Kenosha Unified School District

MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

December 1, 2015

5:30 P.M. Audit/Budget/Finance

6:00 P.M. Personnel/Policy

6:20 P.M. Curriculum/Program

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

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Kenosha Unified School District

Standing Committee Meetings
December 1, 2015
Educational Support Center

I. **AUDIT/BUDGET/FINANCE - 5:30 P.M.**

A. Approval of Minutes - November 10, 2015 Audit/Budget/Finance 4

B. 2015-16 Budget Book (link to full document below)
Click Here

C. Information Item

1. Monthly Financial Statements 5

D. Future Agenda Items

1. Charter Funding Info Report - January

E. Adjournment

II. **PERSONNEL/POLICY- 6:00 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING**

A. Approval of Minutes - November 10, 2015 Personnel/Policy and November 10, 2015 Joint Personnel/Policy & Curriculum/Program 20

B. Policy 5240 - Accommodation of Private School, Tribal School, and Home-Based Private Educational Program Students 22

C. Policy 5260 - Open Enrollment - Full Time 30

D. Future Agenda Items

1. School Board Policies 1213 (Web Publication) and 4226 (Online Forum) - January
2. School Year 2016-17 Preliminary Enrollment Projections - February

E. Adjournment

III. **CURRICULUM/PROGRAM- 6:20 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING**

A. Approval of Minutes - November 10, 2015 Joint Personnel/Policy & Curriculum/Program and November 10, 2015 Curriculum/Program 35

B. New Course Proposal: Exploring Computer Science 38

C. New Course Proposal: English Language Development III 85

D. New Course Proposal: Spanish for Spanish Speakers II 100

E. Summer School 2015 Update and Summer School 2016 Program Recommendations 113

F. Future Agenda Items

1. Four-Year Graduation Rate (Cohort Analysis) School Year 2014-15 - January

G. Adjournment

PLEASE NOTE: The December 2015 Planning/Facilities/Equipment Committee meeting has been canceled

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

KENOSHA UNIFIED SCHOOL BOARD
AUDIT/BUDGET/FINANCE MEETING
Educational Support Center – Room 110
November 10, 2015
MINUTES

A meeting of the Kenosha Unified Audit/Budget/Finance Committee chaired by Mrs. Coleman was called to order at 5:30 P.M. with the following committee members present: Mr. Flood, Mr. Falkofske, Mr. Kent, Mrs. Dawson, Mr. Holdorf, Mr. Battle, Mr. Lawler, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Mr. Wade, Mr. Aceto, and Mr. Leipski were excused.

Approval of Minutes – October 13, 2015 Joint Audit/Budget/Finance and Personnel/Policy and October 13, 2015 Audit/Budget/Finance

Mr. Holdorf moved to approve the minutes as contained in the agenda. Mr. Falkofske seconded the motion. Unanimously approved.

Annual Financial Report for 2014-2015

Mr. Tarik Hamdan, Chief Financial Officer, and Mrs. Lisa Salo, Accounting Manager, distributed a copy of the Annual Financial Report and the Management Communications document. Mr. Hamdan introduced Mr. David Maccoux from Schenck, S.C. and he presented the Annual Financial Report and Management Communications document. He indicated that a general transportation aid reporting deficiency, a special education aid allowable costs deficiency, and a student activity fund deficiency were noted in the Management Communications document. Mr. Hamdan, Mrs. Salo, and Mr. Maccoux answered questions from committee members.

Informational Items

Mr. Hamdan presented the Monthly Financial Statements. He noted that the per pupil categorical aid payment was being delayed until July which will affect cash flow borrowing. Questions from Committee members were answered by Mr. Hamdan.

There were no questions on the Summary of Grant Activity report.

Future Agenda Items

Mrs. Coleman noted that the 2015-2016 Published Budget would be presented in December as noted on the agenda.

Mr. Flood inquired on the status of the update on charter school funding. Dr. Savaglio-Jarvis indicated that it would be presented in January.

Meeting adjourned at 5:52 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District
Kenosha, Wisconsin

December 1, 2015
Audit/Budget/Finance Standing Committee

Monthly Financial Statement Highlights (As of 10/31/2015)

As requested by committee members, the KUSD Finance Department is providing a brief cover report with notable highlights to accompany the standard monthly financial statements.

Revenues:

- General State Aid (Equalization Aid = $152.6 MM): Expected 14.5%, Actual 14.5%
- Categorical Aid ($150/pupil = $3.3 MM): Expected 0%, Actual 0%
- State High Poverty Aid ($1.49 MM): Expected 0%, Actual 0%
- Tax Levy Collections ($89.4 MM): Expected 0%, Actual 0%

Expenses (includes operating funds 10 and 27 only):

- Salaries
  - District Funded
    - Teachers (Budget $100,359,000): Expected 22%, Actual 22%
    - Administration (Budget $11,572,000): Expected 32%, Actual 32%
  - Grant Funded
    - Teachers (Budget $3,629,000): Expected 22%, Actual 19%
    - Administration (Budget $412,000): Expected 32%, Actual 42%
- Benefits
  - District Funded
    - Health (Budget $39,970,000): Expected 20%, Actual 20%
    - Dental (Budget $2,412,000): Expected 20%, Actual 23%
  - Grant Funded
    - Health (Budget $2,047,000): Expected 20%, Actual 18%
    - Dental (Budget $118,000: Expected 20%, Actual 18%

Notable Items:

- The $150/pupil Categorical Aid payment is being delayed for 2015-16 per WI Act 55. This aid amount was previously paid in March; it will be delayed until July.
- With the exception of grant fund administrative salaries, salaries and benefits are tracking consistent to expected values.
- Grant funded administrative salary variance has been traced to a pending budget adjustment to account for an administrative position being moved to the Tittle II-A grant.

Administrative Recommendation

Administration requests that the Audit/Budget/Finance Standing Committee review and accept the attached reports.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Kenosha Unified School District No 1

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 10/31/2015

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Fund 10 General Fund

	Source	2016 Budget	2016 Actual	2016 Balance	2016 % Rec	2015 Budget	2015 Actual	2015 Balance	2015 % Rec	2015 Fiscal
	Fund Balance - Beginning	42,222,192	42,222,192			36,805,631	36,805,631			
200	Local revenues	73,097,409	72,159,416	937,992	98.72	75,148,855	1,165,181	73,983,674	1.55	75,074,875
300	Interdistrict revenues	400,000	0	400,000	0.00	350,000	0	350,000	0.00	487,120
500	Intermediate revenues	0	0	0		35,383	128	35,254	0.36	21,478
600	State aid	159,554,962	22,235,203	137,319,759	13.94	157,603,981	21,617,751	135,986,230	13.72	157,625,534
700	Federal aid	11,373,939	21,458	11,352,481	0.19	12,881,356	43,848	12,837,508	0.34	11,151,377
800	Debt proceeds	0	54,686	-54,686		0	503	-503		185,463
900	Revenue adjustments	407,064	283,075	123,989	69.54	490,375	157,055	333,320	32.03	683,748
	Total Revenues	**244,833,374**	**94,753,838**	**150,079,535**	**38.70**	**246,509,950**	**22,984,467**	**223,525,483**	**9.32**	**245,229,596**

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	2015 Fiscal
100	Salaries	117,431,555	28,360,902		89,070,653	24.15	119,846,997	29,448,831		90,398,166	24.57	116,659,708
200	Benefits	59,575,108	12,300,243	5,100	47,269,764	20.66	57,897,804	11,728,621	2,523	46,166,660	20.26	56,583,847
300	Purchased Services	19,403,489	5,722,228	1,272,020	12,409,241	36.05	21,863,491	5,900,762	1,885,972	14,076,757	35.62	21,273,428
400	Supplies	10,050,359	3,559,029	576,017	5,915,313	41.14	11,039,404	5,151,883	760,252	5,127,269	53.55	10,471,201
500	Capital Outlay	1,710,449	586,887	131,083	992,479	41.98	2,274,185	904,647	88,688	1,280,850	43.68	1,896,499
600	Debt Services	265,115	36,141		228,974	13.63	326,676	81,983		244,693	25.10	197,742
700	Insurance	718,434	638,571		79,863	88.88	736,164	476,585		259,579	64.74	576,337
800	Operating Transfers Out	33,149,387	4,710,044		28,439,343	14.21	33,065,188	2,964,662		30,100,526	8.97	31,645,286
900	Other objects	2,982,113	117,066	4,251	2,860,796	4.07	679,052	117,188	4,379	557,485	17.90	508,899
	Total Expenditures	**245,286,009**	**56,031,112**	**1,988,470**	**187,266,427**	**23.65**	**247,728,961**	**56,775,160**	**2,741,814**	**188,211,986**	**24.03**	**239,812,946**
	Net Revenue/Expenses	**-452,636**	**38,722,726**				**-1,219,012**	**-33,790,694**				**5,416,650**
	Fund Balance - Ending	**41,769,557**	**80,944,919**				**35,586,620**	**3,014,937**				**42,222,282**

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 10/31/2015

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Fund 21 Special Revenue Trust

	Source	2016 Budget	2016 Actual	2016 Balance	2016 % Rec	2015 Budget	2015 Actual	2015 Balance	2015 % Rec	2015 Fiscal
	Fund Balance - Beginning	10,347	10,347			0	0			
200	Local revenues	0	2,972	-2,972		0	0	0		0
900	Revenue adjustments	101,032	92,246	8,787	91.30	0	0	0		10,347
	Total Revenues	**101,032**	**95,218**	**5,815**	**94.24**	**0**	**0**	**0**		**10,347**

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	2015 Fiscal
100	Salaries	0	0		0		0	0		0		0
200	Benefits	0	0		0		0	0		0		0
300	Purchased Services	0	0	3,600	-3,600		0	0		0		0
400	Supplies	101,032	5,444		95,588	5.39	0	0		0		0
	Total Expenditures	**101,032**	**5,444**	**3,600**	**91,988**	**8.95**	**0**	**0**		**0**		**0**
	Net Revenue/Expenses	**0**	**89,774**				**0**	**0**				**10,347**
	Fund Balance - Ending	**10,347**	**100,120**				**0**	**0**				**10,347**

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 10/31/2015

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Fund 25 Head Start

	Source	2016 Budget	2016 Actual	2016 Balance	2016 % Rec	2015 Budget	2015 Actual	2015 Balance	2015 % Rec	2015 Fiscal
	Fund Balance - Beginning	0	0			0	0			
700	Federal aid	1,987,371	0	1,987,371	0.00	1,989,486	206,585	1,782,901	10.38	1,934,953
	Total Revenues	**1,987,371**	**0**	**1,987,371**	**0.00**	**1,989,486**	**206,585**	**1,782,901**	**10.38**	**1,934,953**

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	2015 Fiscal
100	Salaries	1,066,240	228,244		837,996	21.41	1,013,920	259,635		754,285	25.61	1,015,137
200	Benefits	620,855	142,453		478,402	22.94	784,612	151,179		633,432	19.27	701,765
300	Purchased Services	170,874	8,258	1,563	161,052	5.75	138,198	15,992	49,070	73,136	47.08	169,762
400	Supplies	118,202	14,938	1,938	101,326	14.28	41,719	15,988	15	25,716	38.36	37,598
500	Capital Outlay	9,000	3,009		5,991	33.43	9,036	2,546		6,490	28.18	8,564
900	Other objects	2,201	0		2,201	0.00	2,001	150		1,851	7.49	2,126
	Total Expenditures	**1,987,371**	**396,902**	**3,501**	**1,586,968**	**20.15**	**1,989,486**	**445,490**	**49,085**	**1,494,911**	**24.86**	**1,934,953**
	Net Revenue/Expenses	**0**	**-396,902**				**0**	**-238,905**				**0**
	Fund Balance - Ending	**0**	**-396,902**				**0**	**-238,905**				**0**

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 10/31/2015

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Fund 27 Special Education

	Source	2016 Budget	2016 Actual	2016 Balance	2016 % Rec	2015 Budget	2015 Actual	2015 Balance	2015 % Rec	2015 Fiscal
	Fund Balance - Beginning	0	0			0	0			
100	Operating Transfers In	32,649,387	4,710,044	27,939,343	14.43	32,565,188	2,964,662	29,600,526	9.10	31,132,806
200	Local revenues	9,000	2,184	6,816	24.27	8,000	1,898	6,102	23.73	9,438
600	State aid	10,683,620	0	10,683,620	0.00	10,791,667	0	10,791,667	0.00	10,829,724
700	Federal aid	5,398,823	0	5,398,823	0.00	8,595,101	2,226	8,592,875	0.03	3,971,966
	Total Revenues	**48,740,830**	**4,712,228**	**44,028,602**	**9.67**	**51,959,956**	**2,968,786**	**48,991,170**	**5.71**	**45,943,934**

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	2015 Fiscal
100	Salaries	28,024,739	6,043,590		21,981,149	21.57	28,736,444	6,261,037		22,475,406	21.79	27,145,934
200	Benefits	16,171,599	3,133,616		13,037,983	19.38	15,963,373	2,965,855		12,997,517	18.58	15,203,429
300	Purchased Services	3,514,888	917,821	789,113	1,807,954	48.56	4,726,963	996,353	499,681	3,230,929	31.65	3,254,505
400	Supplies	1,001,905	91,275	26,786	883,843	11.78	1,941,438	81,252	18,356	1,841,830	5.13	313,271
500	Capital Outlay	0	1,865		-1,865		11,739	8,380	8,135	-4,776	140.68	22,302
900	Other objects	27,701	1,047	396	26,258	5.21	580,000	1,461	1,110	577,429	0.44	4,582
	Total Expenditures	**48,740,830**	**10,189,214**	**816,295**	**37,735,321**	**22.58**	**51,959,956**	**10,314,338**	**527,282**	**41,118,336**	**20.87**	**45,944,023**
	Net Revenue/Expenses	**0**	**-5,476,986**				**0**	**-7,345,552**				**-89**
	Fund Balance - Ending	**0**	**-5,476,986**				**0**	**-7,345,552**				**-89**

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 10/31/2015

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Fund 30-39 Debt Services Fund

		2016				2015				
	Source	**Budget**	**Actual**	**Balance**	**% Rec**	**Budget**	**Actual**	**Balance**	**% Rec**	**Fiscal**
	Fund Balance - Beginning	2,240,383	2,240,383			3,278,974	3,278,974			
100	Operating Transfers In	850,000	0	850,000	0.00	500,000	0	500,000	0.00	500,000
200	Local revenues	16,825,595	16,825,022	573	100.00	15,021,203	299	15,020,904	0.00	15,022,587
800	Debt proceeds	15,589,240	15,589,246	-6	100.00	0	0	0		0
900	Revenue adjustments	1,024,221	259,560	764,661	25.34	1,044,705	261,007	783,699	24.98	1,056,395
	Total Revenues	**34,289,056**	**32,673,829**	**1,615,228**	**95.29**	**16,565,909**	**261,306**	**16,304,603**	**1.58**	**16,578,982**

		2016					2015					
	Object	**Budget**	**Actual**	**Encumbered**	**Balance**	**% Used**	**Budget**	**Actual**	**Encumbered**	**Balance**	**% Used**	**Fiscal**
600	Debt Services	32,802,755	17,209,430		15,593,326	52.46	17,617,572	2,422,574		15,194,999	13.75	17,617,572
800	Operating Transfers Out	350,000	0		350,000	0.00	0	0		0		0
	Total Expenditures	**33,152,755**	**17,209,430**		**15,943,326**	**51.91**	**17,617,572**	**2,422,574**		**15,194,999**	**13.75**	**17,617,572**
	Net Revenue/Expenses	**1,136,301**	**15,464,399**				**-1,051,664**	**-2,161,268**				**-1,038,591**
	Fund Balance - Ending	**3,376,684**	**17,704,782**				**2,227,310**	**1,117,706**				**2,240,383**

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 10/31/2015

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Fund 40-49 Capital Project Fund

	Source	2016 Budget	2016 Actual	2016 Balance	2016 % Rec	2015 Budget	2015 Actual	2015 Balance	2015 % Rec	2015 Fiscal
	Fund Balance - Beginning	3,464,984	3,464,984			13,490,260	13,490,260			
200	Local revenues	17,700	22,048	-4,348	124.56	10,000	13,065	-3,065	130.65	25,572
800	Debt proceeds	16,700,000	16,700,000	0	100.00	0	0	0		0
900	Revenue adjustments	0	2,971	-2,971		0	0	0		98,625
	Total Revenues	**16,717,700**	**16,725,019**	**-7,319**	**100.04**	**10,000**	**13,065**	**-3,065**	**130.65**	**124,197**

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	2015 Fiscal
300	Purchased Services	8,115,823	3,744,154	396,731	3,974,938	51.02	12,735,000	4,201,768	1,448,981	7,084,251	44.37	10,146,227
400	Supplies	0	0		0		0	3,246		-3,246		3,246
	Total Expenditures	**8,115,823**	**3,744,154**	**396,731**	**3,974,938**	**51.02**	**12,735,000**	**4,205,014**	**1,448,981**	**7,081,004**	**44.40**	**10,149,474**
	Net Revenue/Expenses	**8,601,877**	**12,980,865**				**-12,725,000**	**-4,191,949**				**-10,025,276**
	Fund Balance - Ending	**12,066,861**	**16,445,849**				**765,260**	**9,298,311**				**3,464,984**

