessments
- Teacher anecdotal records
- Student work samples

Monitoring in both years one and two is completed with the ELLevation software.

In September of each year:

- ESL teacher will generate a list of FLEP students to be monitored.
- This list is shared with the building principal, as well as with the student's homeroom teacher.
- The ESL teacher will place the Monitoring Form in the student's cumulative folder.

In January and June of each year:

- At the end of each semester, two of the above pieces of evidence are gathered by the ESL teacher to document that the student is still peer competitive. This evidence is placed in the student's red folder in the cumulative folder.

- The Monitoring Form is filled out by the ESL teacher and reviewed by the principal.

- If the student's academic level is below expectations, the student is revaluated through the CSI process for possible re-entry into the LAP.

### 8.0 ELL STUDENTS AND OTHER DISTRICT PROGRAMS

### 8.1 School-based Programs and Extracurricular Activities

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In the Kenosha Unified School District, students identified as ELLs are full-fledged members of their respective school communities. ELL students are provided equal access to the full range of district programs, including, but not limited to, special education, Title I, gifted and talented, and all nonacademic and extracurricular activities. The district encourages all students, including those in the LAP, to become involved in extracurricular and nonacademic activities, such as sports, clubs, and organizations. None of these may discriminate on the basis of language. In addition, fees for such activities are waived, as they are for all students in Kenosha Unified School District, based on one's eligibility for free and reduced lunch.

## 8.2 Application Process for School-Based and Extra-Curricular Activities

At times the district will offer special opportunity programs or activities to its students. Kenosha Unified School District assures that the application process and selection for these programs will not be dependent on a student's proficiency in English.

## 8.3 Special Education

The Kenosha Unified School District complies with the IDEA when working with all ELL and non-ELL students in special education programs. Students are not placed in special education based on their English language proficiency. ELLs may continue to receive LAP services as determined by their IEP.

## 8.4 Gifted and Talented Education

ELL has equal access to gifted and talented identification services.

## 8.5 Translation Services

If available, personnel within the school with skills in other languages will be called upon to provide verbal or written translation to ensure understanding of school information. Kenosha Unified School District's bilingual support specialist is able to assist in finding an interpreter or translator or serving as the interpreter or translator if one is not available in the building. These types of services may be needed to assist parents with the registration process, parent/teacher conferences, CSI/IEP meetings, etc.

## 9.0 PROGRAM EVALUATION, REVIEW, AND IMPROVEMENT

At the end of each school year, the Kenosha Unified School District will conduct an overall evaluation of the LAP. The following items may be reviewed to determine the effectiveness of the LAP:

- The program's effectiveness with respect to identification, the assessment process, exiting, monitoring, staffing, parental notifications, and adequacy of instructional materials and staff development;

- The rate of students' progress toward full proficiency in English (reading, writing, listening, and speaking);

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- The proficiency of students in the LAP in core curricular areas as compared to their peers;

- The program's effectiveness with respect to the types of student and family involvement opportunities offered and the degree to which ELL students and families participate in such opportunities;

- Types and content of professional development offered and attendance of staff at the offerings;

- Comparison of state assessment test scores of exited students and non-ELL students;

- Whether students in the LAP have access to all of the district's programs, including vocational and special education; and

- Whether students in the LAP are being retained or are dropping out at rates similar to non-ELL students.

Information to evaluate the above items may include state standardized test results; ACCESS for ELLs® scores; staff, student, and parent survey data; curriculum-based assessments; assessments such as Measures of Academic Progress (MAP); records of program participation; records of participation in co-curricular and family activities; grades in core classes; and retention and graduation rate data.

Based on findings from the data analysis, areas of both strength and concern about the program will be identified. Where appropriate, revisions to the LAP program plan will be implemented and monitored for effectiveness.

## 10.0 PROFESSIONAL DEVELOPMENT

Quality Professional Development (PD) is absolutely necessary to equip teachers with the best practices, pedagogy, and knowledge to achieve student success in the classroom.This is especially true for professional development towards improving teacher experiences with the ELL population. This section highlights some research on PD for teaching the ELL population.

### 10.1 Professional Development Research

A team of researchers with the Educational Research Service issued a report entitled "Succeeding with English Language Learners–Lessons Learned from the Great City Schools." In this report, the team identified desirable characteristics of higher-quality professional development programs (The Council of Great City Schools, 2009):

- Founded on best research available
- Sustainable and long-term
- Involved site based-strategies, like lesson modeling, coaching, and providing feedback
- Available to all subject teachers to support ELLs across the curriculum
- Targeted all levels of district staff, teachers, school leaders, and district leaders
- Trained teachers in the use of student data to transmit individualized instruction

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Kenosha Unified School District attempts to fashion its professional development plan for the LAP with the previous characteristics in mind. In this way, it hopes to capitalize on the gains realized in other school districts where quality professional development has been implemented.

## 11.0 LAP FORMS

The following pages include the forms that will be used for the Kenosha Unified School District LAP.

**Kenosha Unified School District**
School District
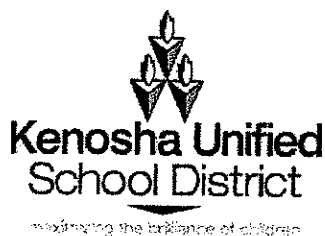
**Parental Approval Form for Kenosha Unified School District Language Acquisition Programs**

Name of Student: _____

The following information has been explained to me (please initial):

_____ Language Acquisition Programs services available for English Language Learners
_____ The student's scores received on the language assessment instrument(s) and the meaning of those scores
_____ The purpose and benefits of participation in Kenosha Unified School District Language Acquisition Programs
_____ ACCESS for English Language Learners Test

☐ I want my child to receive services from Kenosha Unified School District Language Acquisition Programs.

☐ I understand Language Acquisition Programs Services are available for my child. Although the school has informed me that my child is eligible for LAP services and recommends that I take advantage of those services, I do not want my child to participate in a Language Acquisition Program.

I understand that my child is required to participate in the annual ACCESS testing regardless of whether or not my child participates in Language Acquisition Programs services. _____
(initial)

_____          _____
Parent Signature                                               Date

_____          _____
LAP Teacher Signature                                       Date

_____          _____
School Administrator Signature                           Date

+---------------------------------+
| • Original to Parent            |
| • Copy file in Red Folder       |
+---------------------------------+

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# Re-Entry Letter for
# Kenosha Unified School District
# Language Acquisition Program

Name of Student: _____    Date:_____

Dear Parent/Guardian:

Your child was exited from the Kenosha Unified School District Language Acquisition Program on _____. We have been monitoring the academic progress of your student and believe that he/she is still in need of some LAP services. In order for us to provide LAP assistance, we need your written permission. Please sign this form and return it to the school office at your earliest convenience. Feel free to call the school if you have any questions.

Sincerely,


_____
LAP Teacher


_____
Building Principal


☐    I give my permission for my child to receive services from the Kenosha Unified School District LAP Program.


_____    _____
Parent Signature                                                         Date


> • Original to Parent
> • Copy file in Red Folder

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## Notification of English Language Program Placement

**Student:** Juan Roberto Abajo
**Grade Level:** 6

**School:** Kennedy Junior High School
**LEP Status:** ELL

Our school district provides a program of language instruction for English Language Learners (ELLs) to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students.

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ACCESS for ELLs, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child is eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

**Juan** took the **ACCESS for ELLs** on **03/02/2014** and their ELP assessment results are listed below:

| Listening | Writing | Reading | Speaking | Literacy | Composite |
|-----------|---------|---------|----------|----------|-----------|
| 3.1 | 4.0 | 4.1 | 3.2 | 4.0 | 3.7 |

The ACCESS for ELLs test results are ranked into the following categories:

### # - *Proficiency Level* - Description
1 - *Entering* - Knows and uses minimal social language and minimal academic language with visual support
2 - *Emerging* - Knows and uses some social English and general academic language with visual support
3 - *Developing* - Knows and uses social English and some specific academic language with visual support
4 - *Expanding* - Knows and uses social English and some technical academic language
5 - *Bridging* - Knows and uses social and academic language working with grade level material
6 - *Reaching* - Knows and uses social and academic language at the highest level measured by this test

### Additional factors used to determine your child's placement:
Classroom performance

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom. Your child receives the following English language development instruction:

**Pull-Out Model:** 3 times per Week for a duration of 1:00.
Pull Out/Push In ESL: An English program that serves identified LEP students in English only by providing a certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary delivery model.

While the rate of English language development (ELD) varies between students, many exit the ELD program in 6 years. Your child's English language development will be assessed annually until he/she achieves Overall score of 5.2, Literacy score of 5.0 on the ACCESS for ELLs, and meets specific academic achievement requirements. Students who exit the program are monitored for academic success for two years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success. Your efforts will help us meet the 2013/2014 expected rate for graduation of 89%.

As a parent, you have the right to decline enrollment in a program or type of service, withdraw your child from the program at any time, or choose another program if available. If you have any questions about your child's placement or the type of program options available to you, please contact Ms. Smith at 212.555.1212

Reference Demo

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| | |
|---|---|
| | **Yes,** I approve of this placement for my child. |
| | **No,** I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language development. I understand that my child will be tested annually on a state-approved ELP assessment until he/she attains English proficiency. |

Please sign and date this letter below and return it to the ESL teacher.

Parent/Guardian Signature:_____ Date:_____ Phone Number:_____

This letter informs you of certain rights you have as a parent or guardian. Contact our office at (617) 307-5760 if you have specific questions concerning these rights.

Reference Demo

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# Manual Reclassification Form for Kenosha Unified School District Language Acquisition Programs

**Kenosha Unified School District**
maximizing the brilliance of children

| ELL Student Manual Reclassification Form | | | |
|---|---|---|---|
| **Student:** | **Student ID Number:** | **School:** | **Date:** |

| ELL Criteria | Evidence | | |
|---|---|---|---|
| | Current Grade Level: | | |
| **Highlight one:**<br><br>**Limited English Proficient (ELP 5) to Fully English Proficient (ELP 6):** Composite Score of 5.0 + student shows clear evidence of English proficiency, but was not automatically reclassified because the student did not meet the Literacy subscore benchmark (5.0)<br><br>**Fully English Proficient (ELP 6) to Limited English Proficient (ELP 5):** observations and academic performance indicate that a student should maintain their LEP status despite meeting the above criteria | **Composite ACCESS Score:** | | |
| | **Literacy Sub score:** | | |
| | • Reading: | | |
| | • Writing: | | |
| | • Listening: | | |
| | • Speaking: | | |
| | **WKCE Scores** | | |
| | • Reading: | | |
| | • Writing: | | |
| | • Math: | | |
| | • Science: | | |
| | • Social Studies: | | |
| **Accommodations and Modifications are Necessary** | ____Initial | *Include work samples, writing samples, academic records, state assessments, district* | |
| **Accommodations and** | ____Initial | | |

| | | |
|---|---|---|
| **Modifications are not Necessary** | | *assessments, etc.* |
| **Student is not Peer Competitive** | _____Initial | |
| **Student is Peer-Competitive** | _____Initial | |
| **Recommendations and Signatures** | Building Principal's Signature: | |
| | General Education Teacher's Signature: | |
| | ELL Support Staff's Signature: | |
| | Parent's Signature: | |

| |
|---|
| • Original to Parent |
| • Copy file in Red Folder |

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# Kenosha Unified School District