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 10/31/2015

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Fund 50 Food Service

	Source	2016 Budget	2016 Actual	2016 Balance	2016 % Rec	2015 Budget	2015 Actual	2015 Balance	2015 % Rec	2015 Fiscal
	Fund Balance - Beginning	2,579,425	2,579,425			2,763,872	2,763,872			
100	Operating Transfers In	0	0	0		0	0	0		12,480
200	Local revenues	2,647,201	481,017	2,166,184	18.17	2,647,964	501,468	2,146,496	18.94	1,943,626
600	State aid	140,000	0	140,000	0.00	140,000	0	140,000	0.00	138,075
700	Federal aid	5,734,547	38,746	5,695,801	0.68	5,731,383	54,287	5,677,096	0.95	6,372,775
900	Revenue adjustments	0	0	0		0	0	0		-144
	Total Revenues	**8,521,748**	**519,764**	**8,001,984**	**6.10**	**8,519,347**	**555,756**	**7,963,591**	**6.52**	**8,466,812**

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	2015 Fiscal
100	Salaries	2,131,945	480,277		1,651,667	22.53	2,132,708	508,790		1,623,917	23.86	2,173,138
200	Benefits	795,474	121,396		674,077	15.26	795,474	167,261		628,213	21.03	777,877
300	Purchased Services	268,275	168,837	271,090	-171,652	163.98	268,275	39,834	155,737	72,704	72.90	352,738
400	Supplies	5,101,944	769,031	2,962,777	1,370,136	73.14	5,098,780	787,774	3,700,067	610,938	88.02	4,428,091
500	Capital Outlay	104,000	15,389		88,611	14.80	104,000	675,201	6,365	-577,566	655.35	853,435
900	Other objects	120,111	1,913	0	118,198	1.59	120,111	11,009		109,102	9.17	65,980
	Total Expenditures	**8,521,748**	**1,556,843**	**3,233,867**	**3,731,038**	**56.22**	**8,519,347**	**2,189,869**	**3,862,169**	**2,467,309**	**71.04**	**8,651,260**
	Net Revenue/Expenses	**0**	**-1,037,080**				**0**	**-1,634,114**				**-184,447**
	Fund Balance - Ending	**2,579,425**	**1,542,345**				**2,763,872**	**1,129,759**				**2,579,425**

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 10/31/2015

Fund 60 Student Activity Fund

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	2015 Fiscal
300	Purchased Services	0	0		0		0	0		0		0
400	Supplies	0	-256,099	23,089	233,011		0	-314,451	36,277	278,174		0
900	Other objects	0	0		0		0	0		0		0
	Total Expenditures	**0**	**-256,099**	**23,089**	**233,011**		**0**	**-314,451**	**36,277**	**278,174**		**0**
	Net Revenue/Expenses	**0**	**256,099**				**0**	**314,451**				**0**
	Fund Balance - Ending	**0**	**256,099**				**0**	**314,451**				**0**

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 10/31/2015

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Fund 70-79 Trust Funds

	Source	2016 Budget	2016 Actual	2016 Balance	2016 % Rec	2015 Budget	2015 Actual	2015 Balance	2015 % Rec	2015 Fiscal
	Fund Balance - Beginning	14,666,883	14,666,883			11,691,917	11,691,917			
200	Local revenues	19,000	7,056	11,944	37.14	18,000	10,578	7,422	58.77	19,471
900	Revenue adjustments	9,981,000	96,976	9,884,024	0.97	10,025,000	0	10,025,000	0.00	11,957,160
	Total Revenues	**10,000,000**	**104,032**	**9,895,968**	**1.04**	**10,043,000**	**10,578**	**10,032,422**	**0.11**	**11,976,631**

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	2015 Fiscal
200	Benefits	0	2,293,867		-2,293,867		0	1,856,690	111,862	-1,968,551		0
300	Purchased Services	0	0		0		0	0		0		23,937
900	Other objects	9,500,000	0		9,500,000	0.00	9,500,000	0		9,500,000	0.00	8,978,386
	Total Expenditures	**9,500,000**	**2,293,867**		**7,206,133**	**24.15**	**9,500,000**	**1,856,690**	**111,862**	**7,531,449**	**20.72**	**9,002,323**
	Net Revenue/Expenses	**500,000**	**-2,189,835**				**543,000**	**-1,846,112**				**2,974,308**
	Fund Balance - Ending	**15,166,883**	**12,477,048**				**12,234,917**	**9,845,805**				**14,666,374**

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 10/31/2015

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Fund 81 Recreation Services Program

	Source	2016 Budget	2016 Actual	2016 Balance	2016 % Rec	2015 Budget	2015 Actual	2015 Balance	2015 % Rec	2015 Fiscal
	Fund Balance - Beginning	52,711	52,711			186,560	186,560			
200	Local revenues	550,000	514,050	35,950	93.46	420,000	16,687	403,313	3.97	418,279
	Total Revenues	**550,000**	**514,050**	**35,950**	**93.46**	**420,000**	**16,687**	**403,313**	**3.97**	**418,279**

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	2015 Fiscal
100	Salaries	312,039	100,818		211,221	32.31	312,039	104,751		207,289	33.57	293,869
200	Benefits	146,216	35,260		110,956	24.12	151,828	37,075		114,753	24.42	154,032
300	Purchased Services	53,200	7,985	9,728	35,487	33.29	51,360	10,220	8,395	32,745	36.24	55,224
400	Supplies	23,839	1,698	227	21,914	8.08	23,839	920	0	22,919	3.86	6,289
500	Capital Outlay	0	673	0	-673		1,840	0		1,840	0.00	40,862
900	Other objects	4,000	440	0	3,560	11.00	4,000	614	0	3,386	15.36	1,853
	Total Expenditures	**539,295**	**146,875**	**9,955**	**382,465**	**29.08**	**544,907**	**153,580**	**8,395**	**382,931**	**29.73**	**552,129**
	Net Revenue/Expenses	**10,705**	**367,175**				**-124,907**	**-136,893**				**-133,850**
	Fund Balance - Ending	**63,416**	**419,886**				**61,654**	**49,667**				**52,711**

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 10/31/2015

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Fund 82 Athletic Venues

	Source	2016 Budget	2016 Actual	2016 Balance	2016 % Rec	2015 Budget	2015 Actual	2015 Balance	2015 % Rec	2015 Fiscal
	Fund Balance - Beginning	0	0			5,059	5,059			
200	Local revenues	0	19,818	-19,818		29,125	13,642	15,483	46.84	28,378
	Total Revenues	**0**	**19,818**	**-19,818**		**29,125**	**13,642**	**15,483**	**46.84**	**28,378**

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	2015 Fiscal
100	Salaries	0	9,025		-9,025		10,000	8,147		1,853	81.47	11,628
200	Benefits	0	1,146		-1,146		0	466		-466		661
300	Purchased Services	0	2,069		-2,069		10,000	4,163		5,837	41.63	10,652
400	Supplies	0	0		0		380	1,333	0	-952	350.48	4,695
900	Other objects	0	0		0		0	0		0		5,802
	Total Expenditures	**0**	**12,240**		**-12,240**		**20,380**	**14,108**	**0**	**6,272**	**69.23**	**33,437**
	Net Revenue/Expenses	**0**	**7,578**				**8,745**	**-467**				**-5,059**
	Fund Balance - Ending	**0**	**7,578**				**13,804**	**4,592**				**0**

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 10/31/2015

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Fund 83 Community Services Program

	Source	2016 Budget	2016 Actual	2016 Balance	2016 % Rec	2015 Budget	2015 Actual	2015 Balance	2015 % Rec	2015 Fiscal
	Fund Balance - Beginning	2,275,477	2,275,477			1,768,941	1,768,941			
200	Local revenues	1,000,000	1,000,000	0	100.00	1,130,000	0	1,130,000	0.00	1,130,000
	Total Revenues	**1,000,000**	**1,000,000**	**0**	**100.00**	**1,130,000**	**0**	**1,130,000**	**0.00**	**1,130,000**

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	2015 Fiscal
100	Salaries	233,347	62,891		170,455	26.95	241,143	67,383		173,760	27.94	231,487
200	Benefits	90,406	20,463		69,943	22.63	67,808	16,538		51,269	24.39	75,284
300	Purchased Services	281,312	6,780	210,300	64,232	77.17	280,289	4,850	103	275,336	1.77	279,583
400	Supplies	35,274	13,370	11,960	9,945	71.81	38,220	9,246	15,456	13,517	64.63	31,822
500	Capital Outlay	396,932	0		396,932	0.00	396,932	0		396,932	0.00	0
900	Other objects	0	0		0		0	0		0		5,288
	Total Expenditures	**1,037,271**	**103,504**	**222,260**	**711,508**	**31.41**	**1,024,392**	**98,018**	**15,559**	**910,814**	**11.09**	**623,464**
	Net Revenue/Expenses	**-37,271**	**896,496**				**105,608**	**-98,018**				**506,536**
	Fund Balance - Ending	**2,238,206**	**3,171,973**				**1,874,549**	**1,670,923**				**2,275,477**

Budget to Actual Comparison Report by Fund Groups

2015 - 2016 Fund Summary Budget

For the Period Ended 10/31/2015

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Fund 85 CLC After School Program

	Source	2016 Budget	2016 Actual	2016 Balance	2016 % Rec	2015 Budget	2015 Actual	2015 Balance	2015 % Rec	2015 Fiscal
	Fund Balance - Beginning	40,660	40,660			72,465	72,465			
500	Intermediate revenues	0	0	0		0	350	-350		350
	Total Revenues	**0**	**0**	**0**		**0**	**350**	**-350**		**350**

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	2015 Fiscal
300	Purchased Services	35,000	0		35,000	0.00	16,400	0		16,400	0.00	32,154
	Total Expenditures	**35,000**	**0**		**35,000**	**0.00**	**16,400**	**0**		**16,400**	**0.00**	**32,154**
	Net Revenue/Expenses	**-35,000**	**0**				**-16,400**	**350**				**-31,804**
	Fund Balance - Ending	**5,660**	**40,660**				**56,065**	**72,814**				**40,660**

Kenosha Unified School District No 1

Budget to Actual Comparison Report

2015 - 2016 District Summary Budget

For the Period Ended 10/31/2015

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All Funds

	Source	2016 Budget	2016 Actual	2016 Balance	2016 % Rec	2015 Budget	2015 Actual	2015 Balance	2015 % Rec	Fiscal
	Fund Balance - Beginning	67,553,063	67,553,063			70,063,679	70,063,679			
100	Operating Transfers In	33,499,387	4,710,044	28,789,343	14.06	33,065,188	2,964,662	30,100,526	8.97	31,645,286
200	Local revenues	94,165,905	91,033,583	3,132,321	96.67	94,433,147	1,722,819	92,710,329	1.82	93,672,227
300	Interdistrict revenues	400,000	0	400,000	0.00	350,000	0	350,000	0.00	487,120
500	Intermediate revenues	0	0	0		35,383	478	34,905	1.35	21,828
600	State aid	170,378,582	22,235,203	148,143,379	13.05	168,535,648	21,617,751	146,917,897	12.83	168,593,333
700	Federal aid	24,494,680	60,204	24,434,476	0.25	29,197,326	306,947	28,890,379	1.05	23,431,072
800	Debt proceeds	32,289,240	32,343,932	-54,692	100.17	0	503	-503		185,463
900	Revenue adjustments	11,513,317	734,829	10,778,489	6.38	11,560,081	418,062	11,142,018	3.62	13,806,130
	Total Revenues	**366,741,111**	**151,117,795**	**215,623,316**	**41.21**	**337,176,773**	**27,031,222**	**310,145,551**	**8.02**	**331,842,459**

	Object	2016 Budget	2016 Actual	2016 Encumbered	2016 Balance	2016 % Used	2015 Budget	2015 Actual	2015 Encumbered	2015 Balance	2015 % Used	Fiscal
100	Salaries	149,199,864	35,285,748		113,914,116	23.65	152,293,251	36,658,574		115,634,678	24.07	147,530,900
200	Benefits	77,399,658	18,048,445	5,100	59,346,113	23.33	75,660,897	16,923,685	114,385	58,622,827	22.52	73,496,896
300	Purchased Services	31,842,861	10,578,132	2,954,146	18,310,584	42.50	40,089,976	11,173,942	4,047,939	24,868,095	37.97	35,598,210
400	Supplies	16,432,555	4,198,686	3,602,793	8,631,076	47.48	18,183,780	5,737,192	4,530,422	7,916,166	56.47	15,296,213
500	Capital Outlay	2,220,381	607,824	131,083	1,481,475	33.28	2,797,732	1,590,774	103,188	1,103,770	60.55	2,821,663
600	Debt Services	33,067,870	17,245,571		15,822,299	52.15	17,944,248	2,504,556		15,439,692	13.96	17,815,314
700	Insurance	718,434	638,571		79,863	88.88	736,164	476,585		259,579	64.74	576,337
800	Operating Transfers Out	33,499,387	4,710,044		28,789,343	14.06	33,065,188	2,964,662		30,100,526	8.97	31,645,286
900	Other objects	12,636,126	120,466	4,647	12,511,013	0.99	10,885,164	130,421	5,489	10,749,254	1.25	9,572,917
	Total Expenditures	**357,017,136**	**91,433,486**	**6,697,768**	**258,885,882**	**27.49**	**351,656,401**	**78,160,392**	**8,801,423**	**264,694,586**	**24.73**	**334,353,734**
	Net Revenue/Expenses	**9,723,976**	**59,684,309**				**-14,479,629**	**-51,129,170**				**-2,511,275**
	Fund Balance - Ending	**77,277,038**	**127,237,372**				**55,584,051**	**18,934,509**				**67,552,554**

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KENOSHA UNIFIED SCHOOL BOARD
PERSONNEL/POLICY MEETING
Educational Support Center – Room 110
November 10, 2015
MINUTES

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mr. Kunich was called to order at 5:56 P.M. with the following committee members present: Mrs. Snyder, Ms. Stevens, Mrs. Gentner, Mrs. Hamilton, Mrs. Stephens, Mr. Jenewein, and Mr. Kunich. Dr. Savaglio-Jarvis was also present. Mr. Moore was excused. Mrs. Dahl was absent.

Approval of Minutes – October 13, 2015 Personnel/Policy and October 13, 2015 Joint Audit/Budget/Finance and Personnel/Policy

Ms. Stevens moved to approve the minutes as contained in the agenda. Mrs. Stephens seconded the motion. Unanimously approved.

Information Item

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

Future Agenda Items

Dr. Savaglio-Jarvis noted that the Home School Participation in Extra-Curricular Activities report would be presented in December, Policies 1213 – Web Publication and 4226 – Online Forum would be presented in January, and School Year 2016-2017 Preliminary Enrollment Projections would be presented in February.

Ms. Stevens moved to adjourn the meeting. Mrs. Snyder seconded the motion. Unanimously approved.

Meeting adjourned at 5:58 P.M.

Stacy Schroeder Busby
School Board Secretary

KENOSHA UNIFIED SCHOOL BOARD
JOINT PERSONNEL/POLICY AND
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
November 10, 2015
MINUTES

A joint meeting of the Kenosha Unified Personnel/Policy and Curriculum/Program Committees chaired by Mr. Kunich was called to order at 6:01 P.M. with the following committee members present: Mrs. Snyder, Ms. Stevens, Mrs. Gentner, Mrs. Hamilton, Mrs. Stephens, Mr. Jenewein, Mrs. Karabetsos, Mrs. Santoro, Mrs. Nielsen, Ms. Riese, Mr. Wojciechowicz, and Mr. Kunich. Dr. Savaglio-Jarvis was also present. Mrs. Wickersheim and Mrs. Dahl arrived later. Mr. Moore, Mr. Wade, and Mrs. GroveMarqui were excused.

Policy 6300 – Curriculum Development and Improvement and Policy 6610 – Selection of Instructional Materials

Mrs. Julie Housaman, Assistant Superintendent of Teaching and Learning, explained that it is critical that teachers are provided the support, training, and instructional resources to successfully implement district curriculum in all content areas. A systematic process is essential to evaluate, develop, and implement all curriculum in a manner that allocates district resources effectively. Therefore, Policy 6300 – Curriculum Development and Improvement and Policy 6610 – Selection of Instructional Materials were being updated to include a systematic curriculum development cycle and a seven-year curriculum review cycle.

Mrs. Wickersheim arrived at 6:03 P.M. and Mrs. Dahl arrived at 6:08 P.M.

Mrs. Housaman; Mr. Che Kirby, Coordinator of Educator Effectiveness and Social Studies; Mrs. Jennifer Lawler, Coordinator of Mathematics; Mrs. Susan Mirsky, Coordinator of English/Language Arts; Mrs. Christine Pratt, Coordinator of Science; and Mrs. Sarah Smith, Coordinator of Language Acquisition, gave a PowerPoint presentation entitled Curriculum Development and Material Selection Process which covered the following topics: background, policy 6300 – curriculum development and improvement, policy 6610 – selection of instructional materials, 2015-2016 instructional materials selection, annual budget allocation, and curriculum review process.

Ms. Stevens moved to forward Policy 6300 – Curriculum Development and Improvement and Policy 6610 – Selection of Instructional Materials to the full Board for approval. Mrs. Dahl seconded the motion. Unanimously approved.

Future Agenda Items

There were no future agenda items noted.

Ms. Stevens moved to adjourn the meeting. Mrs. Stephens seconded the motion. Unanimously approved.

Meeting adjourned at 6:34 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin

December 1, 2015
Personnel/Policy Committee Meeting

POLICY 5240—ACCOMMODATION OF PRIVATE SCHOOL, TRIBAL SCHOOL, AND HOME-BASED PRIVATE EDUCATIONAL PROGRAM STUDENTS

Policy Development

The Kenosha Unified School District strives to be a leading district in the state and with that adjusts practices and policies in accordance to state law. On July 12, 2015, the Wisconsin State Legislature enacted Wisconsin Act 55. Within Act 55 was an item that created opportunity for resident students in public school districts who are enrolled in a private home-based education program to participate in public school district athletic and extracurricular programs. This act mandates that school districts allow home-schooled students to participate in interscholastic athletics and extra-curricular activities "on the same basis and to the same extent" as district enrolled students.

Wisconsin Act 55 has driven public school districts across Wisconsin to review existing policies and adopt new policies in order to maintain compliance as a district as well as provide opportunities for home-schooled students in their district. It is important to recognize and reiterate that participation in interscholastic sports and extra-curricular activities is a privilege and not a right. For this reason, every school district has the ability to apply reasonable policies and set reasonable expectations for all participants who are enrolled or home schooled.

Kenosha Unified School District Policy 5240 has been updated to address the compliance requirements identified in Act 55 (Appendix A). An Application for Participation in Interscholastic Athletics or Extracurricular Activities for Home-Based Private Education Students is included in Policy 5240 and identified as Rule 5240.1. This form will assist designees in confirming that home-based private education students are indeed residents in the district, meet academic requirements, and meet attendance requirements. Additionally, all home-schooled students will be required to complete and turn in all other forms required for public school students to participate in interscholastic sports or extra-curricular activities. Examples of these forms include: Physical Examination Form, Activities Code of Conduct Form, Risk of Injury Form, etc. Home-based private education students are required to remit the same fees as mandated for students enrolled in district schools participating in interscholastic sports or extra-curricular activities.

Administrative Recommendation

Administration recommends that the Personnel/Policy Standing Committee forward the revised Kenosha Unified School District Policy and Rule 5240 to the Board of Education for approval as a first reading at the December 15, 2015, meeting followed by a second reading on January 26, 2016.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Assistant Superintendent of Teaching and Learning

Mr. Steven Knecht
Coordinator of Athletics/Physical Education

POLICY 5240
ACCOMMODATION OF PRIVATE SCHOOL AND
HOME BASED EDUCATIONAL PROGRAM STUDENTS

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

LEGAL REF.: Wisconsin Statutes

Sections	115.001(3g)	Home-based private educational program definition
	115.001(3r)	Private school definition
	~~115.001(3r)~~	~~Private school definition~~
	118.133	**Participation in interscholastic athletics and extracurricular activities**
	118.145(3)	Private school and home-based student enrollment in high school courses
	118.15(4)	Home based private educational program as alternative to public or private school enrollment
	~~118.53~~ **118.153**	Attendance by pupils enrolled in a home-based private educational program
	118.167	**Private school determination by state superintendent**
	120.13	Broad board power to do all things reasonable to promote education of students
	121.004(2)	Inclusion of private and home-based educational program students in membership report for state aid purposes
	121.004(7)(em)	Inclusion of pupils attending school outside or in his or her district shall be counted accordingly

CROSS REF.: 5200 School Admissions

AFFIRMED: December 28, 1990

REVISED: January 27, 1998
March 25, 2014
January 26, 2016

RULE 5240
ACCOMMODATING PRIVATE SCHOOL AND
HOME BASED EDUCATIONAL PROGRAM STUDENTS

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

1. Provide assistance and information to parents/guardians who seek information on alternative educational programs, including private schools and home-based educational programs.

2. Allow a student enrolled in a private school or home based educational program tribal school to enroll in not more than two courses during the each school semester in a District high school provided the following conditions are met~~.~~:

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

~~Home based/Homeschool Student:~~
~~1. the resident/non-resident homeschool student is eligible for admission at any grade, and~~
~~2. the resident/non-resident homeschool student meets the minimum standards for each course, and~~
~~3. there is sufficient space in the classroom.~~

A. The student is eligible for high school admission,
B. The student resides in the Kenosha Unified School District, and
C. There is sufficient space in the classroom.

3. ~~Accommodate other requests from students~~ **Allow a student** enrolled in a ~~private school or~~ home-based **private** educational program to enroll in ~~a class or co-curricular activity in the District where space is available and the District would not incur any additional cost due to such accommodation. The rules of the Wisconsin Interscholastic Athletic Association (WIAA) and other co-curricular activity regulatory entities will be followed where applicable when making decisions regarding student enrollment in a co-curricular activity.~~ **not more than two courses during each school semester in a district school provided the following conditions are met:**

A. The student is eligible for admission, and
B. There is sufficient space in the classroom.

4. **Allow a student who resides in the district and is enrolled in a home-based private educational program to participate in interscholastic athletics and/or extracurricular activities in the district on the same basis and to the same extent that it permits students enrolled in the district to participate. The rules of the Wisconsin Interscholastic Athletic Association (WIAA) and other cocurricular activity regulatory entities will be followed where applicable when making decisions regarding student participation in a cocurricular in interscholastic athletics and other cocurricular activities. Upon request, the home-based educational program in which the student is enrolled shall provide the district with a written statement that the student meets the district's requirements for participation in interscholastic athletics based on age and academic disciplinary records.**

5. Determine grade ~~and/or class~~ placement for students **and number of credits for courses completed** who transfer into a District school from a private school, **tribal school** or home-based **private** educational program primarily based on the student's mastery of the District's subject matter content standards. The school principal/designee shall evaluate the student's records to determine the amount of credit that will be granted for the alternative education experience. Evaluative criteria may include but is not limited to: grade transcripts, progress reports, portfolios of completed work, curriculum reviews, recommendations and assessments administered by the receiving school.

APPENDIX B

APPLICATION FOR PARTICIPATION IN INTERSCHOLASTIC ATHLETICS OR EXTRA-CURRICULAR ACTIVITIES FOR HOME-BASED PRIVATE EDUCATION STUDENTS

Per Wisconsin Statute 118.133 students who reside in the school district and are enrolled in a home-based private educational program may participate in interscholastic athletics and/or extra-curricular activities in the school district on the same basis and to the same extent that it permits pupils enrolled in the school district to participate.

An application must be completed each year prior to the start of the first activity/practice of the school year.

Student Legal Name: _____ _____ _____
(from birth certificate) Last First Middle

Birthdate: _____ ☐ I acknowledge that my child is under the age of 19 as of August 1of the school year.
MMDDYY

Student Gender: ☐ Male ☐ Female Student Grade Entering: _____ School Year: _____

Has student ever attended Kenosha Unified School District? ☐ Yes ☐ No If yes, what year(s)? _____

Home-Based Registration/ PI-1206 Report Completed Date: _____

Has student ever attended any public/private school? ☐ Yes ☐ No If yes, please complete the following:

School: _____ Street Address: _____

City/State: _____ Dates: _____

Home High School: ☐ Bradford ☐ Indian Trail ☐ Tremper

Optional Information:

Mailing Address: _____

E-mail Address: _____

Home Phone Number: _____ Cell Phone Number: _____

Work Phone Number: _____

Demographics:

Race—check any that apply.
☐ American Indian/Alaska Native ☐ Asian ☐ Black/African American ☐ Hispanic/Latino ☐ Native Hawaiian/Other Pacific Islander ☐ White

☐ I acknowledge that I am the legal parent/guardian of the above-listed student and that all required information, including the information as listed on the back side of this document is correct and verified by me. I understand I am required to notify the Kenosha Unified School District immediately regarding any changes to this information. I am requesting that my child be considered for inclusion in athletic and/or extra-curricular activities at his/her home high school in our resident district. I understand that if/when my child makes the roster for the athletic or extracurricular activity, I am responsible for any fees associated with the athletic or extra-curricular activity that are charged to enrolled students in the district. I understand that I need to complete all required eligibility documents and that my student must have a physical exam completed (athletics only) prior to my student being afforded the opportunity to compete or perform in an official contest/performance.

Parent/Guardian Legal Name (please print): _____ _____ _____
Last First MI

Parent/Guardian Signature: _____

Discipline Eligibility—I have read the Kenosha Unified School District's Cocurricular Code and acknowledge the following (check one):

☐ There are no discipline issues as outlined in the cocurricular code that would lead to a restriction of my child's eligibility.

☐ There are discipline issues as outlined in the cocurricular code that could lead to a restriction of my child's eligibility. I will work with the athletic director to work through the appropriate discipline process.

Academic Eligibility—Per Wisconsin Statute 118.165(1)(d) home-based private education students must be participating in a program that provides a sequentially progressive curriculum of fundamental instruction in subjects listed below. The Kenosha Unified School District's Cocurricular Code requires a student to be passing all courses in order to participate in athletics or extracurricular activities. I understand I will need to provide this information to my school's athletic director at the end of each grading period regardless of whether or not my child is currently active in an athletic or extra-curricular activity. Quarter and midterm grade reports will also be required for actively participating students.

To determine academic eligibility fill in the grade received by student—A, B, C, D, or F—or pass/fail if letter grades are not applicable**.**

SUBJECT	NINTH GRADE Sem. 1	NINTH GRADE Sem. 2	TENTH GRADE Sem. 1	TENTH GRADE Sem. 2	ELEVENTH GRADE Sem. 1	ELEVENTH GRADE Sem. 2	TWELFTH GRADE Sem. 1	TWELFTH GRADE Sem. 2
Reading								
Language Arts								
Mathematics								
Social Studies								
Science								
Health								
Elective								

Attendance Eligibility—I have read the Kenosha Unified School District's Cocurricular Code and acknowledge all of the following (check all):

☐ My child has not previously attended high school in a setting other than home schooling. If my child has previously attended high school in a setting other than home schooling, I have verified with the athletic director of the school we are applying to attend that my child is eligible for competition.

☐ My child has resided at the home address as listed on this application for the entirety of my child's high school career. If my child has not resided at the home address as listed on this application for the entirety of my child's high school career, I have verified with the athletic director of the school we are applying to attend that my child is eligible for competition.

☐ Per the Cocurricular Code I confirm that my child will attended class the entire school day for every day that my child is participating in practice, competition**,** or attending a cocurricular

activity. I understand that if my child is not in attendance for instruction**,** my child is not eligible to participate in practice, competition**,** or activity for that day. I understand that if my child will be absent**,** a contact to the advisor/coach of the activity will be made prior to the practice, competition**,** or activity for safety reasons. I will provide written documentation verifying proof of attendance for specific date(s) if requested.

TO BE COMPLETED BY DISTRICT PERSONNEL

Proof of Address Received: _____ (Attach a copy of proof of address with original of this document**.**)
Date

Home-Based Registration/
Parent Picture Identification Verified: _____ PI-1206 Report Verified: _____
Date Date

DO NOT ASK FOR COPY OF PI-1206 FROM PARENT. Request copy from Information and Accountability, and attach**.**

Documents Verified By: _____
Name of District Employee

The Kenosha Unified School District's Cocurricular Code guides participation in all Kenosha Unified School District interscholastic athletics or extra-curricular activities.

KENOSHA UNIFIED SCHOOL DISTRICT

December 1, 2015
Personnel/Policy Standing Committee

Policy 5260 –Open Enrollment - Full Time

Policy 5260 – Open Enrollment - Full Time addresses the state mandate of providing open enrollment opportunities to nonresident students. Currently, the Wisconsin Department of Public Instruction requires non-resident districts to designate regular and special education spaces at the January school board meeting. A recent legislative change due to the Wisconsin Biennial Budget (2015 Act 55) requires that public school districts must update their local Open Enrollment Policy. Moving forward, application processing, aid transfer, and calculating services for students with special needs who are enrolled through the open enrollment process or identified as a tuition waiver will be handled differently. The Department of Public Instruction (DPI) has provided some guidance which is outlined below, along with an impact statement of how these changes may affect KUSD.

Ability to Deny Applications:

- Historical: A resident school district had the ability to deny an application approved by a non-resident school district if the resident district was able to show that the transfer would cause an undue financial burden. Scenario: a resident KUSD student with disabilities applies to attend Racine. Racine accepts. The student has existing documentation in their Individualized Educational Plan (IEP) for Autism. Racine informs KUSD that the special educational cost estimate would be $54,000 annually. KUSD has multiple options to service this student at a number of schools without adding any additional cost.
- New Regulation: Starting in 2016-17, no resident district may deny an application based on undue financial burden.
- KUSD Impact: This would have the potential to cause non-resident districts to incur additional costs for special needs services. If the pupil's costs of special education and related services are significantly more, the nonresident district may be able to claim High Cost Special Education Aid from the state.

Transfer Amount:

- Historical: Previously, all Open Enrollment (OE) students provided about 2/3 of the per pupil amount to the non-resident district. The basic open enrollment transfer amount for 2015-16 is $6,639.
- New Regulation: The OE transfer amount for pupils with disabilities will be set to $12,000 beginning with the 2016-17 school year. This transfer amount is paid directly from DPI to the non-resident district. This amount is a general school aid cost, not a tuition payment for specific costs. All related costs for services are the responsibility of the nonresident district.
- KUSD Impact: As a resident district, KUSD will lose almost twice the amount for the transfer to a non-resident district. This is effective for any new and existing situations.

According to DPI these changes will require school boards to update their open enrollment policies. These updates must be completed before the first day of the regular application period to which the policy will first apply. Therefore, changes related to Act 55 that will apply to the 2016-17 school year must be completed before February 1, 2016.

Administrative Recommendation:

Administration recommends that the Personnel/Policy Standing Committee forward the proposed revisions to Policy and Rule 5260 – Open Enrollment - Full Time to the Board of Education for approval as a first reading at the December 15, 2015, regular school board meeting and a second reading at the January 26, 2016 regular school board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kristopher Keckler
Executive Director of Information & Accountability

Sue Valeri
Director of Special Education

POLICY 5260
OPEN ENROLLMENT – FULL TIME

Nonresident Students Attending School in the District

A nonresident student residing within the State of Wisconsin may apply for full-time enrollment in a Kenosha Unified School District school under the public school open enrollment program in accordance with state law and established procedures. The district shall use the following criteria when accepting or rejecting a nonresident student's application for full-time enrollment:

1. The district shall consider the availability of space in the schools and classrooms within the district, student-teacher ratios including educational assistant ratios, and enrollment projections. Space availability decisions shall be made in accordance with district policies and procedures.

2. The district shall not enroll a student if that student was habitually truant during any semester of attendance from the nonresident school district in the current or previous school year.

3. The district shall not enroll a student during the term of the student's expulsion from another school district. Further, the district shall not enroll a student who has been expelled from another district during the preceding two school years or has disciplinary proceedings pending for endangering the health, safety, or property of others, conveying or causing to be conveyed any threat made to destroy any school property by means of explosives, or possessing a dangerous weapon while at school or under the supervision of a school authority. If any of these disciplinary actions occur after initial acceptance of the student and prior to the beginning of the school year in which the student first enrolls in the Kenosha Unified School District, the student's enrollment shall be denied.

4. A student with special education needs will be considered for enrollment only if the special education program or services described in the student's individual educational program (IEP) are currently available in the district and there is space available in the required program. When determining space availability, consideration shall be given to class size limits, teacher-student ratios and enrollment projections. If a nonresident student's IEP changes after the student begins attending school in the Kenosha Unified School district and the special education program or services required by the IEP are not available in the district or there is no space available in the special education program identified in the IEP, the district shall deny the student's continued enrollment in the district.

5. A student who has been screened for possible disability and need for special education by the student's resident district or who has been identified or reported as a student with a disability and need for special education, but not yet evaluated by an IEP Team in the resident district, shall be considered for enrollment only after the student's resident district completes the evaluation process. Upon completion of the IEP Team evaluation process, the district shall consider the open enrollment application as per item (4) above.

The Kenosha Unified School District shall give preference in accepting full-time open enrollment applications to the siblings of nonresident students already attending school in the district. If the district receives more nonresident student applications for a particular grade, program or school than there are available spaces, students will be accepted for enrollment on a random basis.

Once accepted for enrollment, the district shall assign the nonresident student to a school or program in accordance with district policies and procedures. The district shall give preference in attendance at a school, program, class or grade to resident students who live outside the school's attendance area.

Nonresident open enrollment students will not be required to reapply more than once, except:

- All nonresident open enrollment students attending elementary school in the District shall be required to reapply for enrollment prior to admission to middle school.
- All nonresident open enrollment students who come into the district on open enrollment at the middle school level will need to reapply for open enrollment at the high school level.