# INTERVENTION ACCOMMODATION PLAN

**STUDENT:** Click here to enter text.  **DATE:** Click here to enter text.

**ID:** Click here to enter text.  **Grade:** Click here to enter text.  **DOB:** Click here to enter text.

**SCHOOL:** Click here to enter text.  ☐ **Initial Plan**  ☐ **Revised Plan**

**PARENTS:** Click here to enter text.

**Meeting Participants:**  *Please include name & title*

| Attendance: | ☐ Improved | ☐ Maintained | ☐ Declined |
| Behavior: | ☐ Improved | ☐ Maintained | ☐ Declined |
| Academic: | ☐ Improved | ☐ Maintained | ☐ Declined |

## Goal 1

### Action Steps (includes research-based strategies and programs)

| | Person(s) Responsible | Timeline | Progress Monitoring Plan | Intervention Status |
|---|---|---|---|---|
| | | | | ☐ Responded to intervention successfully <br> ☐ Intervention modified <br> ☐ Shown progress but needs support <br> ☐ Shown limited progress & remains delayed – refer for IEP evaluation |

## Goal 2

### Action Steps (includes research-based strategies and programs)

| | Person(s) Responsible | Timeline | Progress Monitoring Plan | Intervention Status |
|---|---|---|---|---|
| | | | | ☐ Responded to intervention successfully <br> ☐ Intervention modified <br> ☐ Shown progress but needs support <br> ☐ Shown limited progress & remains delayed – refer for IEP evaluation |

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# INTERVENTION ACCOMODATION PLAN

**DATE OF MEETING:** Click here to enter a date.

| Goal 1 | | | | | Intervention Status |
|---|---|---|---|---|---|
| Action Steps (includes research-based strategies and programs) | | Person(s) Responsible | Timeline | Progress Monitoring Plan | ☐ Responded to Intervention successfully ☐ Intervention modified ☐ Shown progress but needs support ☐ Shown limited progress & remains delayed – refer for IEP evaluation |

| Goal 2 | | | | | Intervention Status |
|---|---|---|---|---|---|
| Action Steps (includes research-based strategies and programs) | | Person(s) Responsible | Timeline | Progress Monitoring Plan | ☐ Responded to Intervention successfully ☐ Intervention modified ☐ Shown progress but needs support ☐ Shown limited progress & remains delayed – refer for IEP evaluation |

# INTERVENTION ACCOMODATION PLAN

**DATE OF MEETING:** Click here to enter a date.

| Goal 1 | | | | | | Intervention Status |
|---|---|---|---|---|---|---|
| **Action Steps (includes research-based strategies and programs)** | | | **Person(s) Responsible** | **Timeline** | **Progress Monitoring Plan** | ☐ Responded to Intervention successfully<br>☐ Intervention modified<br>☐ Shown progress but needs support<br>☐ Shown limited progress & remains delayed -- refer for IEP evaluation |

| Goal 2 | | | | | | Intervention Status |
|---|---|---|---|---|---|---|
| **Action Steps (includes research-based strategies and programs)** | | | **Person(s) Responsible** | **Timeline** | **Progress Monitoring Plan** | ☐ Responded to Intervention successfully<br>☐ Intervention modified<br>☐ Shown progress but needs support<br>☐ Shown limited progress & remains delayed -- refer for IEP evaluation |

**Kenosha Unified School District**

# INTERVENTION ACCOMODATION PLAN

**DATE OF MEETING:** Click here to enter a date.

| Goal 1 | | | | |
|---|---|---|---|---|
| **Action Steps (includes research-based strategies and programs)** | **Person(s) Responsible** | **Timeline** | **Progress Monitoring Plan** | **Intervention Status** |
| | | | | ☐ Responded to Intervention successfully<br>☐ Intervention modified<br>☐ Shown progress but needs support<br>☐ Shown limited progress & remains delayed – refer for IEP evaluation |

| Goal 2 | | | | |
|---|---|---|---|---|
| **Action Steps (includes research-based strategies and programs)** | **Person(s) Responsible** | **Timeline** | **Progress Monitoring Plan** | **Intervention Status** |
| | | | | ☐ Responded to Intervention successfully<br>☐ Intervention modified<br>☐ Shown progress but needs support<br>☐ Shown limited progress & remains delayed – refer for IEP evaluation |

# Former ELL Monitoring Report Year 2

**Purpose of Form:**

This student has met the exit criteria set by the state on the annual English proficiency exam, which for WIDA consortium states is the ACCESS for ELLs. ELL students are monitored for two years after reaching this exited status to ensure their academic success without ESL interventions. Some students who have passed their two year period of required Federal monitoring require further monitoring due to at-risk factors.

**Instructions:**

Please answer the questions below regarding the named student. Circle the scale (1-5), check Yes or No, or enter your comments as appropriate.

### Student

| Student Name: | Bakir L Darzi | Assigned School: | Kennedy Junior High School | Exited LEP: | 9/1/2011 |
| --- | --- | --- | --- | --- | --- |
| Test ID #: | 1001657411 | Date of Birth: | 6/29/1999 | | |
| Gender: | M | Grade Level: | 7 | | |

### Questions

Based on your classroom interactions with Bakir L Darzi during the last **Six Weeks Report Grading Period**, please answer the following questions in the method indicated. The meanings for the scale-type answers are shown below.

| Answer Scale Key: 1=Never 2=Seldom 3=Sometimes 4=Often 5=Always | (Circle one only) | | |
| --- | --- | --- | --- |
| 1. Please record the student's most recent grades and, if applicable, benchmark scores. | | | |
| 2. Does the student consistently complete homework and classwork? | Yes | No | |
| 3. Does the student consistently meet behavior expectations? | Yes | No | |
| 4. How many days has the student been absent from your class so far this semester? | | | |
| 5. If the student's homework, classwork, attendance and/or behavior are negatively impacting his/her performance, please comment below. | | | |
| 6. Does the student's listening and reading comprehension meet grade level standards? | Yes | No | |
| 7. Does the student produce written and oral language that meets grade level standards? | Yes | No | |
| 8. Is the student able to proficiently engage in academic dialogue during class? | Yes | No | |
| 9. If the student is struggling with language proficiency, please include evidence below. | | | |

### Monitoring Recommendations

As a classroom teacher for Bakir L Darzi, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that: (check option below)

  ❏ The Student should continue in their current status and not receive ESL services

  ❏ The Student should be considered for reclassification to receive ESL services

_____
Printed Name of Classroom Teacher

_____
Class(es) I observed Student in

33

_____          _____
Signature of Classroom Teacher                        Date Signed

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| Date: 2/11/2015 | **Language Development Plan (LDP)** | Report: ESLPEP01 |
|---|---|---|
| Time: 9:29 AM | | Page: 2 |

This Language Development Plan (LDP) provides basic demographic information, ELP Test Scores and instructional information related to this student's English Language Development.

| Student: .. | Grade: 3 | School: |
|---|---|---|
| Test ID #: . | ELP Designation: ELL | LEP Status: LEP |
| Native Language: Spanish | Enrolled in US: | Yrs in US Schools: |
| Birth Country: | City/Town of Birth: | DOB: ' |
| ACCESS for ELLs Tier: | LEP Teacher: | |

| LEP Service 1: Pull-over | Teacher/Provider: Susan Johnson |
|---|---|
| Schedule: 2x / Week (0:45) | |

## English Proficiency Test Scores

Each LEP student takes an English Proficiency test when they enroll and each spring. Each student receives a proficiency level in each domain (listening, speaking, reading, and writing) based on her raw scores. Once the student achieves specific levels in all four domains, and meets additional district and state exit criteria, they will no longer be considered an LEP student and will not receive LEP services.

took the **ACCESS for ELLs** on 2/7/2014 and her test results are listed below.

| Listening | Writing | Reading | Speaking | Literacy | Oral | Comprehension | Composite Proficiency Level (CPL) |
|---|---|---|---|---|---|---|---|
| 6 - Reaching | 3.5 - Developing | 5.1 - Bridging | 2.5 - Emerging | 3.9 - Developing | 3.9 - Developing | 5.5 - Bridging | 3.9 |

The test results are ranked into one of six categories, as shown below:

| Proficiency Level | Description |
|---|---|
| 1 - Entering | Knows and uses minimal social language and minimal academic language with visual support |
| 2 - Emerging | Knows and uses some social English and general academic language with visual support |
| 3 - Developing | Knows and uses social English and some specific academic language with visual support |
| 4 - Expanding | Knows and uses social English and some technical academic language |
| 5 - Bridging | Knows and uses social and academic language working with grade level material |
| 6 - Reaching | Knows and uses social and academic language at the highest level measured by this test |

### WIDA CAN DO Descriptors
At this LEP student's level of English proficiency, you can expect that they will be able to:

| Listening | Speaking | Reading | Writing |
|---|---|---|---|
| • Student has achieved English proficiency in this domain. | • Use first language to fill in gaps in oral English (code switch)<br>• Repeat facts or statements<br>• Describe what people do from action pictures (e.g., jobs of community workers)<br>• Compare real-life objects (e.g., "smaller," "biggest") | • Begin using features of non-fiction text to aid comprehension<br>• Use learning strategies (e.g., context clues)<br>• Identify main ideas<br>• Match figurative language to illustrations (e.g., "as big as a house") | • Engage in prewriting strategies (e.g., use of graphic organizers)<br>• Form simple sentences using word/phrase banks<br>• Participate in interactive journal writing<br>• Give content-based information using visuals or graphics |

WIDA ELP Standards © 2007 Board of Regents of the University of Wisconsin System. WIDA is a trademark of the Board of Regents of the University of Wisconsin System. For more information on using the WIDA ELP Standards please visit the WIDA website at www.wida.us. The WIDA CAN DO descriptors work in conjunction with WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. Linguistic complexity; 2. Vocabulary usage; and 3. Language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

### Classroom Accommodations
The following Classroom Classroom Accommodations are to be used throughout the year in the regular classroom for '
1. Highlighted texts/study guides, graphic organizers/guided outlines
2. Use individual or small-group instruction

## Goals

| Domain/Type | Goal | Current Progress |
|---|---|---|
| Speaking | **Speaking: Level 2 Student Moving to Level 3**<br>Performance Definition: Student uses social and instructional words and expressions across content areas | On track<br>Updated: 1/20/2015 |
| | **History:**<br>1/20/2015 - On track - Susan Johnson | |

| Domain/Type | Goal | Current Progress |
|---|---|---|
| Reading | **5-6 Reading: Level 5 Student Moving to Level 6**<br>Performance Definition: Student can understand rich descriptive text with complex sentences.<br><br>**History:**<br>*1/20/2015 - Not met - Susan Johnson* | Not met<br>*Updated:* 1/20/2015 |
| Reading | **Reading: Level 5 Student Moving to Level 6**<br>Performance Definition: Student can understand cohesive and organized related ideas within a text.<br><br>**History:**<br>*1/20/2015 - Met - Susan Johnson* | Met<br>*Updated:* 1/20/2015 |
| Reading | **Reading: Level 5 Student Moving to Level 6**<br>Performance Definition: Student can read and understand text using a broad range of sentence patterns characteristic of particular content areas.<br><br>**History:**<br>*1/20/2015 - On track - Susan Johnson* | On track<br>*Updated:* 1/20/2015 |
| Reading | **Reading: Level 5 Student Moving to Level 6**<br>Performance Definition: Student can read and understand text with words and expressions with shades of meaning across content areas.<br><br>**History:**<br>*1/20/2015 - Not met - Susan Johnson* | Not met<br>*Updated:* 1/20/2015 |
| Reading | **Reading: Level 5 Student Moving to Level 6**<br>Performance Definition: Student can read and understand text using compound, complex grammatical construction (e.g. multiple phrases and clauses)<br><br>**History:**<br>*1/20/2015 - Not met - Susan Johnson* | Not met<br>*Updated:* 1/20/2015 |
| Writing | **Writing: Level 3 Student Moving to Level 4**<br>Performance Definition: Student uses specific content language including cognates and expressions when writing independently<br><br>**History:**<br>*1/20/2015 - Not met - Susan Johnson* | Not met<br>*Updated:* 1/20/2015 |
| Writing | **Writing: Level 3 Student Moving to Level 4**<br>Performance Definition: Student uses words or expressions with multiple meanings across content areas writing independently<br><br>**History:**<br>*1/20/2015 - Not met - Susan Johnson* | Not met<br>*Updated:* 1/20/2015 |
| Writing | **Writing: Level 3 Student Moving to Level 4**<br>Performance Definition: Student uses sentence patterns across content areas writing independently<br><br>**History:**<br>*1/20/2015 - On track - Susan Johnson* | On track<br>*Updated:* 1/20/2015 |
| Writing | **Writing: Level 3 Student Moving to Level 4**<br>Performance Definition: Student uses repetitive grammatical structures with occasional variation when writing independently<br><br>**History:**<br>*1/20/2015 - Met - Susan Johnson* | Met<br>*Updated:* 1/20/2015 |

# Language Development Plan (LDP) Accommodations

The next section shows the testing situation for this particular student. Based on each LEP student's ELP scores, the State has created a cut score chart which gives LEAs guidance into what accommodations they can make for the student's testing. The accommodations listed below will be used by the student during standardized testing. All testing accommodations must be implemented in the classroom.