Student transportation shall be the responsibility of the student's parent(s)/guardian(s) or the adult student except as otherwise required by law.

Nonresident open enrollment students attending a school or program in the district have all the rights and privileges of resident students and are subject to the same rules and regulations as resident students.

Nonresident open enrollment students may have their enrollment terminated due to habitual truancy. The definitions and notifications for open enrolled habitual truant students will be consistent with those of resident students (KUSD Policy 5310). The resident school district of open enrolled students will also receive these notifications.

Nonresident students that attend a school that does not offer WIAA athletics will be assigned, on a lottery basis, a WIAA-eligible school for sports, extra-curricular activities and fine arts.

The school board shall guarantee open enrollment approval to currently attending Kenosha Unified pupils who submit a completed open enrollment application. Currently attending pupils will not impact the open enrollment space allocations approved by the board.

Resident Students Attending School Outside of the District

~~Except as otherwise provided, a~~**A**ny student residing in the Kenosha Unified School District shall be allowed to attend public school in another district on a full-time basis if the student has filed the appropriate application with that school district and has been accepted for enrollment. ~~The district shall deny a student's enrollment in another district only under the following conditions:~~

~~1. The district shall deny a student from attending school in another district, or continuing to attend school in another district, if the costs of special education services required in the student's IEP would place an undue financial burden on the district. The Kenosha Unified School District will provide an appropriate educational program to meet the student's needs in such cases.~~

The student's parent(s)/guardian(s) or the adult student shall be responsible for providing student transportation to and from the nonresident district.

A resident student attending school outside the district under open enrollment may not be allowed to take courses or participate in extra curricular activities in the resident district.

LEGAL REF.: Wisconsin Statutes
Sections 118.13 (Student discrimination prohibited)
118.15 (Compulsory school attendance)
118.16 (School attendance enforcement)
118.51 (Full-time open enrollment)
121.84 (Tuition Waiver)
Chapter 115, Subchapter V (Special education program requirements)

CROSS REF.: 4351.1 Teaching Load
5110 Equal Educational Opportunities
5120 Student Enrollment Reporting
5200 School Admissions
5210 Entrance Age
5220 Nonresident Students (Excluding Open Enrollment)
5250 Emancipated Minors
5270 Open Enrollment – Part Time
5310 Student Attendance
5320 School Attendance Areas
5330 Assignment of Students to Schools
Program and Procedure Manual for Special Education and Student Support

AFFIRMED: January 27, 1998
May 27, 2008
January 25, 2011
February 28, 2013
January 27, 2015

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KENOSHA UNIFIED SCHOOL BOARD
JOINT PERSONNEL/POLICY AND
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
November 10, 2015
MINUTES

A joint meeting of the Kenosha Unified Personnel/Policy and Curriculum/Program Committees chaired by Mr. Kunich was called to order at 6:01 P.M. with the following committee members present: Mrs. Snyder, Ms. Stevens, Mrs. Gentner, Mrs. Hamilton, Mrs. Stephens, Mr. Jenewein, Mrs. Karabetsos, Mrs. Santoro, Mrs. Nielsen, Ms. Riese, Mr. Wojciechowicz, and Mr. Kunich. Dr. Savaglio-Jarvis was also present. Mrs. Wickersheim and Mrs. Dahl arrived later. Mr. Moore, Mr. Wade, and Mrs. GroveMarqui were excused.

Policy 6300 – Curriculum Development and Improvement and Policy 6610 – Selection of Instructional Materials

Mrs. Julie Housaman, Assistant Superintendent of Teaching and Learning, explained that it is critical that teachers are provided the support, training, and instructional resources to successfully implement district curriculum in all content areas. A systematic process is essential to evaluate, develop, and implement all curriculum in a manner that allocates district resources effectively. Therefore, Policy 6300 – Curriculum Development and Improvement and Policy 6610 – Selection of Instructional Materials were being updated to include a systematic curriculum development cycle and a seven-year curriculum review cycle.

Mrs. Wickersheim arrived at 6:03 P.M. and Mrs. Dahl arrived at 6:08 P.M.

Mrs. Housaman; Mr. Che Kirby, Coordinator of Educator Effectiveness and Social Studies; Mrs. Jennifer Lawler, Coordinator of Mathematics; Mrs. Susan Mirsky, Coordinator of English/Language Arts; Mrs. Christine Pratt, Coordinator of Science; and Mrs. Sarah Smith, Coordinator of Language Acquisition, gave a PowerPoint presentation entitled Curriculum Development and Material Selection Process which covered the following topics: background, policy 6300 – curriculum development and improvement, policy 6610 – selection of instructional materials, 2015-2016 instructional materials selection, annual budget allocation, and curriculum review process.

Ms. Stevens moved to forward Policy 6300 – Curriculum Development and Improvement and Policy 6610 – Selection of Instructional Materials to the full Board for approval. Mrs. Dahl seconded the motion. Unanimously approved.

Future Agenda Items

There were no future agenda items noted.

Ms. Stevens moved to adjourn the meeting. Mrs. Stephens seconded the motion. Unanimously approved.

Meeting adjourned at 6:34 P.M.

Stacy Schroeder Busby
School Board Secretary

KENOSHA UNIFIED SCHOOL BOARD
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
November 10, 2015
MINUTES

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mrs. Snyder was called to order at 6:39 P.M. with the following committee members present: Mr. Kunich, Mrs. Karabetsos, Mrs. Santoro, Mrs. Wickersheim, Mrs. Nielsen, Ms. Riese, Mr. Wojciechowicz, and Mrs. Snyder. Mr. Wade and Mrs. GroveMarqui were excused.

Approval of Minutes – October 13, 2015 Curriculum/Program

Mrs. Snyder noted that the second paragraph of the October 13, 2015 minutes should be Mrs. Snyder, not Mrs Snyder Wade.

Mr. Kunich moved to approve the minutes with the name correction noted. Mrs. Santoro seconded the motion. Unanimously approved.

Information Items

Mrs. Julie Housaman, Assistant Superintendent of Teaching and Learning, and Mr. Steven Knecht, Coordinator of Athletics/Physical Education, gave a PowerPoint presentation entitled Athletics for PE Credit Option which covered the following topics: the initial charge, Act 105 Wisconsin State Statute Section 118.33, Curriculum/Program Committee recommendation, note catcher, what is the history of waiving PE credit for athletics in KUSD?, history, are student athletes in favor of a waiver?, student survey results, what .5 credit options are available?, why do students in theatre practicum receive credit?, would the implementation of a waiver reduce class size in PE?, what is the impact on GPA and class rank?, PE waiver committee work, what are other districts in WI doing?, what qualifications do PE teachers have?, how do students benefit from PE breaks?, what clubs, sports and activities are available to students?, pros and cons, waiver vote, and Curriculum/Program Committee group work.

Committee members were split into groups for table sharing on an area of the presentation with which he or she was in agreement and to also compose and share a pros and cons list. The following pros were noted: opportunity for extra academic credits, more academic flexibility, empowers students to make decisions with their schedules, allows athletes to increase GPA, may motivate more students to participate in sports, and less possibility for injuries. The following cons were noted: more work for staff, allows athletes to increase GPA, unfair GPA ranking, less PE may lead to more obesity, creates a lot of knowns, no waiver for other clubs, possibility of staffing issues, and scheduling conflicts.

Committee members were asked to indicate whether they were in favor of, not in favor of, or undecided in pursuing the PE credit option. Two committee members were in favor of pursuing, five were not in favor of pursuing, and one committee member was undecided.

Future Agenda Items

Dr. Savaglio-Jarvis noted that the Summer School 2015 Update and Summer School 2016 Program Recommendations, New Course Proposal: English Language Development 3, New

Course Proposal: Spanish for Spanish Speakers 2, and New Course Proposal: Computer Science would be presented in December and the Four-Year Graduation Rate (Cohort Analysis) School Year 2014-2015 would be presented in January.

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

Meeting adjourned at 7:50 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District
Kenosha, Wisconsin

December 1, 2015
Curriculum/Program Standing Committee Meeting

NEW COURSE PROPOSAL: EXPLORING COMPUTER SCIENCE

Background

In the United States it is estimated that 1.2 million workers will be needed in the fields of computer science and mathematics over the next five years. While the demand for employees with this training is rapidly increasing, the number of students seeking this pathway in technical and four-year colleges will only fill approximately 40 percent of the openings. It is imperative that opportunities are available for students to explore this field. Currently, computer science courses are only taught at LakeView Technology Academy. The lack of a computer science pathway at the comprehensive high schools is a significant gap in the high school program. This course is the first in the sequence of computer science courses that will constitute this pathway.

Course Change Proposal

In order to implement this course in the 2016-17 school year, the Office of Teaching and Learning is providing, for board of education approval, the Course/Program Change Proposal: Senior High School (Appendix A). The form explains the rationale for the new course addition. Additional appendices provide the following information:

- Appendix B: Exploring Computer Science: Curriculum Mapping to Learning Standards, CSTA Edition
- Appendix C: Exploring Computer Science: Curriculum Mapping to Learning Standards, ISTE, NETS Edition
- Appendix D: Exploring Computer Science: Curriculum Mapping to Learning Standards, National Standards Edition
- Appendix E: Exploring Computer Science Scope and Sequence, University of Oregon

The following table shows the available computer science courses:

CURRENT COMPUTER SCIENCE COURSE OPPORTUNITIES	PROPOSED COURSE ADDITION
AP Computer Science A (LakeView)	Exploring Computer Science

Recommendation

Administration recommends that the Curriculum/Program Standing Committee forward the proposal for the addition of the Exploring Computer Science course to the full school board on December 15, 2015, for consideration.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Assistant Superintendent of Teaching and Learning

Mrs. Jennifer Lawler
Coordinator of Mathematics

Ms. Marsha Nelson
Coordinator of Career and Technical Education

APPENDIX A

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

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

Date Initiated 10/28/2015 Name Jennifer Lawler & Marsha Nelson

Department & School Mathematics/CTE

Proposed or Removed Course Name Exploring Computer Science

☑ New Course ☐ New Name ☐ Removal/Replacement of Course

Length: ___ Quarter ___ Semester

Credits: ☐ ½ credit ☑ 1 credit

Recommended Prerequisites (if any) none

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

Nearly 2/3 of future STEM jobs will be in computing, however the number of students in the pipeline for these careers is only about 40% of the number of job openings. Currently, computer science courses are only taught at Lakeview Technology Academy. The lack of a computer science pathway at our comprehensive high schools is a significant gap in our high school program. This course is the first in the sequence of computer science courses that will constitute this pathway.

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

Exploring Computer Science teaches the creative, collaborative, interdisciplinary, and problem-solving nature of computing with instructional materials, which feature a fun, inquiry-based approach to learning and teaching. Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics: Human Computer Interaction, Problem Solving, Web Design, Introduction to Programming, Computing/Data Analysis and Robotics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is

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

See Appendix A - C

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

See Appendix D

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

a. Teaching Staff $0

b. Textbooks/kits $30/stu. (Teaching and Learning)

c. Supplementary $500 (Teaching and Learning)

d. Facilities/Space $N/A

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

Revised 2/04/14

Exploring Computer Science

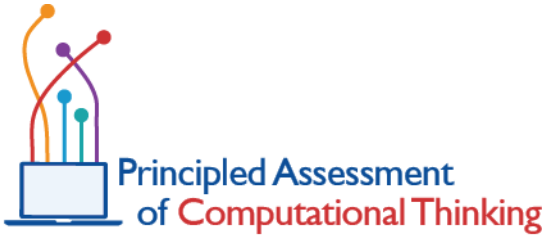
Curriculum Mapping to Learning Standards

CSTA Edition

Acknowledgements

Exploring Computer Science: Curriculum Mapping to Learning Standards was developed by the Center for Technology in Learning at SRI International with support from the National Science Foundation under contract numbers, CNS-1132232 and CNS-1240625.

The CSTA standards included here are from http://csta.acm.org/Curriculum/sub/K12Standards.html. The same numbering scheme is used here as in the original documents.



Unit-by-Unit Overview of the ECS Curriculum Mapping to the CSTA K12 Computer Science Standards

UNIT	UNIT OBJECTIVES	COMPUTATIONAL PRACTICES	CSTA STANDARDS	
1	* Analyze the characteristics of hardware components to determine the applications for which they can be used. * Use appropriate tools and methods to execute Internet searches which yield requested data. * Evaluate the results of web searches and the reliability of information found on the Internet. * Explain the differences between tasks that can and cannot be accomplished with a computer. * Analyze the effects of computing on society within economic, social, and cultural contexts. * Communicate legal and ethical concerns raised by computing innovation. * Explain the implications of communication as data exchange.	* Analyze the effects of developments in Computing * Design and implement creative solutions and artifacts. * Apply abstractions and models. * Connect computation with other disciplines. * Communicate thought processes and results. * Work effectively in teams.	CD.L2-01	Recognize that computers are devices that execute programs.
			CD.L2-02	Identify a variety of electronic devices that contain computational processors.
			CD.L2-04	Use developmentally appropriate, accurate terminology when communicating about technology.
			CD.L2-07	Describe what distinguishes humans from machines focusing on human intelligence versus machine intelligence and ways we can communicate.
			CI.L2-02	Demonstrate knowledge of changes in information technologies over time and the effects those changes have on education, the workplace, and society.
			CI.L2-04	Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.
			CI.L2-05	Describe ethical issues that relate to computers and networks (e.g., security, privacy, ownership, and information sharing).
			CL.L2-02	Collaboratively design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts.
			CL.L2-03	Collaborate with peers, experts, and others using collaborative practices such as pair programming, working in project teams, and participating in group active learning activities.
			CL.L2-04	Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.
			CPP.L2-03	Design, develop, publish, and present products (e.g., webpages, mobile

	applications, animations) using technology resources that demonstrate and communicate curriculum concepts.
CPP.L2-08	Demonstrate dispositions amenable to open- ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge).
CT.L2-07	Represent data in a variety of ways including text, sounds, pictures, and numbers
CT.L2-09	Interact with content-specific models and simulations (e.g., ecosystems, epidemics, molecular dynamics) to support learning and research.
CT.L2-14	Examine connections between elements of mathematics and computer science including binary numbers, logic, sets and functions.
CT.L2-15	Provide examples of interdisciplinary applications of computational thinking.
CD.L3A-02	Develop criteria for purchasing or upgrading computer system hardware.
CD.L3A-03	Describe the principal components of computer organization (e.g., input, output, processing, and storage).
CD.L3A-09	Describe how the Internet facilitates global communication.
CI.L3A-04	Compare the positive and negative impacts of technology on culture (e.g., social networking, delivery of news and other public media, and intercultural communication).
CI.L3A-05	Describe strategies for determining the reliability of information found on the Internet.
CI.L3A-10	Describe security and privacy issues that relate to computer networks.
CL.L3A-03	Describe how computing enhances traditional forms and enables new forms of experience, expression, communication, and collaboration.
CT.L3A-08	Use modeling and simulation to represent and understand natural phenomenon.

			CT.L3A-11	Describe how computation shares features with art and music by translating human intention into artifact.
			CD.L3B-05	Explain the notion of intelligent behavior through computer modeling and robotics.
			CT.L3B-05	Use data analysis to enhance understanding of complex natural and human systems.
2	* Name and explain the steps they use in solving a problem. * Solve a problem by applying appropriate problem-solving techniques. * Express a solution using standard design tools. * Determine if a given algorithm successfully solves a stated problem. * Create algorithms that meet specified objectives. * Explain the connections between binary numbers and computers. * Summarize the behavior of an algorithm. * Compare the tradeoffs between different algorithms for solving the same problem. * Explain the characteristics of problems that cannot be solved by an algorithm.	* Analyze the effects of developments in computing. * Apply abstractions and models. * Connect computation with other disciplines. * Communicate thought processes and results. * Work effectively in teams.	CL.L2-02	Collaboratively design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts.
			CL.L2-03	Collaborate with peers, experts, and others using collaborative practices such as pair programming, working in project teams, and participating in group active learning activities.
			CL.L2-04	Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.
			CPP.L2-03	Design, develop, publish, and present products (e.g., webpages, mobile applications, animations) using technology resources that demonstrate and communicate curriculum concepts.
			CPP.L2-04	Demonstrate an understanding of algorithms and their practical application.
			CPP.L2-08	Demonstrate dispositions amenable to open- ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge).
			CT.L2-01	Use the basic steps in algorithmic problem-solving to design solutions (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, evaluation).
			CT.L2-03	Define an algorithm as a sequence of instructions that can be processed by a computer.
			CT.L2-04	Evaluate ways that different algorithms may be used to solve the same

				problem.
			CT.L2-05	Act out searching and sorting algorithms.
			CT.L2-06	Describe and analyze a sequence of instructions being followed (e.g., describe a character's behavior in a video game as driven by rules and algorithms).
			CT.L2-08	Use visual representations of problem states, structures, and data (e.g., graphs, charts, network diagrams, flowcharts).
			CT.L2-14	Examine connections between elements of mathematics and computer science including binary numbers, logic, sets and functions.
			CT.L2-15	Provide examples of interdisciplinary applications of computational thinking.
			CPP.L3A-04	Apply analysis, design, and implementation techniques to solve problems (e.g., use one or more software life cycle models).
			CT.L3A-03	Explain how sequence, selection, iteration, and recursion are building blocks of algorithms.
			CT.L3A-11	Describe how computation shares features with art and music by translating human intention into an artifact.
3	* Create web pages to address specified objectives. * Create web pages with a practical, personal, and/or societal purpose. * Select appropriate techniques when creating web pages. * Use abstraction to separate style from content in web page design and development. * Describe the use of a website with appropriate documentation.	* Analyze the effects of developments in computing. * Design and implement creative solutions and artifacts. * Apply abstractions and models.	CI.L2-03	Analyze the positive and negative impacts of computing on human culture.
			CPP.L2-02	Use a variety of multimedia tools and peripherals to support personal productivity and learning throughout the curriculum.
			CPP.L2-03	Design, develop, publish, and present products (e.g., webpages, mobile applications, animations) using technology resources that demonstrate and communicate curriculum concepts.
			CPP.L2-08	Demonstrate dispositions amenable to open- ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge).
			CT.L2-01	Use the basic steps in algorithmic problem-solving to design solutions (e.g., problem statement and exploration, examination of sample instances,

		* Analyze their computational work and the work of others. * Communicate thought processes and results.		design, implementing a solution, testing, evaluation).
			CT.L2-08	Use visual representations of problem states, structures, and data (e.g., graphs, charts, network diagrams, flowcharts).
			CT.L2-12	Use abstraction to decompose a problem into sub problems
			CD.L3A-04	Compare various forms of input and output
			CI.L3A-01	Compare appropriate and inappropriate social networking behaviors.
			CI.L3A-04	Compare the positive and negative impacts of technology on culture (e.g., social networking, delivery of news and other public media, and intercultural communication).
			CPP.L3A-01	Create and organize Web pages through the use of a variety of web programming design tools.
			CPP.L3A-03	Use various debugging and testing methods to ensure program correctness (e.g., test cases, unit testing, white box, black box, integration testing).
			CPP.L3A-04	Apply analysis, design, and implementation techniques to solve problems (e.g., use one or more software life cycle models).
			CPP.L3A-05	Use Application Program Interfaces (APIs) and libraries to facilitate programming solutions.
			CPP.L3A-06	Select appropriate file formats for various types and uses of data (moderate)
			CT.L3A-01	Use predefined functions and parameters, classes and methods to divide a complex problem into simpler parts.
			CT.L3A-02	Describe a software development process used to solve software problems (e.g., design, coding, testing, verification).
4	* Use appropriate algorithms to solve a problem. * Design, code, test, and execute a program that corresponds to a set	* Design and implement creative solutions and artifacts.	CL.L2-04	Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.
			CPP.L2-03	Design, develop, publish, and present products (e.g., webpages, mobile

	of specifications. * Select appropriate programming structures. * Locate and correct errors in a program. * Explain how a particular program functions. * Justify the correctness of a program. * Create programs with practical, personal, and/or societal intent.	* Analyze their computational work and the work of others. * Connect computation with other disciplines. * Communicate thought processes and results.		applications, animations) using technology resources that demonstrate and communicate curriculum concepts. CPP.L2-05 Implement problem solutions using a programming language, including looping behavior, conditional statements, logic, expressions, variables, and functions. CPP.L2-08 Demonstrate dispositions amenable to open- ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge). CT.L2-02 Describe the process of parallelization as it relates to problem solving. CT.L2-14 Examine connections between elements of mathematics and computer science including binary numbers, logic, sets and functions. CPP.L3A-05 Use Application Program Interfaces (APIs) and libraries to facilitate programming solutions. CPP.L3A-08 Explain the program execution process.
5	* Describe the features of appropriate data sets for specific problems. * Apply a variety of analysis techniques to large data sets. * Use computers to find patterns in data and test hypotheses about data. * Compare different analysis techniques and discuss the tradeoffs among them. * Justify conclusions drawn from data analysis.	* Analyze the effects of developments in computing. * Design and implement creative solutions and artifacts. * Analyze their computational work and the work of others. * Connect computation with other	CI.L2-01 CL.L2-02 CL.L2-03 CL.L2-04 CPP.L2-03	Exhibit legal and ethical behaviors when using information and technology and discuss the consequences of misuse. Collaboratively design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts. Collaborate with peers, experts, and others using collaborative practices such as pair programming, working in project teams, and participating in group active learning activities. Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization. Design, develop, publish, and present products (e.g., webpages, mobile applications, animations) using technology resources that demonstrate and communicate curriculum concepts.

		disciplines. * Communicate thought processes and results. * Work effectively in teams.	CPP.L2-08	Demonstrate dispositions amenable to open- ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge).
			CT.L2-07	Represent data in a variety of ways including text, sounds, pictures, and numbers.
			CT.L2-10	Evaluate what kinds of problems can be solved using modeling and simulation.
			CT.L2-15	Provide examples of interdisciplinary applications of computational thinking.
			CD.L3A-04	Compare various forms of input and output
			CL.L3A-01	Work in a team to design and develop a software artifact.
			CPP.L3A-11	Describe techniques for locating and collecting small and large-scale data sets.
			CT.L3A-04	Compare techniques for analyzing massive data collections.
			CT.L3A-06	Analyze the representation and trade-offs among various forms of digital information.
			CT.L3A-07	Describe how various types of data are stored in a computer system.
			CT.L3B-08	Use models and simulations to help formulate, refine, and test scientific hypotheses.
			CT.L3B-09	Analyze data and identify patterns through modeling and simulation.
6	* Identify the criteria that describe a robot and determine if something is a robot. * Match the actions of the robot to the corresponding parts of the program. * Build, code, and test a robot that	* Design and implement creative solutions and artifacts. * Communicate thought processes and	CL.L1-02	Work cooperatively and collaboratively with peers, teachers, and others using technology.
			CD.L2-07	Describe what distinguishes humans from machines focusing on human intelligence versus machine intelligence and ways we can communicate.
			CD.L2-08	Describe ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision).

solves a stated problem. * Explain ways in which different hardware designs affect the function of a machine. * Describe the tradeoffs among multiple ways to program a robot to achieve a goal.	results. * Work effectively in teams.	CL.L2-02	Collaboratively design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts.
		CL.L2-03	Collaborate with peers, experts, and others using collaborative practices such as pair programming, working in project teams, and participating in group active learning activities.
		CL.L2-04	Exhibit dispositions necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.
		CPP.L2-03	Design, develop, publish, and present products (e.g., webpages, mobile applications, animations) using technology resources that demonstrate and communicate curriculum concepts.
		CPP.L2-05	Implement problem solutions using a programming language, including looping behavior, conditional statements, logic, expressions, variables, and functions.
		CPP.L2-08	Demonstrate dispositions amenable to open- ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge).
		CT.L2-03	Define an algorithm as a sequence of instructions that can be processed by a computer.
		CT.L2-06	Describe and analyze a sequence of instructions being followed (e.g., describe a character's behavior in a video game as driven by rules and algorithms).
		CD.L3A-10	Describe the major applications of artificial intelligence and robotics.
		CL.L3A-01	Work in a team to design and develop a software artifact.
		CL.L3A-04	Identify how collaboration influences the design and development of software products.
		CPP.L3A-03	Use various debugging and testing methods to ensure program correctness (e.g., test cases, unit testing, white box, black box, integration testing)

CPP.L3A-04	Apply analysis, design, and implementation techniques to solve problems (e.g., use one or more software life cycle models).
CPP.L3A-05	Use Application Program Interfaces (APIs) and libraries to facilitate programming solutions.
CT.L3A-01	Use predefined functions and parameters, classes and methods to divide a complex problem into simpler parts.
CD.L3B-05	Explain the notion of intelligent behavior through computer modeling and robotics.

Exploring Computer Science

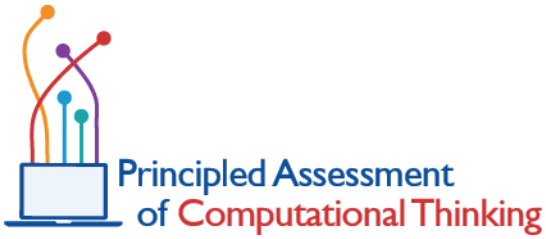
Curriculum Mapping to Learning Standards

ISTE/NETS Edition

Acknowledgements

Exploring Computer Science: Curriculum Mapping to Learning Standards was developed by the Center for Technology in Learning at SRI International with support from the National Science Foundation under contract numbers, CNS-1132232 and CNS-1240625.

The ISTE/NETS standards included here are from http://www.iste.org/standards/nets-for-students. The same numbering scheme is used here as in the original documents.



Unit by Unit Overview of the ECS Curriculum Mapping to ISTE/NETS Standards

Unit	Unit Objectives	Computational Practices	ISTE/NETS Standards
1	* Analyze the characteristics of hardware components to determine the applications for which they can be used. * Use appropriate tools and methods to execute Internet searches which yield requested data. * Evaluate the results of web searches and the reliability of information found on the Internet. * Explain the differences between tasks that can and cannot be accomplished with a computer. * Analyze the effects of computing on society within economic, social, and cultural contexts. * Communicate legal and ethical concerns raised by computing innovation. * Explain the implications of communication as data exchange.	* Analyze the effects of developments in Computing * Design and implement creative solutions and artifacts. * Apply abstractions and models. * Connect computation with other disciplines. * Communicate thought processes and results. * Work effectively in teams.	1a. Apply existing knowledge to generate new ideas, products, or processes. 1b. Create original works as a means of personal or group expression. 1c. Use models and simulations to explore complex systems and issues. 2b. Communicate information and ideas effectively to multiple audiences using a variety of digital environments and media. 2d. Contribute to project teams to produce original works or solve problems. 3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3d. Process data and report results. 4b. Plan and manage activities to develop a solution or complete a project. 5a. Advocate and practice safe, legal, and responsible use of information technology. 6a. Understand and use technology systems. 6b. Select and use applications effectively and productively.

			6d. Transfer current knowledge to learning new technologies.
2	* Name and explain the steps they use in solving a problem. * Solve a problem by applying appropriate problem-solving techniques. * Express a solution using standard design tools. * Determine if a given algorithm successfully solves a stated problem. * Create algorithms that meet specified objectives. * Explain the connections between binary numbers and computers. * Summarize the behavior of an algorithm. * Compare the tradeoffs between different algorithms for solving the same problem. * Explain the characteristics of problems that cannot be solved by an algorithm.	* Analyze the effects of developments in computing. * Apply abstractions and models. * Connect computation with other disciplines. * Communicate thought processes and results. * Work effectively in teams.	1a. Apply existing knowledge to generate new ideas, products, or processes. 1b. Create original works as a means of personal or group expression. 1c. Use models and simulations to explore complex systems and issues. 2b. Communicate information and ideas effectively to multiple audiences using a variety of digital environments and media. 2d. Contribute to project teams to produce original works or solve problems. 3a. Plan strategies to guide inquiry. 3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 4b. Plan and manage activities to develop a solution or complete a project. 4c. Collect and analyze data to identify solutions and/or make informed decisions.
3	* Create web pages to address specified objectives. * Create web pages with a practical, personal, and/or societal purpose. * Select appropriate techniques when creating web pages. * Use abstraction to separate style from content in web page design and development.	* Analyze the effects of developments in computing. * Design and implement creative solutions and artifacts. * Apply abstractions and models. * Analyze their computational work and the work of others. * Communicate thought processes and results.	1b. Create original works as a means of personal or group expression. 4b. Plan and manage activities to develop a solution or complete a project. 5a. Advocate and practice safe, legal, and responsible use of information and technology. 6a. Understand and use technology systems. 6b. Select and use applications effectively and productively.

	* Describe the use of a website with appropriate documentation.		
4	* Use appropriate algorithms to solve a problem. * Design, code, test, and execute a program that corresponds to a set of specifications. * Select appropriate programming structures. * Locate and correct errors in a program. * Explain how a particular program functions. * Justify the correctness of a program. * Create programs with practical, personal, and/or societal intent.	* Design and implement creative solutions and artifacts. * Analyze their computational work and the work of others. * Connect computation with other disciplines. * Communicate thought processes and results.	1c. Use models and simulations to explore complex systems and issues. 2b. Communicate information and ideas effectively to multiple audiences using a variety of digital environments and media. 4b. Plan and manage activities to develop a solution or complete a project. 6a. Understand and use technology systems.
5	* Describe the features of appropriate data sets for specific problems. * Apply a variety of analysis techniques to large data sets. * Use computers to find patterns in data and test hypotheses about data. * Compare different analysis techniques and discuss the tradeoffs among them. * Justify conclusions drawn from data analysis.	* Analyze the effects of developments in computing. * Design and implement creative solutions and artifacts. * Analyze their computational work and the work of others. * Connect computation with other disciplines. * Communicate thought processes and results. * Work effectively in teams.	1d. Identify trends and forecast possibilities. 2b. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. 2d. Contribute to project teams to produce original works or solve problems. 3a. Plan strategies to guide inquiry. 3d. Process data and report results. 4b. Plan and manage activities to develop a solution or complete a project. 4c. Collect and analyze data to identify solutions and/or make informed decisions. 5a. Advocate and practice safe, legal, and responsible use of information and technology. 6a. Understand and use technology systems.

6	* Identify the criteria that describe a robot and determine if something is a robot. * Match the actions of the robot to the corresponding parts of the program. * Build, code, and test a robot that solves a stated problem. * Explain ways in which different hardware designs affect the function of a machine. * Describe the tradeoffs among multiple ways to program a robot to achieve a goal.	* Design and implement creative solutions and artifacts. * Communicate thought processes and results. * Work effectively in teams.	2d. Contribute to project teams to produce original works or solve problems. 4b. Plan and manage activities to develop a solution or complete a project. 6a. Understand and use technology systems.

Exploring Computer Science

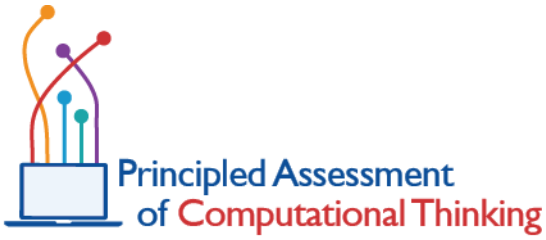
Curriculum Mapping to Learning Standards

National Standards Edition

Acknowledgements

Exploring Computer Science: Curriculum Mapping to Learning Standards was developed by the Center for Technology in Learning at SRI International with support from the National Science Foundation under contract numbers, CNS-1132232 and CNS-1240625.

The Common Core standards included here are from http://www.corestandards.org/the-standards. The same numbering scheme is used here as in the original documents.