**Student:**
**Year & Semester:** 2014/2015 - Year

**Test ID #:**    l

**Comments/Justification**

*Definitions, if applicable:*
- *Regular Testing without Accommodations:* The student will take the test in a regular testing environment with no accommodations allowed.
- *Exempt from Testing:* The student will not take the test or any other alternative assessment for this test.
- *Testing with Accommodations:* The student will take the test with one or more Accommodations. For example, if needed, LEP students will be provided with a native-language English dictionary.

If the student qualifies for accommodations, then the student is permitted to use them in all testing situations. The student needs to be comfortable and used to each accommodation so when the end of the year testing time comes, they are used to having the listed accommodations. Please modify assessments using the accommodations for the student throughout the year on teacher made tests and other classroom assessments. Since this student is deemed LEP, they are eligible to receive LEP Services.

Data shown on Kenosha Unified School Schools reports may include confidential information which should not be disseminated without prior written approval. Secure any printed copies appropriately or destroy copies when no longer needed.

## Notification of English Language Program Exit

**Student:** ,

**Grade Level:** 1

**School:**

**LEP Status:** LEP

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the WIDA MODEL for K, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision and your rights as a parent.

took the **WIDA MODEL for K** on **10/20/2014** and their ELP assessment results are listed below:

| Oral | Literacy | Composite Proficiency Level (CPL) |
|------|----------|-----------------------------------|
|      |          | 5.3 |

The WIDA MODEL K test results are ranked into the following categories:

**# - *Proficiency Level* - Description**

1 - *Entering* - Knows and uses minimal social language and minimal academic language with visual support
2 - *Emerging* - Knows and uses some social English and general academic language with visual support
3 - *Developing* - Knows and uses social English and some specific academic language with visual support
4 - *Expanding* - Knows and uses social English and some technical academic language
5 - *Bridging* - Knows and uses social and academic language working with grade level material
6 - *Reaching* - Knows and uses social and academic language at the highest level measured by this test

**Additional factors used to determine your child's placement:**
State mandated standardized test
Committee determination
Teacher's recommendation
Classroom performance
Parent consultation
W-APT or MODEL Screener

Although your child is no longer eligible for English Language Development services, he/she will be monitored for academic achievement for two years from the time English language proficiency was attained.

I encourage you to attend parent-teacher conferences and school events to support your child's academic success. Your efforts will help us meet the 2014/2015 expected rate for graduation of 85%.

If you have any questions about your child's placement or the type of program options available to you, please contact _____ at _____.

|  | **Yes**, I approve of this placement for my child. |
|--|---|
|  | **No**, I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language development. I understand that my child will be tested annually on a state-approved ELP assessment until he/she attains English proficiency. |

Please sign and date this letter below and return it to the ESL teacher.

Parent/Guardian Signature:_____ Date:_____ Phone Number:_____

Kenosha Unified School

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## Kenosha Unified School District

## Language Acquisition Programs Infinite Campus Update Form for English Learners

| ☐ New Student | ☐ Update Student |
|---|---|

| LAP Teacher Name: | Date of Request: |
|---|---|
| Student Name (Last, First, Middle): | Student ID Number: |
| Grade: | Building Name: |
| Gender          Male          Female | Birth Date: |

| | |
|---|---|
| Student New to U.S. <br> • Date of Entry to U.S. Schools <br><br><br> Student is *not* new to USA <br><br> • Former School <br><br> • State <br><br> Primary Language <br><br> Dialect and/or Country <br><br> Student Qualifies for LAP Services: <br><br> ☐ Yes    ☐ No <br><br> LAP Enrollment Date | Parent/Guardian Acceptance of LAP Services: <br><br> ☐ Yes  ☐ No  ☐ Pending          Date of Acceptance <br><br> • If no, was a waiver signed:  ☐ Yes  ☐ No <br><br> • For no response, list dates & methods of attempted contact: <br><br> • _____ <br><br> • _____ <br><br> • _____ <br><br> • Date of Parent Meeting <br><br> Check individuals present at meeting: <br><br> ☐ LAP Teacher ☐ Mother ☐ Father ☐ Other |
| DPI Level <br><br> ☐ ACCESS ☐ WAPT ☐ MODEL <br> *(check one)* <br> • Score <br> • Date Administered | Date of Exit from Program <br><br> • Achieved 6.0 or higher on ACCESS  ☐ Yes  ☐ No <br> • Manually Reclassified Up <br> • Manually Reclassified Down |
| Monitoring Status: <br> • Year 1: ☐ Yes ☐ No <br><br> • Year 2: ☐ Yes ☐ No | • Items in yellow *must* be completed <br> • Submit electronically <br> • Keep copy in Red Folder |
| Office Use Only: <br><br> Date entered: | Notes: |

Thursday, August 21, 2014

## K-12 Program Services for English Language Learners

Our school district provides English language instruction within the context of academic content – using grade-level curriculum – to students at all levels of English language proficiency (ELP) by offering the following programs:

Computerized Language Instruction

Sheltered English Instruction (SEI): This program provides nearly all classroom instruction in English with curriculum and instruction designed for English learners. English learners receive instruction to acquire the academic English they need to meet grade-level content standards.

Heritage Language (HLA): This program uses the non-English language background (heritage or indigenous language) of the students as the primary language of instruction to renew/reclaim that language. The program also provides instruction in and through English.

Bilingual Program: Serves identified LEP students in both English and their native language. Academic growth is accelerated through cognitively challenging academic work in the student's first language along with meaningful academic content taught through the student's second language, English. The goal is to promote high levels of academic achievement and full academic language proficiency in the student's first language and English.

Transitional Bilingual Education Program: This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the English language learner's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.

Dual Language/Two-Way Immersion Program: A bi-literacy program that integrates students who are proficient in English and identified LEP students in both English and another language. Instruction is provided to both native English speakers and native speakers of another language in an instructional setting where language learning is integrated with content instruction. Academic subjects are taught to all students through both English and the other language.

Structured English Immersion: The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students.

English Language Tutoring (ELT): One-on-one or small group tutoring/assistance to ELLs outside of school hours, concentrated on accelerating English language proficiency.

Content-based ESL: An English program that serves identified LEP students in English only by providing a full-time teacher certified to provide supplementary instruction for all content area instruction. The program integrates English-as-a-second-language instruction with subject matter instruction that focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

English Language Mainstream: Students are instructed in English at all times with grade-level curriculum and materials. Students continue to receive additional and appropriate instruction in order to meet the requirements to be reclassified as proficient in English language.

Pull Out/Push In ESL: An English program that serves identified LEP students in English only by providing a certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Newcomer Program: A short-term program that teaches English and acculturation to U.S. schools, as well as academic subjects. The Newcomer Program is for students who are recent immigrants to the United States, with limited English proficiency and/or limited education in their native countries. Students attend special classes separate from native English-speaking students for a limited period of time.

Reference Demo

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**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION**

# Kenosha
## District Report Card Detail | 2013-14 | Annual Measurable Objectives

# Annual Measurable Objectives

The U.S. Department of Education requires Annual Measurable Objectives (AMOs) for all students and student groups for reading proficiency, mathematics proficiency, high school graduation rate, and attendance rate. The data below are provided for informational purposes and are not used to calculate a district's Accountability Score.

## Reading Proficiency

| | WSAS Proficient or Advanced | | | | | | AMO Target | Met Target |
|---|---|---|---|---|---|---|---|---|
| | 2013-14 | | | 2012-13 and 2013-14 Average | | | | |
| Group | Students Tested | Proficient and Advanced | Percent | Students Tested | Proficient and Advanced | Percent | | |
| All Students | 10,356 | 3,084 | 29.8% | 20,934 | 6,128 | 29.3% | 42.7% | No |
| American Indian or Alaska Native | 46 | 13 | 28.3% | 93 | 27 | 29.1% | 36.2% | Yes-CI |
| Asian or Pacific Islander | 217 | 117 | 53.9% | 428 | 221 | 51.6% | 40.1% | Yes |
| Black not Hispanic | 1,814 | 242 | 13.3% | 3,567 | 457 | 12.8% | 31.2% | No |
| Hispanic | 2,608 | 424 | 16.3% | 5,208 | 810 | 15.6% | 33.5% | No |
| White not Hispanic | 5,671 | 2,288 | 40.3% | 11,638 | 4,613 | 39.6% | 45.8% | No |
| Students with Disabilities | 1,111 | 106 | 9.5% | 2,334 | 215 | 9.2% | 31.8% | No |
| Economically Disadvantaged | 5,268 | 833 | 15.8% | 10,492 | 1,618 | 15.4% | 34.8% | No |
| Limited English Proficient | 1,233 | 82 | 6.7% | 2,442 | 150 | 6.2% | 29.7% | No |

## Mathematics Proficiency

| | WSAS Proficient or Advanced | | | | | | AMO Target | Met Target |
|---|---|---|---|---|---|---|---|---|
| | 2013-14 | | | 2012-13 and 2013-14 Average | | | | |
| Group | Students Tested | Proficient and Advanced | Percent | Students Tested | Proficient and Advanced | Percent | | |
| All Students | 10,357 | 4,147 | 40.0% | 20,929 | 8,569 | 40.9% | 56.0% | No |
| American Indian or Alaska Native | 46 | 16 | 34.8% | 93 | 39 | 41.9% | 47.4% | Yes-CI |
| Asian or Pacific Islander | 217 | 150 | 69.1% | 428 | 294 | 68.7% | 56.8% | Yes |
| Black not Hispanic | 1,814 | 323 | 17.8% | 3,566 | 660 | 18.5% | 41.4% | No |
| Hispanic | 2,609 | 680 | 26.1% | 5,210 | 1,399 | 26.8% | 46.2% | No |
| White not Hispanic | 5,671 | 2,978 | 52.5% | 11,632 | 6,177 | 53.1% | 59.5% | No |
| Students with Disabilities | 1,111 | 149 | 13.4% | 2,333 | 327 | 14.0% | 43.0% | No |
| Economically Disadvantaged | 5,269 | 1,272 | 24.1% | 10,489 | 2,634 | 25.1% | 47.4% | No |
| Limited English Proficient | 1,234 | 211 | 17.1% | 2,444 | 433 | 17.7% | 44.7% | No |

**Notes**
- Under Met Target, "Yes-CI" stands for Yes - Confidence Interval, meaning the group met its AMO target within a 95 percent confidence interval.
- Two-year average is only calculated when both years meet the group size requirement.

## Wisconsin Department of Public Instruction | dpi.wi.gov
Report cards for different types of schools or districts should not be directly compared.

**ESL CURRICULUM DESIGN TEAM COMMITTEE MEMBERS**

| | |
|---|---|
| Patricia Alvara | Ebsola Creative Arts Elementary School |
| Amy Baratta | Bullen Middle School |
| Michelle Brean | Lincoln Middle School |
| Karen Duchene | Bradford High School |
| Nicole Gamez | Mahone Middle School |
| Sarah Gomez | Bradford High School |
| Beverly Keelin | Tremper High School |
| Patricia Labarre | Jefferson Elementary School |
| Natalie Marciniak | Forest Park Elementary School |
| Michelle Serpe | Brass Elementary School |
| Sarah Smith | Educational Support Center |
| Abigail Stanislawski | Bullen Middle School |
| Delia Torres | Roosevelt Elementary School |
| Julie Weavel | Indian Trail High School |
| Allison Wild | Bradford High School |
| Jayme Wright | Washington Middle School |

# 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: March 10, 2015        Name: Sarah Smith (Coordinator of Language Acquisition Programs)

Department & School: Language Acquisition Program-ESL (Department of Teaching and Learning)

Proposed Course Name: English Language Development I (ELD I)

__X_ New Course __X_ New Name        Length: ___Quarter        Credits: _1_

___ Removal/Replacement of Course        _2_Semester

Student Prerequisites:

A student planning on taking this course should be an English language learner with an Access tier level of 1.0 to 2.4. The course will be available for students in ninth through twelfth grade.

Rationale for Course:

The English-as-a-second-language teachers expressed a need for a course to help strengthen English skills of Kenosha Unified English language learners. ELD I is designed for students who speak English-as-a-second-language.

Proposed Course Description:

The ELD I course provides the opportunity for English language learner students to strengthen and advance their communication and academic skills in English. The purpose of this course is to strengthen English language acquisition by focusing on literacy skills, grammar skills, and building academic vocabulary.

Content Standards and Benchmarks:

This course is tied to the WIDA English language development standards:

- English Language Development Standard One: Social and Instructional Language
- English Language Development Standard Two: The language of Language Arts
- English Language Development Standard Three: The language of Mathematics
- English Language Development Standard Four: The language of Science
- English Language Development Standard Five: The language of Social Studies

Pacing Guide/Scope and Sequence:

The ELD curriculum design team met during the summer of 2014 to create curriculum for this course. The ELD I course includes a yearlong scope and sequence and eight unit plans for instruction over the school year. A sample year at a glance is provided in Appendix H
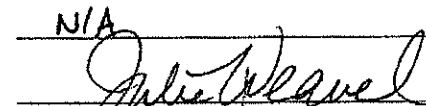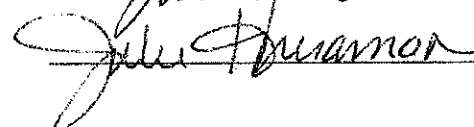
for instruction over the school year.  A sample year at a glance is provided in Appendix J and one sample unit plan for the course is provided in Appendix K.

Cost Associated with the Course:

The needs for this course are listed below:

Teacher training: $800.00 (Title III budget)
Instructional Materials: $6,000.00 (Teaching and Learning budget)

Approvals:                                    Name(s)                              Date

Department head & Principal _____    2-20-15

Building Review Committee    N/A _____    _____

District Review Committee    _Julie Weaver_____    2/20/15

Central Office    ____Julie Brannon_____    2-20-15

# 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: March 10, 2015       Name: Sarah Smith (Coordinator of Language Acquisition Programs)

Department & School: Language Acquisition Program- ESL (Department of Teaching and Learning)

Proposed Course Name: English Language Development Two (ELD II)

__X_ New Course __X_ New Name       Length: ___Quarter       Credits: _1_

___ Removal/Replacement of Course       _2_ Semester

## Student Prerequisites:

A student planning on taking this course should be an English language learner with an Access tier level of 2.5 to 3.4. The course will be available for students in ninth through twelfth grade.

## Rationale for Course:

The English-as-a-second-language teachers expressed a need for a course to help strengthen English skills of Kenosha Unified English language learners. ELD II is designed for students who speak English-as-a-second-language.

## Proposed Course Description:

The ELD II course provides the opportunity for English language learner students to strengthen and advance their communication and academic skills in English. The purpose of this course is to strengthen English language acquisition by focusing on literacy skills, grammar skills, and building academic vocabulary.

## Content Standards and Benchmarks:

This course is tied to the WIDA English language development standards:

- English Language Development Standard One: Social and Instructional Language
- English Language Development Standard Two: The language of Language Arts
- English Language Development Standard Three: The language of Mathematics
- English Language Development Standard Four: The language of Science
- English Language Development Standard Five: The language of Social Studies

## Pacing Guide/Scope and Sequence:

The ELD curriculum design team met during the summer of 2014 to create curriculum for this course. The ELD II course includes a yearlong scope and sequence and eight unit plans

and one sample unit plan for the course is provided in Appendix I.

Cost Associated with the Course:

The needs for this course are listed below:

Teacher training: $800.00 (Title III budget)
Instructional Materials: $6,000.00 (Teaching and Learning budget)

| Approvals: | Name(s) | Date |
|---|---|---|
| Department head & Principal | _Sel Sit_ | 2-20-15 |
| Building Review Committee | N/A | |
| District Review Committee | _Julie Weaver_ | 2/20/15 |
| Central Office | _Julie Drumman_ | 2·20·15 |

APPENDIX G

## 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: <u>National Geographic</u>

Purchased Good/Program: <u>*National Geographic Edge, Inside the USA,* and *REACH* instructional materials</u>

Start Date/Date Needed: <u>August 2015</u>

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

   > *Edge* (high school), *Inside the USA* (middle school), and *REACH* (elementary) instructional materials will be used to support English language development for English as a second language students.

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

   > The total cost of this activity is $70,000.00
   > - High school instructional materials-$12,000
   > - Middle school instructional materials-$22,000
   > - Elementary instructional materials-$36,000
   >
   > Teaching and Learning 2014-15 district operating budget-$70,000
   >
   > At each level the materials include textbooks and teacher resources.

3. EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?
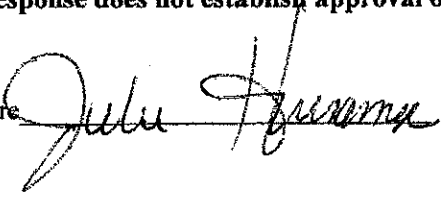
   > The purchase of these instructional materials will enhance the curriculum of the English language development courses at the high school and middle school level. These materials will also aid the grade level intervention blocks at the piloted elementary schools. These materials were selected by the English as a second language curriculum design team committees as the best resources to help strengthen the conversational and academic language of the district's English language learner population.

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

   > Course start date September 1, 2015

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

Signature _Julie Hummy_       Date _2-20-15_

## ENGLISH LANGUAGE DEVELOPMENT I
## SCOPE AND SEQUENCE
## YEAR AT A GLANCE

| QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |

### Units

| Introduction | Unit 2: Families | Unit 4: Help | Unit 6: Responsibility |
|---|---|---|---|
| Unit 1: Influences | Unit 3: Identity | Unit 5: Justice | Unit 7: Impression |

### Pacing

| (21 days per unit) 42 days per quarter | (21 days per unit) 42 days per quarter | (21 days per unit) 42 days per quarter | (21 days per unit) 42 days per quarter |
|---|---|---|---|

### English/Language Arts Anchor Standards

| Read text analytically using annotations.<br><br>Read a range of texts in diverse formats for a variety of purposes.<br><br>Use spoken and written language to discover, shape meaning, and reach new understanding.<br><br>Develop the connection between writing and thinking.<br><br>Use reading and writing to build strong content knowledge. | Incorporate textual evidence to support analysis, reflection, and research.<br><br>Demonstrate an understanding of the subject under investigation through questioning, adjusting the search, and analyzing and synthesizing sources.<br><br>Evaluate the credibility and accuracy of information to support analysis, reflection, and research. | Integrate knowledge and ideas within and across texts to think critically and creatively.<br><br>Analyze the craft and structure within a text to determine an author's purpose and perspective. Engage in collaborative discussions appropriate to task, audience, and purpose with diverse partners to express, develop, and refine thinking. | Use digital media, visual displays, and language strategically and capably in presentations appropriate to task, purpose, and audience to express information and enhance listeners' understanding. |
|---|---|---|---|

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# WIDA Social and Instructional Standards Grades 9 Through 12

| Speaking | Speaking | Speaking | Speaking |
|---|---|---|---|
| • Answer questions that express likes and dislikes.<br><br>• Answer a range of questions that express personal preferences. | • Answer a range of questions that express personal preferences.<br><br>• Express personal preferences or points of view. | • Express and defend personal preferences, opinions, or points of view.<br><br>• Express and defend points of view other than from a personal perspective. | • Express and defend personal preferences, opinions, or points of view.<br><br>• Express and defend points of view other than from a personal perspective. |
| **Listening**<br><br>• Respond (nonverbally) to commands pertaining to classroom routines (e.g., "Close your book."). | **Listening**<br><br>• Respond (nonverbally) to questions pertaining to multiple-step classroom instructions (e.g., "What is the last word on page 45 of the dictionary?"). | **Listening**<br><br>• Respond (nonverbally) to figurative language pertaining to classroom instructions (e.g., hyperboles or metaphors). | **Listening**<br><br>• Respond (nonverbally) to explicit language pertaining to classroom instructions. |
| **Reading**<br><br>• Identify text features or web resources used for assignments (e.g., titles or authors).<br><br>• Match text features or web resources with their uses for assignments (e.g., using a table of contents to find topics). | • Respond (nonverbally) to explicit language pertaining to classroom instructions.<br><br>• Respond (nonverbally) to commands pertaining to classroom routines (e.g., "Close your book."). | • Respond (nonverbally) to explicit language pertaining to classroom instructions.<br><br>• Respond (nonverbally) to idiomatic expressions pertaining to classroom instructions (e.g., "What | • Respond (nonverbally) to figurative language pertaining to classroom instructions (e.g., the use of hyperboles or metaphors).<br><br>• Respond (nonverbally) to idiomatic expressions pertaining to classroom |

| Writing | Reading | do you do when you hit the books?"). | instructions (e.g., "What do you do when you hit the books?"). |
|---|---|---|---|
| • Complete forms read orally with identifying information, or produce facts about self.<br><br>• Complete real-life forms (e.g., leases, applications, or licenses) | • Match text features or web resources with their uses for assignments (e.g., using a table of contents to find topics).<br><br>• Match types of books or web resources with information.<br><br>• Identify text features (e.g., titles, authors, genre, etc.).<br><br>Writing<br><br>• Create announcements or invitations or form paragraphs stating who, what, when, and why.<br><br>• Make requests or apologize or compose or respond to emails or personal messages in extended paragraphs.<br><br>• Complete forms, read orally with identifying information, or produce facts about self. | Reading<br><br>• Match types of books or web resources with information.<br><br>• Use text features or web resources to confirm information (e.g., indexes or glossaries).<br><br>• Scan entries in books or web sites to locate information.<br><br>Writing<br><br>• Complete real-life forms (e.g., leases, applications, or licenses).<br><br>• Create announcements or invitations or form paragraphs stating who, what, when, and why.<br><br>• Make requests or apologize or compose or respond to emails or personal messages in extended paragraphs. | Reading<br><br>• Use text features or web resources to confirm information (e.g., indexes or glossaries).<br><br>• Scan entries in books or websites to locate information.<br><br>• Match types of books or web resources.<br><br>Writing<br><br>• Complete real-life forms (e.g., leases, applications, or licenses).<br><br>• Create announcements or invitations or form paragraphs stating who, what, when, and why.<br><br>• Make requests or apologize or compose or respond to emails or personal messages in extended paragraphs. |

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| | | | |
|---|---|---|---|
| | • Complete real-life forms (e.g., leases, applications, or licenses). | | |

**ENGLISH LANGUAGE DEVELOPMENT**
**GRADES 9 THROUGH 12**
**UNIT 1 OVERVIEW**

| Unit title: Think Again | Time frame: 21 days |
|---|---|

**Unit narrative (including real-world importance/transfer goals):** Students explore the essential question, "What influences how you act?" through reading, writing, and discussion (listening and speaking).