Unit by Unit Overview of the ECS Curriculum Mapping to National Learning Standards

UNIT	UNIT OBJECTIVES	COMPUTATIONAL PRACTICES	COMMON CORE STANDARDS
1	* Analyze the characteristics of hardware components to determine the applications for which they can be used. * Use appropriate tools and methods to execute Internet searches which yield requested data. * Evaluate the results of web searches and the reliability of information found on the Internet. * Explain the differences between tasks that can and cannot be accomplished with a computer. * Analyze the effects of computing on society within economic, social, and cultural contexts. * Communicate legal and ethical concerns raised by computing innovation. * Explain the implications of communication as data exchange.	* Analyze the effects of developments in Computing * Design and implement creative solutions and artifacts. * Apply abstractions and models. * Connect computation with other disciplines. * Communicate thought processes and results. * Work effectively in teams.	Anchor Standards: • CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations

			and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Mathematical Practice: • CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them. • CCSS.Math.Practice.MP4 Model with mathematics. • CCSS.Math.Practice.MP5 Use appropriate tools strategically.
2	* Name and explain the steps they use in solving a problem. * Solve a problem by applying appropriate problem-solving techniques. * Express a solution using standard design tools.	* Analyze the effects of developments in computing. * Apply abstractions and models. * Connect computation with other disciplines.	Anchor Standards: • CCSS.ELA-Literacy.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • CCSS.ELA-Literacy.CCRA.R.2 Determine central

	* Determine if a given algorithm successfully solves a stated problem. * Create algorithms that meet specified objectives. * Explain the connections between binary numbers and computers. * Summarize the behavior of an algorithm. * Compare the tradeoffs between different algorithms for solving the same problem. * Explain the characteristics of problems that cannot be solved by an algorithm.	* Communicate thought processes and results. * Work effectively in teams.	ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • CCSS.ELA-Literacy.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. • CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

			English Language Arts: • Reading Standards for Literacy in Science and Technical Subjects 6-12 - Grades 9-10 students: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exception defined in the text. Mathematical Practice: • CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them. • CCSS.Math.Practice.MP2 Reason abstractly and quantitatively. • CCSS.Math.Practice.MP3 Construct viable arguments and critique the reasoning of others. • CCSS.Math.Practice.MP4 Model with Mathematics. Mathematical Content: • CCSS.Math.Content.HSF-BF.A.1a Building Functions - Write a function that describes a relationship between two quantities: Determine an explicit expression, a recursive process, or steps for calculation from a context.
3	* Create web pages to address specified objectives. * Create web pages with a practical, personal, and/or societal purpose. * Select appropriate techniques when creating web pages. * Use abstraction to separate style from content in web page design and development.	* Analyze the effects of developments in computing. * Design and implement creative solutions and artifacts. * Apply abstractions and models. * Analyze their computational work and the work of others. * Communicate thought processes and	Anchor Standards: • CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • CCSS.ELA-Literacy.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • CCSS.ELA-Literacy.CCRA.W.8 Gather relevant information from multiple print and digital

	* Describe the use of a website with appropriate documentation.	results.	sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Mathematical Practice: • CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them.
4	* Use appropriate algorithms to solve a problem. * Design, code, test, and execute a program that corresponds to a set of specifications. * Select appropriate programming structures. * Locate and correct errors in a program. * Explain how a particular program functions. * Justify the correctness of a program. * Create programs with practical, personal, and/or societal intent.	* Design and implement creative solutions and artifacts. * Analyze their computational work and the work of others. * Connect computation with other disciplines. * Communicate thought processes and results.	Anchor Standards: • CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Mathematical Practice: • CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them. Mathematical Content: • CCSS.Math.Content.HSF-BF.A.1a Building Functions - Write a function that describes a relationship between two quantities: Determine an explicit expression, a recursive process, or steps for calculation from a context. • CCSS.Math.Content.HSA-CED.A.3 Creating Equations - Create Equations that describe

			numbers or relationships: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
5	* Describe the features of appropriate data sets for specific problems. * Apply a variety of analysis techniques to large data sets. * Use computers to find patterns in data and test hypotheses about data. * Compare different analysis techniques and discuss the tradeoffs among them. * Justify conclusions drawn from data analysis.	* Analyze the effects of developments in computing. * Design and implement creative solutions and artifacts. * Analyze their computational work and the work of others. * Connect computation with other disciplines. * Communicate thought processes and results. * Work effectively in teams.	Anchor Standards: • CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • CCSS.ELA-Literacy.CCRA.SL.2 [Integrate and] evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a [speaker's] point of view, reasoning, and use of evidence and rhetoric. • CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for

reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Mathematical Practice:

- CCSS.Math.Practice.MP4 Model with mathematics.
- CCSS.Math.Practice.MP5 Use appropriate tools strategically.

Mathematical Content:

- CCSS.Math.Content.HSS-ID.A.1 Interpreting Categorical and Quantitative Data - Summarize, represent, and interpret data on a single count or measurement variable: Represent data with plots on the real number line (dot plots, histograms, and box plots).
- CCSS.Math.Content.HSS-ID.A.3 Interpreting Categorical and Quantitative Data - Summarize, represent, and interpret data on a single count or measurement variable: Interpret differences in shape, center, and spread in the context of data sets, accounting for possible effects of extreme data points (outliers).
- CCSS.Math.Content.HSS-ID.A.13 Interpreting Categorical and Quantitative Data - Summarize, represent, and interpret data on a single count or measurement variable: Represent data with plots on the real number line (dot plots, histograms, and box plots).
- CCSS.Math.Content.HSS-CP.A.1 Conditional Probability and the Rules of Probability - Understand independence and conditional probability and use them to interpret data: Describe events as subsets of a sample space (the set of outcomes) using characteristics (or

			categories) of the outcomes, or as unions, intersections, or complements of other events ("or" and "not"). • CCSS.Math.Content.HSS-IC.B.4 Making inferences and Justifying Conclusions - Make inferences and justify conclusions from sample surveys, experiments, and observational studies: Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
6	* Identify the criteria that describe a robot and determine if something is a robot. * Match the actions of the robot to the corresponding parts of the program. * Build, code, and test a robot that solves a stated problem. * Explain ways in which different hardware designs affect the function of a machine. * Describe the tradeoffs among multiple ways to program a robot to achieve a goal.	* Design and implement creative solutions and artifacts. * Communicate thought processes and results. * Work effectively in teams.	Anchor Standards • CCSS.ELA-Literacy.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • CCSS.ELA-Literacy.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • CCSS.ELA-Literacy.CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • CCSS.ELA-Literacy.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

		knowledge when encountering an unknown term important to comprehension or expression. Mathematical Practice: • CCSS.Math.Practice.MP1 Make sense of problems and persevere in solving them. • CCSS.Math.Practice.MP5 Use appropriate tools strategically. Mathematical Content • CCSS.Math.Content.HSA-CED.A.3 Creating Equations - Create Equations that describe numbers or relationships: Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

Scope and Sequence

Topic	Focus	HCI	PS	WEB	PR	DA	ROB
1. Computers and the internet (~2 weeks)	1. Hardware components	I		R	R	A	A
	2. Software components	I		R	R	A	A
	3. Interaction of components	I		R	R	A	A
	4. Selection of appropriate components	I					
	5. Search engine fundamentals	I		R			
	6. Collaborative tools	I		R			
	7. Evaluating websites	I		R			
	8. Security on the Internet	I		R			
2. Models of intelligent behavior (~2 weeks)	1. What is intelligence?	I					
	2. Computers vs. humans	I	R	R	R	R	R
3. Algorithms and abstraction (~6 weeks)	1.Understanding the problem		I	R	R	A	A
	2. Exploring problems: problem-solving heuristics and strategies		I	R	R	A	A
	3. Design creation and representation		I	R	R	A	A
	4. Problem data		I	R	R	A	A
	5. Solution accuracy		I	R	R	A	A
	6. Design re-evaluation and refinement		I	R	R	A	A
	7. Decompose the complex		I	R	R	A	A
	8. Communicate results		I	R	R	A	A
	9. Algorithm efficiency		I		R	R	R
	10. Computationally intensive problems		I			R	R
	11. Unsolvable problem for a computer		I			R	R
	12. Computationally hard problems.		I			R	R
4. Connections between mathematics and computer science (~2 weeks)	1. Logic		I		R	A	A
	2. Binary number system		I				
	3. Basic Sets		I		R	A	A
	4. Concepts of functions		I		R	A	A
	5. De Morgan's laws		I		R	A	A
	6. Graphs		I		R	A	A
5. Creating computational artifacts (Web pages, programs, and robots) (~14 weeks)	1. Break a problem statement into specific requirements		I	R	R	R,A	R,A
	2. Design a solution to a problem		I	R	R	R,A	R,A
	3. Choose appropriate tools and techniques		I	R	R	R,A	R,A
	4. Code a solution from a design			I	R	R,A	R,A

Legend: I—Introduce, R—Reinforce, A—Apply

	5. Test a solution to identify errors		I	R	R	A	A
	6. Refine solution		I	R	R	A	A
	7. Documentation and justification		I	R	R	A	A
6. Data and information (~7 weeks)	1. Representation and storage	I	R		R	A	
	2. Methods for collection and generation	I	R			A	
	3. Patterns, trends, and discoveries	I	R			A	
	4. Evaluation		I			R,A	
	5. Computational models	I	R			A	
	6. Rapid testing		I			R,A	
7.Societal impacts of computing (weave throughout)	1. Fostering innovation						
	2. Legal and ethical concerns						
	3. Privacy and cyber security						
	4. Exploitation of information						
	5. Intellectual property						
	6. Limits on information access						
	7. Cultural influence						
	8. Equity, access, and power						
	9. Social and economic values						

Legend: I—Introduce, R—Reinforce, A—Apply

Overview Chart

Human Computer Interaction Unit Overview	
Instructional Day	**Topic**
1-2	Explore the concepts of *computer* and *computing*.
3-4	"Demystify" and learn the function of the parts of a personal computer. Learn the terminology of hardware components necessary for the purchase of a home computer.
5-7	Explore the world wide web and search engines. Experiment with a variety of search techniques, internet resources, and Web 2.0, applications. Evaluate websites.
8-9	Examine the implications of data on society and how computers are used for communications.
10	Tell a story with data.
11-14	Explore how computers are used as a tool for visualizing data, modeling and design, and art in the context of culturally situated design tools.
15-16	Introduce the concept of a computer program as a set of instructions.
17-19	Explore the idea of intelligence—especially as it relates to computers. Explore what it means for a machine to "learn". Discuss whether computers are intelligent or whether they only behave intelligently.
Problem Solving Unit Overview	
Instructional Day	**Topic**
1-2	Introduce data collection and problem solving.
3	Introduce the four steps of the problem solving process.
4-6	Apply the problem solving process. Use different strategies to plan and carry out the plan to solve several problems.
7-9	Reinforce the four steps of the problems solving process.

10-12	Count in the binary number system. Convert between binary and decimal numbers in the context of topics that are important to computer science.
13-14	Introduce the linear and binary search algorithms.
15-16	Explore sorted and unsorted lists and various sorting algorithms.
17	Introduce minimal spanning trees and how graphs can be used to help solve problems.
18-21	Final projects and presentations
Web Design Unit Overview	
Instructional Day	**Topic**
1	Explore issues of social responsibility in web use as well as the relative merits of the influence of the web on society, personal lives, and education.
2	Create a storyboard for a web page.
3-4	Introduce the use of basic html.
5	Introduce basic formatting in html.
6-7	Explore image editing for the web using Photoshop or an image editor of choice.
8-9	Introduce basic css.
10-11	Explore the concept of separating style from structure by keeping separate html and css files.
12-13	Web design project.
14	Add hyperlinks to other websites.
15-16	Introduce a variety of page layout styles.
17-19	Practice the use of various design elements.
20-21	Introduce several different enhancements for website design, including web user interface elements such as menus and navigation bars.

22-25	Final projects and gallery walk
Introduction to Programming Unit Overview	
Instructional Day	**Topic**
1	Introduce the Scratch programming language, including the basic terms utilized in the language.
2-3	Practice using the basic features of Scratch in the context of creating a simple program.
4	Create a dialogue between two sprites.
5-6	Introduce the methods of moving sprites in Scratch.
7-8	Practice the concept of event driven programming through the creation of an alphabet game.
9	Introduce the concept of broadcasting via role play.
10-13	Write Scratch stories and present them to the class. Conduct peer reviews.
14	Introduce the concept of variable.
15	Introduce the concept of conditionals.
16-17	Introduce And, Or and randomness.
18	Apply knowledge of conditionals to develop a Rock Paper Scissors program in Scratch.
19	Build on previous programming concepts to create a timer.
20-23	Create a timing game in Scratch and present it to the class. Peer reviews are conducted.
24	Investigate two types of games that may provide ideas for the final project.
25	Explain final project and the rubric for the final project.

26-28	Work on final projects. Conduct peer reviews.
29	Complete final projects.
30	Presentations of final projects
Computing and Data Analysis Unit Overview	
Instructional Day	**Topic**
1-3	Review how data can be used for making a case/discovery. Explore pitfalls and challenges of putting together and managing large sets of data. Provide an overview of the final project.
4-5	Explore possible research questions for a selection of sample campaigns. Validate compelling stories with research data.
6-7	Assign groups. Discuss group roles and responsibilities. Choose campaigns and modes for data collection.
8	Data check-in—Discuss issues that arise (aggregating data, etc.).
9-12	Create maps using the latitude and longitude of a location and then create maps from a file of data.
13	Create maps with student data and related data set.
14-16	Discuss bar plots, categorical and continuous data, and mosaic plots as a vehicle for comparing categorical data, and looking at trends in data.
17	Create bar plots and mosaic plots with student data and related data set.
18-20	Review mean, median, minimum, maximum. Discuss various ways to subset data. Represent data with box plots and histograms.
21	Identify mean, median, minimum, maximum, create subsets, and create box plots and histograms with student data and related data set.
22-24	Use a variety of filters and queries to create subsets of text data. Create bar plots to graphically display the information.
25	Analyze text in student data and related data set.

26-27	Finalize data analysis for final project.
28-29	Develop website or Scratch program to present data analysis campaign.
30	Final project presentations

Robotics Unit Overview

Instructional Day	Topic
1	What is a robot? Identify the criteria that make an item a robot.
2-3	Evaluate robot body designs and create algorithms to control robot behavior.
4	Set up LEGO® Mindstorms® NXT® kit.
5	Build robot base.
6-7	Introduce the features of NXT Brick—the "brain" of the robot.
8-9	Introduce the features of the Mindstorms NXT software.
10-13	Program the robot using the Mindstorm Robot Educator Software tutorials.
14	Introduce RoboCup real life robotic competition and write instructions for tic-tac-toe.
15	RoboTic-Tac-Toe Tournament and introduction to RoboCupJunior Dance Challenge.
16-18	Build, program, and present a dancing robot.
19-23	Build program and present a rescue robot.
24-33	Final projects and presentations

Topic Descriptions and Objectives

Unit 1: Human Computer Interaction (4 weeks)

Topics to be addressed:

- Computers and the internet
- Models of Intelligent Behavior
- Societal impacts of computing

Topic Description:

In this unit students are introduced to the concepts of computer and computing while investigating the major components of computers and the suitability of these components for particular applications. Students will experiment with internet search techniques, explore a variety of websites and web applications and discuss issues of privacy and security. Fundamental notions of Human Computer Interaction (HCI) and ergonomics are introduced. Students will learn that "intelligent" machine behavior is not "magic" but is based on algorithms applied to useful representations of information, including large data sets. Students will learn the characteristics that make certain tasks easy or difficult for computers, and how these differ from those that humans characteristically find easy or difficult. Students will gain an appreciation for the many ways in which computing-enabled innovations have had an impact on society, as well as for the many different fields in which they are used. Connections among social, economical and cultural contexts will be discussed.

Objectives:

The student will be able to:

- Analyze the characteristics of hardware components to determine the applications for which they can be used.
- Use appropriate tools and methods to execute Internet searches which yield requested data.
- Evaluate the results of web searches and the reliability of information found on the Internet.
- Explain the differences between tasks that can and cannot be accomplished with a computer.
- Analyze the effects of computing on society within economic, social, and cultural contexts.
- Communicate legal and ethical concerns raised by computing innovation.
- Explain the implications of communication as data exchange.

Unit 2: Problem Solving (4 weeks)

Topics to be addressed:

- Algorithms and abstraction
- Connections between Mathematics and Computer Science
- Societal impacts of computing

Topic Description:

This unit provides students with opportunities to become "computational thinkers" by applying a variety of problem-solving techniques as they create solutions to problems that are situated in a variety of contexts. The range of contexts motivates the need for students to think abstractly and apply known algorithms where appropriate, but also create new algorithms. Analysis of various solutions and algorithms will highlight problems that are not easily solved by computer and for which there are no known solutions. This unit also focuses on the connections between mathematics and computer science. Students will be introduced to selected topics in discrete mathematics including Boolean logic, functions, graphs and the binary number system. Students are also introduced to searching and sorting algorithms and graphs.

Objectives:

The student will be able to:

- Name and explain the steps they use in solving a problem.
- Solve a problem by applying appropriate problem-solving techniques.
- Express a solution using standard design tools.
- Determine if a given algorithm successfully solves a stated problem.
- Create algorithms that meet specified objectives.
- Explain the connections between binary numbers and computers.
- Summarize the behavior of an algorithm.
- Compare the tradeoffs between different algorithms for solving the same problem.
- Explain the characteristics of problems that cannot be solved by an algorithm.

Unit 3: Web Design (5 weeks)

Topics to be addressed:

- Web page design and development
- Computers and the internet
- Algorithms and abstraction
- Societal impacts of computing

Topic Description:

This section prepares students to take the role of a developer by expanding their knowledge of algorithms, abstraction, and web page design and applying it to the creation of web pages and documentation for users and equipment. Students will explore issues of social responsibility in web use. They will learn to plan and code their web pages using a variety of techniques and check their sites for usability. Students learn to create user-friendly websites. Students will apply fundamental notions of Human Computer Interaction (HCI) and ergonomics.

Objectives:

The student will be able to:

- Create web pages to address specified objectives.
- Create web pages with a practical, personal, and/or societal purpose.
- Select appropriate techniques when creating web pages.
- Use abstraction to separate style from content in web page design and development.
- Describe the use of a website with appropriate documentation.

.

Unit 4: Introduction to Programming (6 weeks)

Topics to be addressed:

- Programming
- Algorithms and abstractions
- Connections between mathematics and computer science
- Societal impacts of computing

Topic Description:

Students are introduced to some basic issues associated with program design and development. Students design algorithms and create programming solutions to a variety of computational problems using an iterative development process in Scratch. Programming problems include mathematical and logical concepts and a variety of programming constructs.

Objectives:

The student will be able to:

- Use appropriate algorithms to solve a problem.
- Design, code, test, and execute a program that corresponds to a set of specifications.
- Select appropriate programming structures.
- Locate and correct errors in a program.
- Explain how a particular program functions.
- Justify the correctness of a program.
- Create programs with practical, personal, and/or societal intent.

Unit 5: Computing and Data Analysis (6 weeks)

Topics to be addressed:

- Data and information
- Algorithms and abstraction
- Connections between mathematics and computer science
- Programming
- Societal impacts of computing

Topic Description:

In this unit students explore how computing has facilitated new methods of managing and interpreting data. Students will use computers to translate, process and visualize data in order to find patterns and test hypotheses. Students will work with a variety of large data sets that illustrate how widespread access to data and information facilitates identification of problems. Students will collect and generate their own data related to local community issues and discuss appropriate methods for data collection and aggregation of data necessary to support making a case or facilitating a discovery.

Objectives:

The student will be able to:

- Describe the features of appropriate data sets for specific problems.
- Apply a variety of analysis techniques to large data sets.
- Use computers to find patterns in data and test hypotheses about data.
- Compare different analysis techniques and discuss the tradeoffs among them.
- Justify conclusions drawn from data analysis.

.

Unit 6: Robotics (7 weeks)

Topics to be addressed:

- Robotics
- Algorithms and abstraction
- Connections between mathematics and computer science
- Programming
- Societal impacts of computing

Topic Description:

This unit introduces robotics as an advanced application of computer science that can be used to solve problems in a variety of settings from business to healthcare and how robotics enables innovation by automating processes that may be dangerous or otherwise problematic for humans. Students explore how to integrate hardware and software in order to solve problems. Students will see the effect of software and hardware design on the resulting product. Students will apply previously learned topics to the study of robotics.

Objectives:

The student will be able to:

- Identify the criteria that describe a robot and determine if something is a robot.
- Match the actions of the robot to the corresponding parts of the program.
- Build, code, and test a robot that solves a stated problem.
- Explain ways in which different hardware designs affect the function of a machine.
- Describe the tradeoffs among multiple ways to program a robot to achieve a goal.

The societal impacts of computing should be woven throughout the course.

Topic Description:

Throughout the course, emphasis is placed on how computing enables innovation in a variety of fields and the impacts that those innovations have on society. Computing is situated within economic, social and cultural contexts and, therefore, influences and is influenced by each of these. The proliferation of computers and networks raises a number of ethical issues. Technology has had both positive and negative impacts on human culture. Students will be able to identify ethical behavior and articulate both sides of ethical topics. Students study the responsibilities of software users and software developers with respect to intellectual property rights, software failures, and the piracy of software and other digital media. They are introduced to the concept of open-source software development and explore its implications. Students identify and describe careers in computing and careers that employ computing.

Objectives:

The student will be able to:

- Describe ways in which computing enables innovation.
- Discuss the ways in which innovations enabled by computing affect communication and problem solving.
- Analyze how computing influences and is influenced by the cultures for which they are designed and the cultures in which they are used.
- Analyze how social and economic values influence the design and development of computing innovations.
- Discuss issues of equity, access, and power in the context of computing resources.
- Communicate the legal an ethical concerns raised by computational innovations.
- Discuss privacy and security concerns related to computational innovations.
- Explain positive and negative effects of technological innovations on human culture.

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Kenosha Unified School District
Kenosha, Wisconsin

December 1, 2015
Curriculum/Program Standing Committee Meeting

NEW COURSE PROPOSAL: ENGLISH LANGUAGE DEVELOPMENT III

Background

English Language Development (ELD) courses are designed to help English language learners understand, develop, and continue to expand academic vocabulary in the English language. English Language Development III (ELD III) is the final course in the three part ELD course series. ELD I and ELD II were approved at the March 2015 school board meeting and have been used this year at the three comprehensive high schools. ELD III is recommended for our English language learners with English proficiency levels ranging from 3.6 to 5.9, helping students to develop and strengthen academic vocabulary that will assist them in being college and career ready. This course, similar to ELD I and ELD II would be offered as an elective at Bradford, Tremper, and Indian Trail high schools.

Course Proposal

In order to implement this additional course in the 2016-2017 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. A sample year at a glance is provided in Appendix B and one sample unit plan for the course is provided in Appendix C.

Recommendation

Administration recommends that the Curriculum/Program Standing Committee forward the proposal for the addition of the course entitled "English Language Development III" to the full School Board on December 15, 2015 for consideration.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Assistant Superintendent
of Teaching and Learning

Mrs. Sarah Smith
Coordinator of
Language Acquisition Programs

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 October 1, 2015 Name Sarah Smith (Coordinator of Language Acquisition Programs)

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

Proposed or Removed Course Name: English Language Development III (ELDIII)

X New Course X New Name Length: ___Quarter Credits: ___½ Credit

___ Removal/Replacement of Course 2 Semester X 1 Credit

Recommended Prerequisites (if any) Completion of ELD II or students with Access levels 3.6 to 5.9.

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 III designed for students who speak English as a second language with an English proficiency level of 3.6-5.9.

Proposed Course Description: The ELD III course provides the opportunity for English language learner students to continue 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 to prepare students for college and future careers.

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

Additionally, this course works to meet the standards and benchmarks set by the Common Core Standards for English Language Arts.

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

Please see Appendix B and C

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 $ 800.00 training Title 3 grant funds

b. Textbooks/kits $ 9000.00 Teaching & Learning budget

c. Supplementary $_____

d. Facilities/Space $_____

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

Revised 2/14/14

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ENGLISH LANGUAGE DEVELOPMENT III
SCOPE AND SEQUENCE
YEAR AT A GLANCE

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4

Units

Introduction Unit 1: Knowing Someone	Unit 2: Challenge Expectations Unit 3: Loyalty	Unit 4: Communication Unit 5: Truth	Unit 6: Rights Unit 7: Respect

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. Read a range of texts in diverse formats for a variety of purposes. Use spoken and written language to discover, shape meaning, and reach new understanding. Develop the connection between writing and thinking. Use reading and writing to build strong content knowledge.	Incorporate textual evidence to support analysis, reflection, and research. Demonstrate an understanding of the subject under investigation through questioning, adjusting the search, and analyzing and synthesizing sources. 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. 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 and defend personal preferences, opinions, or points of view.	• Express and defend personal preferences, opinions, or points of view.	• Express and defend personal preferences, opinions, or points of view.	• Express and defend personal preferences, opinions, or points of view.
• Express and defend points of view other than from personal perspective.	• Express and defend points of view other than from personal perspective.	• Express and defend points of view other than from personal perspective.	• Express and defend points of view other than from personal perspective.
		• Critique and evaluate plays, films, stories, books, songs, poems, computer programs, or magazine articles.	• Critique and evaluate plays, films, stories, books, songs, poems, computer programs, or magazine articles.
Listening	Listening	Listening	Listening
• Respond to idiomatic expressions and figurative language pertaining to classroom instruction.	• Respond to idiomatic expressions and figurative language pertaining to classroom instruction.	• Respond to idiomatic expressions and figurative language pertaining to classroom instruction.	• Respond to idiomatic expressions and figurative language pertaining to classroom instruction.
	• Evaluate the appropriateness of messages or information from a variety of sources.	• Evaluate the appropriateness of messages or information from a variety of sources.	• Evaluate the appropriateness of messages or information from a variety of sources.
Reading	Reading	Reading	Reading
• Revise thoughts and conclusions	• Scan entries in books or websites	• Scan entries in books or websites	• Scan entries in books or websites

based on information from the text. Writing • Expand and elaborate written language as directed. • Edit, revise, or rephrase written language based on feedback.	to locate information for assignments. • Revise thoughts and conclusions based on information from the text. Writing • Expand and elaborate written language as directed. • Edit, revise, or rephrase written language based on feedback.	to locate information for assignments. • Revise thoughts and conclusions based on information from the text. Writing • Compose social letters, advice columns, review, or resumes. • Expand and elaborate written language as directed. • Edit, revise, or rephrase written language based on feedback.	to locate information for assignments. • Revise thoughts and conclusions based on information from the text. Writing • Compose social letters, advice columns, reviews, or resumes. • Expand and elaborate written language as directed. • Edit, revise, or rephrase written language based on feedback.

Kenosha Unified School District
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ENGLISH LANGUAGE DEVELOPMENT III GRADE 9-12
UNIT 1 OVERVIEW

Unit Title- Double Take	**Time Frame-**21 days

Unit Narrative (including real-world importance/transfer goals)

Students explore the essential question "When do you really know someone?" through reading, writing, and discussion (listening and speaking).

Desired Results for Learning

Big Ideas	Essential Questions
• Watch for the moment when people show you who they are • Consider that there may be more to someone than you think • Look beyond the stereotype • Consider the role of culture in relationships	When do you really know someone?
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 Sociolinguistic context of communication Affective variables

<table>
<tr><td></td><td>False cognates
Write in complete sentences
Subject-verb agreement
Fix sentence fragments</td></tr>
<tr><td><u>Essential Vocabulary</u>

• External
• Internal
• Monitor
• Predict
• Characterize
• Intensity
• Lucid
• Obscure
• Pathetic
• Perspective
• Pretense
• Stigmatize
• Accusation
• Racism
• Ambitious
• Assert
• Discordant
• Expectation
• Inevitable
• Prodigy
• Reproach
• Authenticity
• Compel
• Discriminate
• Eliminate
• Potential
• Predominate
• Tension</td><td><u>Interdisciplinary Connections</u>

● Virtue and Justice
● Culture, Art, and Society
● Power and Privilege</td></tr>
<tr><td><u>Content Standards</u>

ENGLISH LANGUAGE ARTS ANCHOR STANDARDS

• Read text analytically using annotations.

• Read a range of texts in diverse formats for a variety of purposes.</td><td><u>WIDA Social and Instructional Standards</u>

SPEAKING

● Express and defend personal preferences opinions or points of view.

● Express and defend points of view other than from personal perspective.</td></tr>
</table>

• Use spoken and written language to discover, shape meaning and reach new understanding. • Develop the connection between writing and thinking. • Use reading and writing to build strong content knowledge.	LISTENING ● Respond to idiomatic expressions and figurative language pertaining to classroom instruction. READING ● Revise thoughts and conclusions based on information from the text. WRITING ● Expand and elaborate written language as directed. ● Edit, revise or rephrase written language based on feedback.
<u>Unit Objectives</u> GENRE FOCUS • Students will be able to explore when you really know someone through the literary analysis of short stories focusing on: o Conflict o Characters o Theme FOCUS STRATEGY • Students will be able to explore when you really know someone by:	<u>Criteria for Mastery</u> • Students will demonstrate mastery by: o Recognizing conflict, characters, and theme. o Analyzing features of text and cultural perspectives using evidence from text. o Producing a focused and cohesive reflective essay. o Using appropriate grammatical sentence structure. o Using prefixes, Greek and Latin roots, and suffixes to understand key vocabulary.

● Planning and monitoring through the reading and writing process. ● Writing a reflective essay emphasizing focus and unity. ● Clarifying ideas and vocabulary. GRAMMAR Students will be able to explore when you really know someone by: ● Identifying different types and components of sentences, focusing on subjects and predicates and subject-verb agreement. VOCABULARY Students will be able to explore when you really know someone by: ● Using word parts to understand key vocabulary (prefixes, Greek and Latin roots, and suffixes).	

Evidence of Learning

<u>Pre-Assessment:</u> ● Lexile/MAPS data ● Anticipation journals ● Concept maps ● Informational/interest surveys ● Teacher prepared pre-tests ● Writing prompts

Unit Assessment:

- Authentic (Video or Sound Recording)
- Common (i.e. written and spoken)
- Cluster test aligned with text

Alignment to Smarter Balanced Assessment/WKCE/ACT

The assessments and practice tasks for this unit exemplify the skills and context necessary for success on standardized assessments:

- Frequency of writing: short and extended written responses
- Integration of information: written responses require a synthesis of information from multiple sources
- Selection of support: answers to text-dependent questions require high level thinking skills and supporting details

Universal Instruction

High Impact Instructional Strategies	Intensification Strategies (Re-teaching)	Enrichment Strategies
READING COMPREHENSION Teacher will directly and explicitly instruct students using the following comprehension: • Strategies • Direct • Explicit instruction • Show don't tell • Connect reading to students' lives and their out of school literacies • Focused instruction • Promote transfer across genres • Encourage cognitive collaboration based on students' individual needs and individualized educational plans	Teacher will re-teach using: • Peer tutoring • Reciprocal • Teaching • Review sessions • Visuals • Modeling • Direct instruction • Hands-on application • Graphic organizers • Sticky notes • Annotating • Other best practice strategies based on students' individual needs and Individualized Educational Plans	Teacher will enhance student learning through : • Extension activities • Tiered assignments • Mentorship • Independent study

VOCABULARY (LISTENING AND SPEAKING) Teacher will directly and explicitly instruct students using the following vocabulary strategies: • Rich and varied language experience • Direct teaching of individual words • Independent word learning strategies • Fostering word consciousness based on students' individual needs and individualized educational plans. WRITING Teacher will directly and explicitly instruct students using the following writing strategies: • Encourage students to bring languages and experiences from their home communities to be used as resources; • Teachers as co-inquirers and co-		

learners; • Ask students to use writing to collect, analyze, synthesize, and communicate, and following 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 they are in their 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 students' 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- as needed support will be provided including, but not limited to, visuals, simplified text, whole group discussion, small group discussion, comparison to known materials such as television programs or other reading material that assists students in creating meaning

Resources for Unit

- *Edge Text Level C*

- Reading and Writing Transparencies
- *Edge Library Teacher's Guide*
- *Edge Interactive Practice Book*
- Language and Grammar Transparencies
- *Grammar and Writing Practice Book*
- Fluency Passages
- Assessments and Rubrics
- CD Rom's for Readings and Texts
- Internet Resources

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Kenosha Unified School District
Kenosha, Wisconsin

December 1, 2015
Curriculum/Program Standing Committee Meeting

NEW COURSE PROPOSAL: SPANISH FOR SPANISH SPEAKERS II

Background

Spanish for Spanish Speakers II is the second and final course in the two part series. Spanish for Spanish Speakers I was approved at the July 2014 school board meeting, and is in the second year of operation at the three comprehensive high schools in Kenosha Unified. During initial curriculum design work in 2014, Dr. Carlos Pagan, a specialist from the curriculum audit, recommended this course be developed into a two part series differentiating between intermediate and advanced native Spanish speakers. Spanish for Spanish Speakers II is designed for students who speak Spanish as a native or heritage language at an advanced level, or students who have successfully completed Spanish for Spanish Speakers I. The purpose of this course is to continue to strengthen language skills in the native language by focusing on literacy skills and grammar concepts in Spanish. This course, similar to Spanish for Spanish Speakers I, would be offered as an elective course at Bradford, Tremper, and Indian Trail high schools.

Course Proposal

In order to implement this additional course in the 2016-2017 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. A sample year at a glance is provided in Appendix B and one sample unit plan for the course is provided in Appendix C.

Recommendation

Administration recommends that the Curriculum/Program Standing Committee forward the proposal for the addition of the course entitled "Spanish for Spanish Speakers II" to the full School Board on December 15, 2015 for consideration.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Assistant Superintendent
of Teaching and Learning

Mrs. Sarah Smith
Coordinator of
Language Acquisition Programs

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: October 28, 2015 Name: Sarah Smith (Coordinator of Language Acquisition Programs)

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

Proposed Course Name: Spanish for Spanish Speakers II

__X__ New Course __X__ New Name per semester

Length: ___Quarter Credits: ½

___ Removal/Replacement of Course __X__ Semester

Student Prerequisites:

A student planning on taking this course should either be a native Spanish speaker at an advanced level or have successfully completed Spanish for Spanish Speakers I. The course will be available for students in ninth through twelfth grade.

Rationale for Course:

This is the second course in a two part series. It is designed for students who speak Spanish as a native or heritage language at an advanced level, or have successfully completed Spanish for Spanish Speakers I. The purpose of this course is to continue to strengthen language skills in the native language by focusing on literacy skills and grammar concepts in Spanish. This course is beneficial in preparing students to not only be bilingual (speaking two languages with fluency), but also bi-literate, being able to read and write with fluency in the language. Acquiring these skills will help students to become college and/or career ready in the current global job force upon graduation.

Proposed Course Description:

This course is designed for students who speak Spanish as a home or heritage language. Students will continue to broaden their linguistic repertoire of Spanish by focusing on reading and writing skills and developing awareness and understanding of Hispanic linguistic repertoire of Spanish by focusing on reading and writing skills and developing awareness and understanding of Hispanic cultures.

Content Standards and Benchmarks:

This course is tied to the National Standards for Foreign Language Education and the ACTFL (American Council on the Teaching of Foreign Language) proficiency guidelines.

Pacing Guide/Scope and Sequence:

The course was developed as a yearlong course, earning one elective credit for one year. A year at a glance (Appendix B) and sample unit plan (Appendix C) are attached.

Cost Associated with the Course:

The chart below displays the amount of each text needed per school based on student enrollment.