## Desired Results for Learning

| Big Ideas | Essential Questions |
|---|---|
| • Find out how beliefs can affect people.<br><br>• Find out how people get to where they want to go.<br><br>• Find out how easily people can be fooled.<br><br>• Think about how fear influences people's actions. | • What influences how you act? |

| Prerequisite Knowledge and Skills | Potential Misconceptions/Common Conceptual Errors |
|---|---|
| • An ability to read, communicate orally and in writing, and translate and transfer information from first language to target language (English) | • Transfer, interference, and cross-linguistic influence<br><br>• Sociolinguistic context of communication<br><br>• Affective variables<br><br>• False cognates<br><br>• Adjective placement<br><br>• Subject-verb agreement |

| Essential Vocabulary | | Interdisciplinary Connections |
|---|---|---|
| • Clarify<br>• Conflict<br>• Dialogue | • Comedian<br>• Consent<br>• Engineer | • Virtue and justice<br>• Culture, art, and society |

| | | |
|---|---|---|
| • Monitor <br> • Predict <br> • Sequence <br> • Strategy <br> • Belief <br> • Escape <br> • Evidence <br> • Experiment <br> • Failure <br> • Misfortune <br> • Mistaken <br> • Superstition <br> • Career | • Obstacle <br> • Project <br> • React <br> • Stubborn <br> • Confident <br> • Convince <br> • Doubt <br> • Foolish <br> • Nerves <br> • Shock <br> • Tragedy <br> • Worthless <br> • Conflict | |
| <u>Content Standards</u> <br><br> ENGLISH/LANGUAGE ARTS ANCHOR STANDARDS <br><br> • Read text analytically using annotations. <br><br> • Read a range of texts in diverse formats for a variety of purposes. <br><br> • Use spoken and written language to discover, shape meaning, and reach new understanding. <br><br> • Develop the connection between writing and thinking. <br><br> • Use reading and writing to build strong content knowledge. | <u>WIDA Social and Instructional Standards</u> <br><br> SPEAKING <br><br> • Answer questions that express likes and dislikes. <br><br> • Answer a range of questions that express personal preferences. <br><br> LISTENING <br><br> • Respond (nonverbally) to commands pertaining to classroom routines (e.g., "Close your book."). <br><br> READING <br><br> • Identify text features or web resources used for assignments (such as titles or authors). <br><br> • Match text features or web resources with their uses for assignments (such as using a table of contents to find topics). <br><br> WRITING <br><br> • Complete forms read orally with identifying information or produce facts about self. <br><br> • Complete real-life forms (such as leases, applications, or licenses). | |

| Unit Objectives | Criteria for Mastery |
|---|---|
| **GENRE FOCUS**<br><br>• Students will be able to explore what influences how individuals act through the literary analysis of short stories by:<br><br>    o Examining character, plot, and setting.<br><br>**FOCUS STRATEGY**<br><br>• Students will be able to explore what influences individual's actions by:<br><br>    o Planning and monitoring during the reading and writing process.<br><br>    o Writing a narrative paragraph emphasizing focus and unity.<br><br>    o Clarifying ideas.<br><br>**GRAMMAR**<br><br>• Students will be able to explore what influences individual's actions by:<br><br>    o Identifying different types and components of sentences and focusing on subjects and predicates and subject-verb agreement.<br><br>**VOCABULARY**<br><br>• Students will be able to explore what influences individual's actions by:<br><br>    o Using word parts to understand key vocabulary (prefix/suffix). | • Students will demonstrate mastery by:<br><br>    o Recognizing character, plot, and setting.<br><br>    o Analyzing features of text and cultural perspectives using evidence from text.<br><br>    o Producing works with focus and unity.<br><br>    o Using appropriate grammatical sentence structure.<br><br>    o Using prefixes/suffixes to understand key vocabulary. |

# Evidence of Learning

| |
|---|
| <u>Preassessment</u><br><br>• Lexile/MAP® data<br>• Anticipation journals<br>• Concept maps<br>• Informational/interest surveys<br>• Teacher-prepared pretests<br>• Writing prompts |
| <u>Unit Assessment</u><br><br>• Authentic (children's book)<br>• Common (i.e., written and spoken)<br>• Cluster test aligned with text |
| <u>Alignment to Smarter Balanced Assessment/Wisconsin Knowledge and Concepts Examination/ACT</u><br><br>• The assessments and practice tasks for this unit exemplify the skills and context necessary for success on standardized assessments.<br><br>   o  Frequency of writing<br><br>      ■  Students will produce short and extended written responses.<br><br>   o  Integration of information<br><br>      ■  Written responses require a synthesis of information from multiple sources.<br><br>   o  Selection of support<br><br>      ■  Answers to text-dependent questions require high level thinking skills and supporting details. |

# Universal Instruction

| HIGH IMPACT INSTRUCTIONAL STRATEGIES | INSTRUCTIONAL STRATEGIES (RETEACHING) | ENRICHMENT STRATEGIES |
|---|---|---|
| Reading Comprehension<br><br>Teacher will directly and explicitly instruct students using the following comprehension strategies:<br><br>• Direct, explicit instruction;<br><br>• Show, don't tell;<br><br>• Connect reading to students' lives and their out-of-school literacies;<br><br>• Focused instruction;<br><br>• Promote transfer across genres; and<br><br>• Encourage cognitive collaboration based on students' individual needs and Individualized Educational Plans.<br><br>Vocabulary (Listening and Speaking)<br><br>Teacher will directly and explicitly instruct students using the following vocabulary strategies: | Teacher will reteach using:<br><br>• Peer tutoring,<br><br>• Reciprocal teaching,<br><br>• Review sessions<br><br>• Visuals,<br><br>• Modeling,<br><br>• Direct instruction,<br><br>• Hands-on applications,<br><br>• Graphic organizers,<br><br>• Sticky notes,<br><br>• Annotating, and<br><br>• Other best practice strategies<br><br>based on students' individual needs and Individualized Educational Plans. | Teacher will enhance student learning through:<br><br>• Extension activities,<br><br>• Tiered assignments,<br><br>• Mentorship, and<br><br>• Independent study. |

| | | |
|---|---|---|
| • Rich and varied language experiences and<br><br>• Direct teaching of individual words, independent word learning strategies, and fostering word consciousness based on students' individual needs and Individualized Educational Plans.<br><br>**Writing**<br><br>Teacher will directly and explicitly instruct students using the following writing strategies:<br><br>• Encourage students to bring languages and experiences from their home communities to be used as resources;<br><br>• Teachers will act as coinquierers and colearners;<br><br>• Ask students to use writing to collect, analyze, synthe-size, and communicate; and<br><br>• Follow the writing process using text-based evidence. | | |

## Differentiation

- Get to know as much as possible about each student.

  - Learning styles
  - Family situation
  - Extracurricular interests
  - Future plans
  - Any other strengths and supports

- Have high expectations for all students.

  - Believe in their ability to meet all expectations if provided the support in the way that meets their needs.

- Have a variety of research-based instructional strategies at hand.

  - Start with backward design and a clarity about student expectations so that a plan can be created for each student once it is determined where he/she is in his/her learning and readiness.

- Use ongoing assessment to guide instruction.

  - Daily observational assessment combined with written and spoken formative assessments will provide clear information about each student's progress and level of readiness.

- Provide multiple types of assessment.

  - Summative assessments are designed to be open ended and allow flexibility in areas not related to the standard being assessed.

- Collaborate

  - Continuously work with colleagues who have had success with individual students and with those who have experience with language learning and writing instruction.

- Use flexible grouping.

  - Allow grouping of students based upon varied talents and interests while providing smaller group interaction with the teacher and increased support for students as needed.

- Make content comprehensible for all students.

o As needed, support will be provided including, but not limited to, visuals, simplified text, whole-group discussion, small-group discussion, and comparison to known materials such as television programs or other reading material that assists students in creating meaning.

Resources for Unit

- *Edge* text, Level A
- *Reading and Writing Transparencies*
- *Edge Library Teacher's Guide*
- *Edge Interactive Practice Book*
- *Language and Grammar Lab Transparencies*
- Grammar and writing practice book
- Fluency passages
- Assessments and rubrics
- CD ROMs for readings and texts
- Internet resources

## ENGLISH LANGUAGE DEVELOPMENT II
## SCOPE AND SEQUENCE
## YEAR AT A GLANCE

| QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
|-----------|-----------|-----------|-----------|

### Units

| Introduction Unit 1: Influences | Unit 2: Creativity Unit 3: Hero | Unit 4: Knowledge Unit 5: Fear | Unit 6: Media Unit 7: Relationships |
|---|---|---|---|

### Pacing

| (21 days per unit) 42 days per quarter | (21 days per unit) 42 days per quarter | (21 days per unit) 42 days per quarter | (21 days per unit) 42 days per quarter |
|---|---|---|---|

### English/Language Arts Anchor Standards

| | | | |
|---|---|---|---|
| Read text analytically using annotations.<br><br>Read a range of texts in diverse formats for a variety of purposes.<br><br>Use spoken and written language to discover, shape meaning, and reach new understanding.<br><br>Develop the connection between writing and thinking.<br><br>Use reading and writing to build strong content knowledge. | Incorporate textual evidence to support analysis, reflection, and research.<br><br>Demonstrate an understanding of the subject under investigation through questioning, adjusting the search, and analyzing and synthesizing sources.<br><br>Evaluate the credibility and accuracy of information to support analysis, reflection, and research. | Integrate knowledge and ideas within and across texts to think critically and creatively.<br><br>Analyze the craft and structure within a text to determine an author's purpose and perspective. Engage in collaborative discussions appropriate to task, audience, and purpose with diverse partners to express, develop, and refine thinking. | Use digital media, visual displays, and language strategically and capably in presentations appropriate to task, purpose, and audience to express information and enhance listeners' understanding. |

# WIDA Social and Instructional Standards Grades 9 Through 12

| Speaking | Speaking | Speaking | Speaking |
|---|---|---|---|
| • Express personal preferences or points of view. | • Express personal preferences or points of view. | • Express personal preferences or points of view. | • Express personal preferences or points of view. |
| Listening | • Express and defend personal preferences, opinions, and points of view. | • Express and defend personal preferences, opinions, and points of view. | • Express and defend personal preferences, opinions, and points of view. |
| • Respond nonverbally to idiomatic expressions and explicit language pertaining to classroom instructions. | Listening | • Recommend and discuss pros and cons of plays, films, stories, books, songs, poems, computer programs, and magazine articles. | Listening |
| • Process and respond to discourse from unfamiliar speakers and indirect sources. | • Respond nonverbally to idiomatic expressions and explicit language pertaining to classroom instructions. | Listening | • Respond nonverbally to idiomatic expressions and explicit language pertaining to classroom instructions. |
| Reading | • Process and respond to discourse from unfamiliar speakers and indirect sources. | • Respond nonverbally to idiomatic expressions and explicit language pertaining to classroom instructions. | • Process and respond to discourse from unfamiliar speakers and indirect sources. |
| • Match types of books or web resources with information needed for assignments. | Reading | • Process and respond to discourse from unfamiliar speakers and indirect sources. | Reading |
| • Use text features or web features to confirm information for assignments. | • Match types of books or web resources with information needed for assignments. | | • Match types of books or web resources with information needed for assignments. |

| | | | |
|---|---|---|---|
| • Skim material for relevant information.<br><br>Writing<br><br>• Create announcement or invitations or form paragraphs stating who, what, when, and why.<br><br>• Reflect on the use of language or newly acquired language patterns.<br><br>• Edit, revise, or rephrase written language based on feedback. | • Use text features or web features to confirm information for assignments.<br><br>• Skim material for relevant information.<br><br>Writing<br><br>• Create announcements or invitations or form paragraphs stating who, what, when, and why.<br><br>• Reflect on the use of language or newly acquired language patterns.<br><br>• Edit, revise, or rephrase written language based on feedback. | Reading<br><br>• Match types of books or web resources with information needed for assignments.<br><br>• Use text features or web features to confirm information for assignments.<br><br>• Scan materials to verify information or hypotheses.<br><br>• Skim material for relevant information.<br><br>Writing<br><br>• Create announcements or invitations or form paragraphs stating who, what, when, and why.<br><br>• Reflect on the use of language or newly acquired language patterns.<br><br>• Edit, revise, or rephrase written language based on feedback. | • Use text features or web features to confirm information for assignments.<br><br>• Skim materials for relevant information.<br><br>Writing<br><br>• Create announcements or invitations or form paragraphs stating who, what, when, and why.<br><br>• Make requests, apologize, or compose or respond to emails or personal messages in emails or extended messages.<br><br>• Reflect on the use of language or newly acquired language patterns.<br><br>• Edit, revise, or rephrase written language based on feedback. |

**ENGLISH LANGUAGE DEVELOPMENT II**
**GRADES 9 THROUGH 12**
**UNIT 1 OVERVIEW**

| Unit title: Choices | Time frame: 21 days |
|---|---|

**Unit narrative (including real-world importance/transfer goals):** Students explore the essential question, "What influences a person's choices?" through reading, writing, and discussion (listening and speaking).

## Desired Results for Learning

| Big Ideas | Essential Questions |
|---|---|
| • Explore the effect of family and friends on choices.<br><br>• Find out how circumstances affect choices.<br><br>• Discover how society influences choices.<br><br>• Consider what causes people to change their minds. | • What influences a person's choices? |
| Prerequisite Knowledge and Skills | Potential Misconceptions/Common Conceptual Errors |
| • An ability to read, communicate orally and in writing, translate, and transfer information from first language to target language (English) | • Transfer, interference, and cross-linguistic influence<br><br>• Sociolinguistic context of communication<br><br>• Affective variables<br><br>• False cognates<br><br>• Subject-verb agreement<br><br>• Word structure (prefix/suffix)<br><br>• Sentence structure |
| Essential Vocabulary | Interdisciplinary Connections |
| • Clarify          • Contact<br>• Monitor         • Empathy | • Virtue and justice<br>• Culture, art, and society |

| | | |
|---|---|---|
| • Predict<br>• Affect<br>• Conflict<br>• Contribute<br>• Disrespect<br>• Generation<br>• Motivation<br>• Privilege<br>• Responsible<br>• Circumstances<br>• Commit<br>• Consequence | • Juvenile<br>• Maturity<br>• Salvage<br>• Humiliating<br>• Imitation<br>• Inspire<br>• Luxury<br>• Perceive<br>• Poverty<br>• Symbol<br>• Value | |
| <u>Content Standards</u><br><br>ENGLISH/LANGUAGE ARTS ANCHOR STANDARDS<br><br>• Read text analytically using annotations.<br><br>• Read a range of texts in diverse formats for a variety of purposes.<br><br>• Use spoken and written language to discover, shape meaning, and reach new understanding.<br><br>• Develop the connection between writing and thinking.<br><br>• Use reading and writing to build strong content knowledge. | <u>WIDA Social and Instructional Standards</u><br><br>SPEAKING<br><br>• Express personal preferences or points of view.<br><br>LISTENING<br><br>• Respond nonverbally to idiomatic expressions and explicit language pertaining to classroom instructions.<br><br>• Process and respond to discourse from unfamiliar speakers and indirect sources.<br><br>READING<br><br>• Match types of books or web resources with information needed for assignments.<br><br>• Use text features or web features to confirm information for assignments.<br><br>• Skim material for relevant information.<br><br>WRITING<br><br>• Create announcements or invitations or form paragraphs stating who, what, when and why.<br><br>• Reflect on the use of language or newly acquired language patterns. | |

| | • Edit, revise, or rephrase written language based on feedback. |
|---|---|
| Unit Objectives | Criteria for Mastery |
| **GENRE FOCUS**<br><br>• Students will be able to explore what influences a person's choices through the literary analysis of short stories by:<br><br>   o Examining character, plot, setting, and theme.<br><br>**FOCUS STRATEGY**<br><br>• Students will be able to explore what influences a person's choices by:<br><br>   o Planning and monitoring during the reading and writing process.<br><br>   o Writing an autobiographical narrative emphasizing focus and unity.<br><br>   o Clarifying ideas.<br><br>**GRAMMAR**<br><br>• Students will be able to explore what influences a person's choices by:<br><br>   o Identifying different types and components of sentences and focusing on subjects and predicates and subject-verb agreement.<br><br>**VOCABULARY**<br><br>• Students will be able to explore what influences a person's choices by:<br><br>   o Using word parts to understand key vocabulary (prefixes, Greek roots, and suffixes). | • Students will demonstrate mastery by:<br><br>   o Recognizing character, plot, and setting.<br><br>   o Analyzing features of text and cultural perspectives using evidence from text.<br><br>   o Producing works with focus and unity.<br><br>   o Using appropriate grammatical sentence structure.<br><br>   o Using prefixes, Greek roots, and suffixes to understand key vocabulary. |

# Evidence of Learning

| |
|---|
| Peassessment<br><br>• Lexile/MAP® data<br>• Anticipation journals<br>• Concept maps<br>• Informational/interest surveys<br>• Teacher-prepared pretests<br>• Writing prompts |
| Unit Assessment<br><br>• Authentic (television talk show)<br>• Common (i.e., written and spoken)<br>• Cluster test aligned with text |
| Alignment to Smarter Balanced Assessment/Wisconsin Knowledge and Concepts Examination/ACT<br><br>• The assessments and practice tasks for this unit exemplify the skills and context necessary for success on standardized assessments.<br><br>   ○ Frequency of writing<br><br>      ■ Students will produce short and extended written responses.<br><br>   ○ Integration of information<br><br>      ■ Written responses require a synthesis of information from multiple sources.<br><br>   ○ Selection of support<br><br>      ■ Answers to text-dependent questions require high level thinking skills and supporting details. |

## Universal Instruction

| HIGH IMPACT INSTRUCTIONAL STRATEGIES | INSTRUCTIONAL STRATEGIES (RETEACHING) | ENRICHMENT STRATEGIES |
|---|---|---|
| Reading Comprehension<br><br>Teacher will directly and explicitly instruct students using the following comprehension strategies:<br><br>• Direct, explicit instruction;<br><br>• Show don't tell;<br><br>• Connect reading to students' lives and their out-of-school literacies;<br><br>• Focused instruction;<br><br>• Promote transfer across genres; and<br><br>• Encourage cognitive collaboration based on students' individual needs and Individualized Educational Plans.<br><br>Vocabulary (Listening and Speaking)<br><br>Teacher will directly and explicitly instruct students using the following vocabulary strategies: | Intensification Strategies (Reteaching)<br><br>Teacher will reteach using:<br><br>• Peer tutoring,<br><br>• Reciprocal teaching,<br><br>• Review sessions,<br><br>• Visuals,<br><br>• Modeling,<br><br>• Direct instruction,<br><br>• Hands-on applications,<br><br>• Graphic organizers,<br><br>• Sticky notes,<br><br>• Annotating, and<br><br>• Other best practice strategies<br><br>based on students' individual needs and Individualized Educational Plans. | Enrichment Strategies<br><br>Teacher will enhance student learning through:<br><br>• Extension activities,<br><br>• Tiered assignments<br><br>• Mentorship, and<br><br>• Independent study. |

130

| | | |
|---|---|---|
| • Rich and varied language experiences and<br><br>• Direct teaching of individual words, independent word learning strategies, and fostering word consciousness based on students' individual needs and Individualized Educational Plans.<br><br>WRITING<br><br>Teacher will directly and explicitly instruct students using the following writing strategies:<br><br>• Encourage students to bring languages and experiences from their home communities to be used as resources;<br><br>• Teachers will act as coinquirers and colearners;<br><br>• Ask students to use writing to collect, analyze, synthe-size, and communicate; and<br><br>• Follow the writing process using text-based evidence. | | |

## Differentiation

- Get to know as much as possible about each student.

  - Learning styles,
  - Family situation,
  - Extracurricular interests,
  - Future plans, and
  - Any other strengths and supports

- Have high expectations for all students.

  - Believe in their ability to meet all expectations if provided the support in the way that meets their needs.

- Have a variety of research-based instructional strategies at hand.

  - Start with backward design and a clarity about student expectations so that a plan can be created for each student once it is determined where he/she is in his/her learning and readiness.

- Use ongoing assessment to guide instruction.

  - Daily observational assessment combined with written and spoken formative assessments will provide clear information about each student's progress and level of readiness.

- Provide multiple types of assessment.

  - Summative assessments are designed to be open ended and allow flexibility in areas not related to the standard being assessed.

- Collaborate.

  - Continuously work with colleagues who have had success with individual students and with those who have experience with language learning and writing instruction.

- Use flexible grouping.

  - Allow grouping of students based upon varied talents and interests while providing smaller group interaction with the teacher and increased support for students as needed.

- Make content comprehensible for all students.

| | o | As needed support will be provided including, but not limited to, visuals, simplified text, whole-group discussion, small-group discussion, and comparison to known materials such as television programs or other reading material that assists students in creating meaning. |

Resources for Unit

- *Edge* text, Level B
- *Reading and Writing Transparencies*
- *Edge Library Teacher's Guide*
- *Edge Interactive Practice Book*
- *Language and Grammar Lab Transparencies*
- Grammar and writing practice book
- Fluency passages
- Assessments and rubrics
- CD ROMs for readings and texts
- Internet resources

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Kenosha Unified School District
Kenosha, Wisconsin

March 24, 2015

**Board Approved Student User Fees for the 2015-2016 School Year**

As a component of the budget development process a review of the fees charged by the District is conducted every year. With the implementation of the Infinite Campus student information system, the early registration process has been improved to allow parents to pre-register all students in each household. Approved fees for 2015-16 will be available for payment during the Pre-K and Kindergarten registration in April 2015. Administration is not recommending any changes to the 2015-16 student user fees.

Attachment A delineates the proposed 2015-2016 student user fee schedule compared to the previous five (5) years.

**District-wide Fee Procedures:**

- All fees and payments for a student will be maintained in Infinite Campus by the school at which the student is primarily enrolled (with the school having access to create the fee based on the circumstances e.g., field trips, yearbook, clubs and activity accounts).

- Charter schools are required to collect all applicable District required user fees according to the board approved fee schedule, however charter schools will retain the fees as part of the charter agreements.

- All schools looking to charge for workbooks or any other supplemental consumable materials, not covered by the base fees, must submit the fee to be reviewed and approved by the respective School Leadership Department prior to the allocation of any funds for the purchase of these materials, or the assessment of any such fees.

**Administrative Recommendation**

At its March 10, 2015, meeting, the Audit/Budget/Finance Committee voted to forward this report to the school board for consideration. Administration recommends that the school board accept the recommendation to establish the fiscal year 2015-2016 fees (Attachment A) for student use items in advance of early registration for Pre-K and Kindergarten in April 2015.

Dr. Sue Savaglio-Jarvis          Tarik Hamdan                    Heather Kraeuter
Superintendent of Schools        Interim Chief Financial Officer  Accounting & Payroll Manager

**KENOSHA UNIFIED SCHOOL DISTRICT**
Historical Schedule of Student Fees

Proposed Fees for the 2015-2016 School Year

| BASE USER FEES | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|---|
| High School | $ 62 | $ 62 | $ 64 | $ 67 | $ 67 | $ 67 |
| Middle School | 70 | 70 | 72 | 72 | 72 | 72 |
| Elementary School | 43 | 43 | 44 | 44 | 44 | 44 |
| Pre-School [1] | 22 | 22 | 22 | 22 | 22 | 22 |

[1] Base User Fee includes individual project materials and workbooks

| GRADE LEVEL FEES | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|---|
| Writer's Inc. (9th Grade) | $ 24 | $ 24 | $ - | $ - | $ - | $ - |

| PROGRAM FEES | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|---|
| 1:1 Electronic Device Program | $ 30 | $ 30 | $ 30 | $ 30 | $ - | $ - |
| Kenosha Military Academy Leadership | 25 | 25 | 25 | 25 | 25 | 25 |

| COURSE FEES | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|---|
| Physical Education Fee (High School) | $ 24 | $ 24 | $ 24 | $ - | $ - | $ - |
| Physical Education Fee (Middle School) | 15 | 15 | - | - | - | - |
| Technology Education (LakeView Academy) | 30 | 30 | 35 | 35 | 35 | 35 |

| ATHLETIC FEES | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|---|
| Athletic Fee High School [2] | $ 55 | $ 55 | $ 75 | $ 75 | $ 75 | $ 75 |
| Athletic Fee Middle School [3] | 25 | 25 | 50 | 50 | 50 | 50 |
| Hockey Participation Fee | - | - | - | 900 | 900 | 900 |

[2] Fee per sport, $10 earmarked for building athletic uniforms, $150 max per student, $300 per family

[3] Fee per sport, $5 earmarked for building athletic uniforms, $100 max per student, $200 per family

| OTHER SCHOOL FEES | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|---|
| Activity Fee [4] | $ 15 | $ 15 | $ 15 | $ 15 | $ 15 | $ 15 |
| Music Activity Fee [5] | 30 | 30 | 30 | 30 | 30 | 30 |
| Instrument Usage [6] | 50 | 50 | 50 | 50 | 50 | 50 |
| Parking [7] | 50 | 50 | 50 | 50 | 50 | 50 |
| After School Program (per day) | 5 | 5 | 5 | - | - | - |

[4] Activity Fee (HS, $30 max. per student, $60 max. per family; for debate, forensics, academic decathlon, cheerleading, robotics and other competitive events)

[5] Music Activity Fee (HS, $60 max. per student; $120 max. per family; for jazz ensemble, chamber orchestra, madrigal singers, golden strings, theater and drama)

[6] Instrument Usage (MS, HS - $50 max. per student, $100 max. per family)

[7] Parking (HS, $30 for only second semester, students taking classes at multiple buildings will receive complimentary passes with proof of permit from their home school)

| SUMMER SCHOOL FEES | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|---|
| Elementary and Middle Schools | $ 20 | $ 20 | $ - | $ - | $ - | $ - |
| High Schools | 20 | 20 | - | - | - | - |
| Gear-Up (MS, HS) | 10 | 10 | - | - | - | - |

| MISCELLANEOUS SCHOOL FEES | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|---|---|---|---|---|---|---|
| Fines for Lost or Damaged Locks (MS, HS) | $ 9 | $ 9 | $ 9 | $ 9 | $ 9 | $ 9 |
| Copy of Student Records (per page) | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 |
| Copy of Student Transcripts | 5 | 5 | 5 | 5 | 5 | 5 |
| Lost I.D./Library Card (MS/HS) | 1.50 | 1.50 | 1.50 | 1.50 | 1.50 | 1.50 |
| I.D. Card Lanyard Replacement | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 | 0.50 |
| Library Fines and Breakage Charges | | | At Cost | | | |
| Students Unable to Pay | | | Per School Board Policy | | | |

Kenosha Unified School District
Kenosha, Wisconsin

March 24, 2015

## **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 February 24, 2015, 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 and are being presented for board approval. Purchase/Contract Rationale forms are attached for each vendor.

- **Ablenet Equals Curriculum – $24,062**

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Dr. Bethany Ormseth
Assistant Superintendent of School Leadership – Secondary

Ms. Julie Housaman
Interim Assistant Superintendent of Teaching and Learning

Ms. Susan Valeri
Director of Special Education and Student Support

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:  Ablenet Equals Curriculum

Purchased Good/Program: Math Curriculum for Cognitively Disabled K-12 Classes

Start Date/Date Needed:  June 1, 2015

1.
The committee met on February 4, 2015 to review the curriculum materials being considered for classrooms with cognitively disabled students. The Wisconsin Standards for Mathematical Practice were reviewed, as well as the Common Core Essential Elements for Math, Grades K-12.

The committee had an overwhelming preference for the curriculum materials from the Ablenet Equals Curriculum. The curriculum materials incorporated different levels of instruction based on student skill levels. The manipulatives are engaging and relevant to each lesson for individual student growth.

The committee was impressed with the use of the Equals Curriculum use of technology including interactive white boards, use of computer, and supplementary materials for students online. This is important because the statewide alternate assessment, Dynamic Learning Maps (DLM) is now computer based. The DLM state assessment uses manipulatives for assessing Math skills and the Equals curriculum mirrors this instructional practice.

The committee also chose this curriculum to ensure consistent use of curriculum for students with cognitive disabilities in KUSD. The curriculum aligns with required standards for students with significant disabilities.

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

IDEA Grant Money to be used

$24,062.00 Total for K through 12 Math Curriculum

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

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

Updated 10/14/2013

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

The CDS classes will have a math curriculum to follow that is aligned with standards of excellence for students with exceptional needs. These are the standards that need to be followed in the state of Wisconsin for our CDS program.

5. START DATE – When is the anticipated start date?
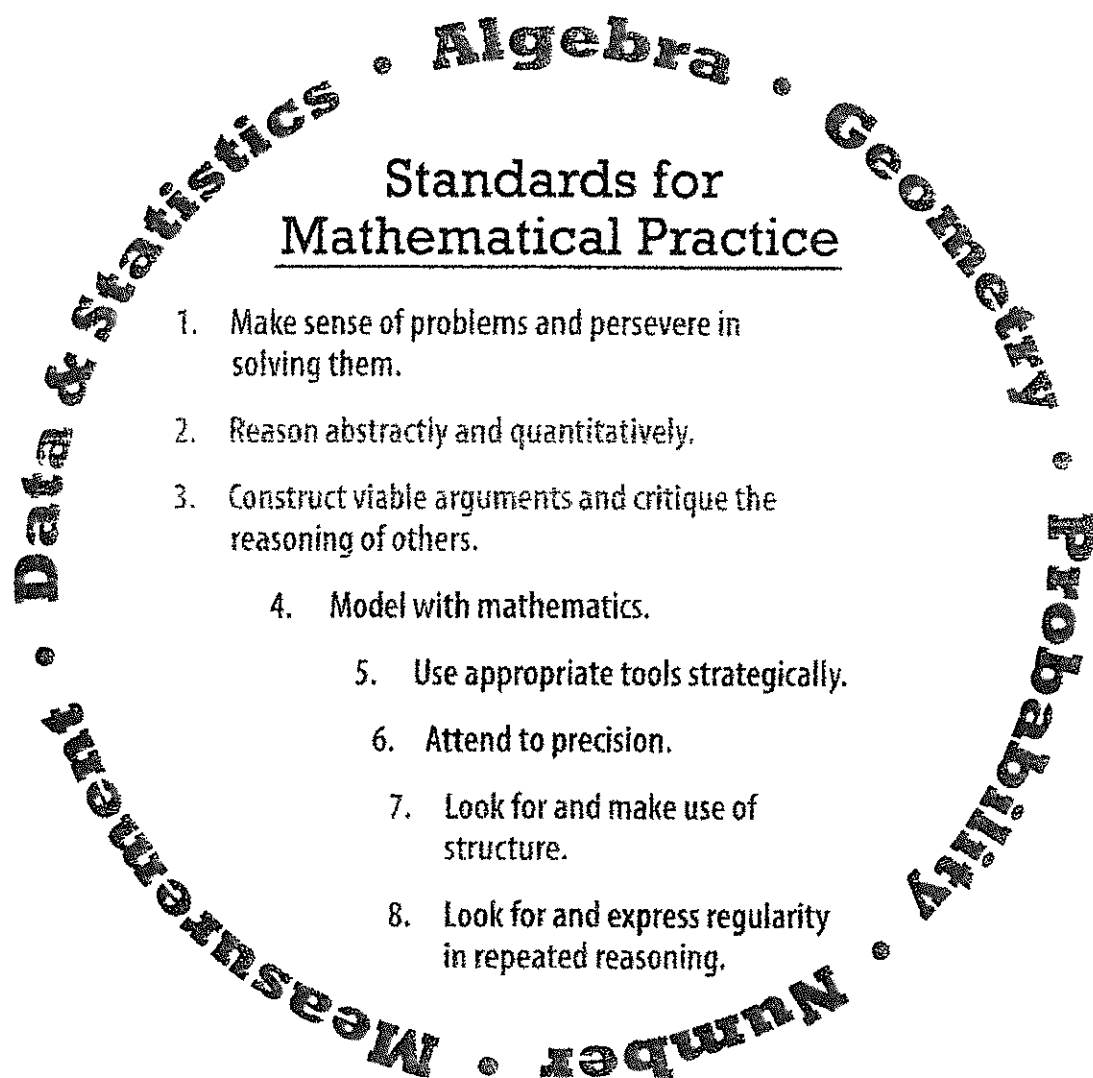
June 1, 2015

Training will be offered a few times throughout the summer and again right before school starts. This will allow teachers to become familiar with the curriculum over the summer.

**Your response does not establish approval of either a contract or a purchase order.**
Appropriate Leadership Signature_____Susan Valeu_____ Date_3-6-15_

# STANDARDS for MATHEMATICAL PRACTICE

The *Standards for Mathematical Practice* are central to the teaching and learning of mathematics. Together, the *Standards for Mathematical Content* and the *Standards for Mathematical Practice* describe the knowledge and skills that are exhibited by students who are mathematically proficient.

## Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reasoning of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

*Data & Statistics • Algebra • Geometry • Probability • Number • Measurement*

# Curriculum Selection Checklist

Educational Framework

- Aligns with the mission of the school district
- Meets the mission and vision of the special education department
- Meets state requirements for educational standards
- Outlines specific detail related to meeting the required educational standards

Equity

- Depicts a variety of races, sexes, religions, disabilities, exceptionalities, and ages as models for emulation for non-stereotyping
- Access to curriculum [using differentiated instruction, materials, & support] for students with mild, moderate, and severe/profound disabilities
- Uses age appropriate visuals

Research

- Research-based instructional methodologies are incorporated into the program
- Specific curriculum has research finding demonstrating targeted students' performance outcomes post implementation

Composition

- Are study, durable, and safe for students and faculty to use
- Offers a variety of quality illustrations, art work, and/or diagrams to help facilitate instruction
- Contains easy-to-follow page arrangement
- Are sized appropriately for storage, carrying, and use for instructors and students
- Have identified and met all copyright requirements
- Solution provides curriculum composition which includes technology as well as physical materials to help facilitate instruction with students

Use of Technology

- Outlines the use of student tools [including but not limited to assistive technology devices] to allow for access to instruction, classroom participation, and overall learning success
- Materials are provided to allow for use of classroom technology such as interactive whiteboards, tablets, computers and other solutions used to help with instruction

## Student Materials

- Are logically developed and organized
- Provides opportunities for broadening experiences, reinforcements, re-teaching, extension learning and enrichment where possible
- Materials are based on current research
- Provide for logical development of concepts with opportunities for seeing, doing, understanding, recognizing, and verifying (practice)
- Includes sufficient assessment for evaluating concepts mastery based on teacher-student IEP goals and educational outcomes
- Aligns with state, and national standards
- Addresses diverse student learning styles and needs
- Appeals to student interest and engagement

## Teacher Materials

- Provide durable, readable, practical, and concisely organized materials for preparation and implementation
- Includes teaching suggestions for introducing new concepts and additional instruction for reinforcement activities
- Includes a scope and sequence chart
- Outlines learning objectives within the program
- Includes ideas and suggestions/strategies to address a varying ability levels
- Provides opportunities for activities which involve parent/community
- Incorporates ways to use technology with the curricular solution [student specific technology / classroom technology]
- Provides strategies for assisting with assessment
- Easy to organize and have ready in the classroom

## Publisher

- Offers both onsite and webinar training
- Provides ongoing support post-implementation
- Provides an online additional resource section for teachers to build curriculum knowledge and capacity
- Provides information online to enhance the program and provide the latest research for student success
- Have representatives readily available and can provide support to teachers and specialists promptly
- Has provided instructional strategies to incorporate student tools and technology into the curriculum program
- Provides information on the website to demonstrate alignment with state and national standards

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 24, 2015

## WORKER'S COMPENSATION REAUTHORIZATION OF SELF-INSURANCE

On July 1, 2003, the District approved using Community Insurance Company for its Worker's Compensation program.  In order to establish the self-insured program a resolution was approved at the May 27, 2003 School Board Meeting, the May 23, 2006 School Board Meeting, the March 24, 2009 School Board Meeting, and again at the March 27, 2012 School Board Meeting.

The Wisconsin Administrative Code requires each political subdivision to re-authorize their self-insurer status once every three years.

Recommendation

Administration recommends that the School Board approve Resolution No. 310 (attached) to continue the Worker's Compensation Self-Insured Program.


Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Interim Chief Financial Officer

RESOLUTION NO. 310

## **RESOLUTION FOR REAUTHORIZATION OF SELF-INSURANCE**

March 24, 2015

*WHEREAS*, the Kenosha Unified School District is a qualified political subdivision of the State of Wisconsin; and

*WHEREAS*, the Wisconsin Worker's Compensation Act (Act) provides that employers covered by the Act either insure their liability with worker's compensation insurance carriers authorized to do business in Wisconsin, or to be exempted (self-insured) from insuring liabilities with a carrier and thereby assuming the responsibility for its own worker's compensation risk and payment; and

*WHEREAS*, the State and its political subdivisions may self-insure worker's compensation without a special order from the Department of Workforce Development (Department) if they agree to report faithfully all compensable injuries and agree to comply with the Act and rules of the Department; and

*WHEREAS*, the School Board may approve the continuation of a self-insured worker's compensation program; and

*NOW, THEREFORE, BE IT RESOLVED* that the School Board of Kenosha Unified School District does ordain as follows:

(1) Provide for the continuation of a self-insured worker's compensation program that is currently in effect.
(2) Authorize Jennifer Miller to forward certified copies of this resolution to the Worker's Compensation Division, Wisconsin Department of Workforce Development.

Dated: March 24, 2015


_____
President, Board of Education


_____
Clerk, Board of Education


_____
Superintendent of Schools

Kenosha Unified School District
Kenosha, Wisconsin

March 24, 2015

**Resolution 311 Providing for Appointment of a
Successor Trustee to the OPEB Trust**

Attached is school board resolution 311 to appoint a successor trustee to the Other Post-Employment Benefits Trust (OPEB Trust). When the Trust was originally established, Dr. Scott Pierce was designated as the initial trustee. Since his departure from the district, several successor trustees have followed including, Dr. Joseph Mangi, William Johnston, and most recently Dr. Michele Hancock. With Dr. Hancock's departure, the time has come for the Board of Education to appoint a new successor trustee to the OPEB Trust.

Recommendation

Administration requests that the Board of Education adopt resolution 311 appointing Tarik Hamdan as the successor trustee and authorize board officers and district administration to execute any and all documents relating this appointment.

Dr. Sue Savaglio-Jarvis                                  Tarik Hamdan
Superintendent of Schools                             Chief Financial Officer

**RESOLUTION 311 PROVIDING FOR APPOINTMENT OF A SUCCESSOR TRUSTEE TO THE TRUST ESTABLISHED FOR THE PURPOSE OF PROVIDING FOR THE PAYMENT OF POST-EMPLOYMENT BENEFITS**

WHEREAS, on June 28, 2005 and August 22, 2006, this School Board adopted resolutions authorizing the establishment of a trust (the "Trust") pursuant to a trust agreement and certain amendments thereto (the "Trust Agreement") for the payment of post-employment benefits to employees and former employees of the Kenosha School District No.1 (the "School District"); and

WHEREAS, R. Scott Pierce, in his capacity of Superintendent of the School District, was originally appointed by this School Board to serve and did serve as trustee of the Trust; and

WHEREAS, Joseph T. Mangi, in his capacity as Superintendent of the School District, was appointed by this School Board to serve and did serve as a successor trustee of the Trust; and

WHEREAS, William L. Johnston, in his capacity as Executive Director of Business Services for the School District, was appointed by this School Board to serve and did serve as a successor trustee of the Trust; and

WHEREAS, Michele Hancock, in her capacity as Superintendent of the School District, was appointed by this School Board to serve and did serve as a successor trustee of the Trust; and

WHEREAS, this School Board desires to appoint Tarik Hamdan, in his capacity as the Chief Financial Officer of the School District, as a successor trustee to Michele Hancock pursuant to the provisions of the Trust Agreement.

NOW, THEREFORE, BE IT RESOLVED by this School Board that:

1. Tarik Hamdan is hereby appointed to succeed Michele Hancock as a trustee of the Trust pursuant to Section 5.1 of the Trust Agreement.

2. Such appointment shall become effective upon execution of the document attached hereto as Exhibit A entitled "Appointment of Successor Trustee and Actions Related Thereto" (the "Appointment Document").

3. The School District President and Clerk (or, if either is absent or incapacitated, the Vice President) are hereby authorized to execute and deliver the Appointment Document and such other documents or instruments as necessary to carry out the intent of this resolution.

This resolution takes effect upon its adoption in the manner provided by law.

Adopted: March 24, 2015

(SEAL)

_____
School District Clerk

EXHIBIT A

KENOSHA UNIFIED SCHOOL
DISTRICT POST EMPLOYMENT
BENEFITS TRUST

APPOINTMENT OF SUCCESSOR TRUSTEE
AND ACTIONS RELATED THERETO

<u>Preamble</u>

The Kenosha School District No.1 (the "School District") has established a trust (the "Trust") pursuant to an amended and restated trust agreement originally dated as of August 22, 2006 and subsequently amended thereafter (the "Trust Agreement"). Michele Hancock, in her capacity as Superintendent of the School District, was appointed by the School Board of the School District to serve as a trustee of the Trust, but no longer qualifies to serve as a trustee due to her departure from her position in the School District. The School Board of the School District adopted a resolution on March 24, 2015 which provided for the appointment of Tarik Hamdan, the current Chief Financial Officer of the School District, as successor trustee to Michele Hancock. This instrument is intended to evidence the School District's acceptance of the resignation of Michele Hancock as trustee and the appointment of Tarik Hamdan as successor trustee and his acceptance thereof pursuant to the provisions of the Trust Agreement.

NOW, THEREFORE, the following actions are respectively taken, acknowledged and accepted by the undersigned:

1. Michele Hancock hereby resigns as a trustee of the Trust.

2. The School District hereby accepts the resignation of Michele Hancock as a trustee of the Trust.

3. The School District hereby appoints Tarik Hamdan to succeed Michele Hancock as a trustee of the Trust.

4. Tarik Hamdan hereby accepts his appointment as a trustee of the Trust.

All of the foregoing shall be effective as of March 24, 2015.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1(KUSD)


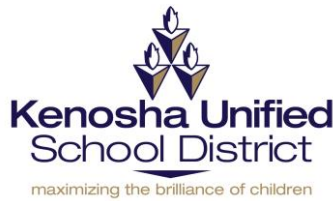By: _____          _____
    KUSD Board President                Michele Hancock


And: _____          _____
     KUSD Board Clerk                    Tarik Hamdan

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# 2015-17 Proposed State Budget

*WHEREAS*, investing in quality public education programs like Kenosha Unified School District produces a qualified and skilled workforce for Wisconsin; and

*WHEREAS*, public schools have been operating under revenue limits for over a decade; and

*WHEREAS*, Governor Walker's proposed 2015-17 budget includes no increase in revenue limits for neither the 2015-16 nor the 2016-17 school years; and

*WHEREAS*, Governor Walker's proposed budget includes a $150 decrease in per pupil aid for the 2015-16 school year; and

*WHEREAS*, this will result in a loss of more than $3.2 million for Kenosha Unified, making it extremely difficult to fund the 2015-16 school year; and

*WHEREAS*, the proposed budget also expands the voucher program which will further negatively impact funding for Kenosha Unified and other public schools across the state; and

*WHEREAS*, those who will suffer the most will be the students.

*NOW, THEREFORE*, be it resolved that the Kenosha Unified School District Board of Education calls upon our elected officials to support increased funding for public education in the proposed 2015-17 budget for the benefit of Wisconsin's future and all public school students.

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

_____                    _____
*President, Board of Education*                            *Superintendent of Schools*


_____
*Secretary, Board of Education*



*Members of the Board:*

_____                    _____

_____                    _____

_____                    _____


*Resolution 312*
*March 24, 2015*

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**Kenosha Unified School District**
*maximizing the brilliance of children*

March 24, 2015

## DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Tom Burke donated a Drench Shower and Eye/Face Wash Unit to Tremper High School. The value of this donation is $865.38.

2. Sign-A-Rama donated $312.00 to the LakeView Supermileage Vehicle Club.

3. Kenosha Area Family and Aging Services (KAFASI) donated 37 hats and 5 scarves to the students of Kenosha Unified School District.

Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 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. Sue Savaglio-Jarvis
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

March 24, 2015

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board
March-April**

## March

- March 10, 2015 – Standing Committee Meetings – 5:30 p.m. in ESC Board Room
- March 24, 2015 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room
- March 27, 2015 – Staff Workday – No school for students

## April

- April 3-12, 2015 – Spring Recess
- April 14, 2015 – Standing Committee Meetings – 5:30 P.M. in ESC Board Room
- April 27, 2015 – Organizational & Regular Board of Education Meetings – 6:30 P.M. in ESC Board Room

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