High School	Book Title	Needed Copies	Price	Total
Bradford	La Guerra Sucia	30	$ 5.00	$ 150.00
ITHSA	La Guerra Sucia	30	$ 5.00	$ 150.00
Tremper	La Guerra Sucia	30	$ 5.00	$ 150.00
Bradford	Guerra/Teacher	1	$ 65.00	$ 65.00
ITHSA	Guerra/Teacher	1	$ 65.00	$ 65.00
Tremper	Guerra/Teacher	1	$ 65.00	$ 65.00
Bradford	Vida y Muerte	30	$ 5.00	$ 150.00
ITHSA	Vida y Muerte	30	$ 5.00	$ 150.00
Tremper	Vida y Muerte	30	$ 5.00	$ 150.00
Bradford	Vida Muerte/Teacher	1	$ 55.00	$ 55.00
ITHSA	Vida Muerte/Teacher	1	$ 55.00	$ 55.00
Tremper	Vida Muerte/Teacher	1	$ 55.00	$ 55.00
Funding Source:	Teaching and Learning Department		**Total**	**$ 1260.00**

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

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SPANISH FOR SPANISH SPEAKERS II
SCOPE AND SEQUENCE
YEAR AT A GLANCE

QUARTER 1	QUARTER 1-2	QUARTER 2-3	QUARTER 3	QUARTER 4
Units				
Dreams and Superstitions (& Pre-assessments)	Stereotypes & Prejudices/Conformity	Loss	Identities	Family: Blessing or curse
Pacing				
about 35 days	about 30 days	about 32 days	about 32 days	about 32 days
Standards				
Level 1 Compare two of the following; • literature • movies • plays • dreams • history • or others as	Present the various perceptions people have about who you are: Use the parent and classmate interviews from this unit and any insight you gained from the	Present a student created poem within a visual presentation to enhance the meaning of the spoken word meaning. Presentational Speaking Rubric will be used and	Students will write a letter to the teacher connecting their own life experiences with the readings presented throughout the unit. They will complete a	Write a letter to your exchange student describing yourself, your family and the different perspectives of members of the different generations.

approved by your teacher • Present your ideas orally about how people's perception about reality influences their actions. <u>Level 2</u> Select one of the following: • literature • movies • plays • dreams • history • or others as approved by your teacher. • Present your ideas orally about how people's perception about reality influences their actions.	poems in the unit. Create a 3-5 minute (level 1) /5 - 10 minute (level 2) verbal presentation to communicate your ideas to the class. You may use any visuals to support your presentation.	they will also be assessed on listening to presentations.	multiple choice comprehension quiz about a short story.	Categorize reasons for the different behaviors. Provide the rules and expectations they will encounter with explanations including the underlying values. <u>Level 2</u> completes above and the following: Explain why you personally disagree with any of the rules with support for your opinion. Remember that this student comes from another culture with very different values and norms. Give advice for them to have a successful experience. Hint: Don't forget to use subjunctive as needed - emotions, advice etc.

				Write a letter to your exchange student describing yourself, your family and the different perspectives of members of the different generations. Categorize reasons for the different behaviors. Provide the rules and expectations they will encounter with explanations including the underlying values.

Presentational Speaking	Interpersonal Speaking	Presentational Speaking / Interpretive Listening	Interpretive Reading	Presentational Writing
• Present tense L1 • Use of infinitives L1 • Preterite tense L1 • Passive voice with se L1 (see Chapter 1 of Encuentros for possible activities) • Progressive Tenses	• Possessive Adjectives and pronouns L1, L2 • Interrogative words L1,L2 • Exclamativas L1, L2 • Demonstrative adjs & Pronouns L1, L2	• Imperfect verb tense L1 • Uses for the two forms of "to be" Ser and Estar L1 • Relative Pronouns L1 • Affirmative & negative words	• Reflexive Verbs L1 Imperfect L1 • Direct and Indirect Object Pronouns L2 • Subjunctive L2	• Preterite L1 • Commands L1 • Future L2, • Future perfect L2, Conditional L2, • Conditional Perfect L2, • se with the Indirect object to talk about

L2 • Por vs para L2	• Comparatives and • Superlatives L1, L2 • Past tenses L1, L2 • Prepositions required with certain verbs L2 • Pronouns after prepositions L2	L1 • Comparatives & superlatives L1 • Present perfect verb tense L2 • Past Perfect verb tense L2		unexpected events L2, , , • All uses of Subjunctive, L2

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SPANISH FOR SPANISH SPEAKERS II
UNIT 1 OVERVIEW

Unit Title- Dreams and Superstitions	**Time Frame-** 30-35 Instructional days

Unit Narrative (including real-world importance/transfer goals)

This unit will help students to become analytical thinkers in relation to information given to them via various modes of communication and relate to real life.

Desired Results for Learning

Big Ideas	Essential Questions
• Reality vs. perception • Everyday life traditions and superstitions as connected to culture • Richer/deeper understanding of culture through traditional stories, practices and superstitions	• How do you know what is real and what is not? • How do superstitions or false ideas of realities influence people and their actions?
Prerequisite Knowledge and Skills	Potential Misconceptions/Common Conceptual Errors
Native Spanish speaker or successful completion of a K-8 dual language program	Passive se - participle must agree in gender and number to subject Present tense conjugation - correct usage of irregular verbs Por and para - clarity of when to use appropriately

Essential Vocabulary	Interdisciplinary Connections
Chapters 1 and 8 • Acercarse • Armario • Asustarse • Basta • Confundir • Esconder • Fingir • Mentir • Mezclar • Parecerse • Sonar • Anillo • Collar • Conmover • Probar • Discriminar • Ensenar • Estereotipo • Juzgar • Pisar • Musicalidad • Supersticiones • Estrofa • Matafora • Oprimido • Gitanos • Aguero • Presagio • Gerundio • Dramaturgo • Desarrollo • Voz Pasiva • Proposito • Sintesis • Velar • Sentir • Seno • Prejuicio • Dejar • Durar • Raro	• Students will compare English language legends and superstitions (as studied in English courses) to those from Spanish speaking countries

Content Standards	ACTFL Standards
CCSS-ELA Anchor Speaking and Listening • Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	ACTFL 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. • Express one's thoughts with sufficient accuracy that sympathetic listeners understand most of what is presented. ACTFL 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. • Prepare messages and reports using digital media and visual displays on topics of interest to others in communities near and far. • Develop a presentation on an academic or cultural topic keeping audience, context and purpose in mind
Unit Objectives • Students will explore the distinction between fantasy and reality as they encounter various cultural literature pieces and movies. They will examine their own dreams and fantasies and determine if correlations can be made to the cultural pieces studied. GRAMMAR FOCUS • Present tense • Por vs Para • Review of: • Preterite tense • Passive voice with se	Criteria for Mastery Students will demonstrate mastery by: • Successfully completing presentational speaking assessments as scored by AP Presentational Speaking Scoring Guideline.

• Progressive Tenses • Uses of infinitive	

Evidence of Learning

Pre-Assessment: • Students' record a response to the following prompt; How do you know what is real or is not when thinking about superstitions, dreams, traditions, and prejudices? Be sure to speak in the present and past tense. Try to include the passive se and present progressive if possible.
Unit Assessment: • Compare two of the following; literature, movies, plays, dreams, history or others as approved by your teacher. Present your ideas orally about how people's perceptions about reality influence their actions.
Alignment to Smarter Balanced Assessment/WKCE/ACT The assessments and practice tasks for this unit exemplify the skills and context necessary for success on standardized assessments: • Frequency of writing: short and extended written responses • Integration of information: written responses require a synthesis of information from multiple sources • Selection of support: answers to text-dependent questions require questions require high level thinking skills and supporting details

Universal Instruction

High Impact Instructional Strategies	Intensification Strategies (Re-teaching)	Enrichment Strategies
Cartoon video clip: Don Quijote de la	Students will be provided with additional	Students that are ready for additional

Mancha http://youtu.be/DESCGF5Us4M Used to introduce the concept of non-reality. This four minute clip shows the first outing of Don Quijote and Sancho Panza fighting the windmills.	support to add their comprehension as needed: • visual cues • circumlocution skills • direct instruction of research skills • suggested sources that have more easily accessible information for struggling students • Other interventions will be developed based upon IEPs and individual student need	challenges will be challenged to find: • examples of the blurring of fantasy • reality in areas of personal interest

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

Resources for Unit

Since fantasy is such a high-interest genre for students of all levels, there are many books from which to choose. No matter the level, always be mindful that you want a book that is NOT just in a character's imagination or dream; you want a true fantasy with all the characteristics of the genre. Likewise, stay away from titles that take place primarily in the real world.

- Encuentros Maravillosos
- Una Vez Mas
- El Orto, Borges
- Roman e de la Luna, Luna

Suggested Supplementary Resources: Movie: *Spare Parts*
Discussion of *Harry Potter, Chronicles of Narnia, Twilight, Avengers, etc.*

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Kenosha Unified School District
Kenosha, Wisconsin

December 1, 2015
Curriculum/Program Standing Committee Meeting

SUMMER SCHOOL 2015 UPDATE AND SUMMER SCHOOL 2016 PROGRAM RECOMMENDATIONS

Program Overview

The goal of the Summer School program was to provide interventions and enrichment consistent with the approved curriculum of the Kenosha Unified School District. In the programs at the elementary and middle school levels, the objective was to provide opportunities for personalized learning in reading and math that encompassed collaboration, creativity, critical thinking, and communication around meaningful learning targets. At the high school level, the objective was to provide high school students with credit recovery opportunities and to improve the graduation rate. In addition, Summer School provided learning opportunities in the areas of music, theater, and Recreation Department Summer Activities for Children programs.

The district continued to use a regional site partner school plan at the elementary level. Elementary schools either held Summer School at their site or used the partner school plan.

Middle level programs were held at each of the buildings and included future sixth graders enrolled in the Forward Progress program. High school programs were offered at Bradford, Indian Trail, Reuther, Tremper, and Kenosha eSchool. The high school program included future ninth graders enrolled in the Early Start program.

ELEMENTARY SCHOOL PROGRAM

The objective at the elementary level was to provide opportunities for personalized learning in reading and math that encompass collaboration, creativity, critical thinking, and communication around meaningful learning targets. The Regional Site Partner School Plan is continuing at the elementary level. The following elementary schools hosted the summer program at their sites: Bose, Brass, Edward Bain School of Language and Art, Grant, Nash, McKinley, Pleasant Prairie, Prairie Lane, Southport, Stocker, and Strange. (See Appendix A for regional sites.)

Getting Ready For Kindergarten. Getting Ready for Kindergarten classes were available for students at Bose Elementary School, Brass Community School, Edward Bain School of Language and Art, Grant Elementary School, McKinley Elementary School, Prairie Lane Elementary School, Southport Elementary School, Stocker Elementary School, and Strange

Elementary School. The curriculum was based on state standards used in kindergarten math, reading, and language arts as well as physical development, readiness skills, conduct, and work habits.

Getting Ready For First Grade. Getting Ready for First Grade classes were available for all students entering first grade. The curriculum was based on state standards used in first grade math, reading, and language arts as well as physical development, readiness skills, conduct, and work habits.

Grades 2 Through 5. Summer reading and math programs for elementary were available to students entering grades 2 through 5. Summer School attendance was open to all students but was highly encouraged for students who met the identification criteria set by the school.

The elementary program focused on personalized learning in math and literacy. It was up to each site to provide engaging, high quality programs which addressed Common Core State Standards for English language arts and math based on student need. A variety of resources were used for instruction.

Inquiry-based learning units were used again in 2015. Essential questions to help drive the inquiry were identified by curriculum coordinators. Summer School teachers participated in professional development on the use of inquiry circles. (See Appendix B for inquiry essential questions.)

Resources Available to Support Instruction.

- Primary Comprehension Toolkit (kindergarten through second grade)
- Comprehension Toolkit (third through fifth grade)
- Compass Learning Pathways
- Moving with Math—Extensions
- Summer Success: Reading
- Journeys
- Everyday Math
- Fraction Nation
- FASTT Math
- MathXL

- Accelerated Reader
- Manipulative kits
- Kenosha Unified School District online resources for students
- Math Work Stations: Independent Learning You Can Count On (kindergarten through second grade)
- Minds on Mathematics: Using Math Workshop to Develop Deep Understanding (third through fifth grade)
- Teaching the Qualities of Writing: Getting Started with Teaching the Qualities of Writing (third through fifth grade)

Staff. The number of classroom teachers varied by site based on enrollment averages for the past three years. Recommended class size was an 18-to-1 student-to-teacher ratio. In 2014 an interventionist position was added at each elementary site. Based on survey data that indicated a need, the interventionist position was continued in 2015. The interventionist provided focused interventions to individual students and small groups. Additionally, the interventionist worked with teachers on developing intervention strategies for the classroom teacher and helped with assessments and data reviews. Also, new in 2014 and continued in 2015 was a library media teacher at each elementary site. The library media teacher's primary role was to help students locate, evaluate, and use resources for their inquiry processes as well as assist students in selecting appropriate independent choice reading books. The library media teacher worked as an instructional partner with teachers during the inquiry-based learning units.

MIDDLE SCHOOL PROGRAM

Reading and math programs were held at Bullen, Lance, Lincoln, Mahone, and Washington Middle Schools for students entering sixth through eighth grade. Summer School attendance was open to all students but was highly encouraged for students who met the identification criteria set by schools. Mahone, Harborside, and Bullen Middle Schools added a course completion component to their program similar to that offered at the high school level. Students entering seventh and eighth grade who did not earn passing grades in core classes completed work to show mastery of current grade level state standards.

Middle school reading focused on meeting the Common Core standards for literacy. This included developing the most essential strategies used by good readers and writers, including making connections, asking questions, making predictions, summarizing both fiction and nonfiction texts, and building reading stamina. Instruction was provided to accommodate the student's skill level and learning style and incorporated a variety of media and teaching strategies while using a balance of nonfiction and fiction texts.

The middle school math program focused on Common Core State Standards aimed at improving student skills in computation, number sense, and problem solving through a variety of activities. Personalized learning opportunities were provided for students through the use of Compass Learning, Study Island, and Moby Math.

Middle schools also incorporated problem-based learning into the summer curriculum, allowing students to gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Subs and training were provided for teams at each middle school to develop problem-based learning units that addressed the interests and needs of the students.

The number of classroom teachers varied by site based on enrollment from the averages for the past three years. Recommended class size was a 20-to-1 student-to-teacher ratio. In 2014, a library media teacher was added to each site. After reviewing feedback from the schools, this position was removed for 2015; and a library clerk was added instead. The library clerk's primary role was to help students locate and use resources for problem-based learning units as well as assist students in selecting appropriate independent choice reading books. A part-time interventionist was also added to support students at each of the middle schools for the 2015 Summer School Program.

HIGH SCHOOL PROGRAM

High school programs were offered at Bradford High School, Indian Trail High School and Academy, Reuther Central High School, Tremper High School, and Kenosha eSchool. Students had the opportunity to recover credits, thus improving the graduation rate. Bradford, Harborside, Indian Trail, Reuther, and Tremper ran credit recovery classes. In addition to credit recovery classes, the high schools offered physical education and health for credit for students entering grades 9 through 12; and Kenosha eSchool offered online physical education courses. Early Start Math and English Language Arts were available to incoming ninth graders, and an elective math course called Getting Ready for Algebra 2 was offered to help students be more prepared for their upcoming math courses.

Early Start Math and English Language Arts. Early Start Math and English Language Arts provided students with the opportunity to improve skills they need to be successful in high school, including algebra, geometry, nonfiction reading, writing, and study techniques. The literacy component focused on nonfiction strategies, note taking, study skills, and vocabulary strategies. The math portion focused on problem solving and vocabulary. Students also had the opportunity to become familiar with high school procedures. These classes were open to all students, but attendance was highly encouraged for students who did not master current grade-level standards. Students who successfully completed both portions of the course received a .5 elective credit.

Getting Ready for Algebra 2. "Getting Ready for Algebra 2" was created to help fill gaps in students' skills that are important prerequisites for success in Algebra 2. The teachers

from each of the high schools who taught the course came together in mid-May to create a general outline for the course to guide planning and instruction that offered flexibility so that teachers were able to design lessons that met the specific skill-based needs of the students enrolled in their classes. Given the length of time students spent in class each day, emphasis was placed on using a variety of instructional strategies; varying group sizes and composition for instruction; and using engaging, hands-on activities. Daily lessons focused on building procedural skills, uncovering misconceptions and increasing conceptual understanding as well as improving problem-solving skills. Since many of the students enrolled in this course have a history of struggling in mathematics, content to help students develop a growth mindset towards mathematics was also included. While the course was open to all students, specific students were recommended to attend based on data regarding their achievement in mathematics

High School Credit Recovery. The credit recovery program used district-developed curriculum and an online learning platform called Compass Learning Odyssey. Credits for recovery were available in English language arts, math, science and social studies. Once students successfully completed the course of study, they were awarded credit for the failed course.

Employability Skills Program. In collaboration among Kenosha Unified School District, the Boys and Girls Club, and the Kenosha County Division of Children and Family Services, the Employability Skills program provided at-risk children with opportunities that linked academic and occupational standards to workplace skills and experiences. The course included six sessions of classroom instruction over the course of summer on work readiness skills, including money and banking, social, higher education, resume writing and interviewing, conflict management, job seeking, safety in the workplace, and employer expectation. Students were employed for 20 hours a week for 8 weeks at the Kenosha County Park System and other work sites. Students who successfully completed the program earned a .5 elective credit.

LIFE, LEARNING, AND LEISURE PROGRAM

The Life, Learning, and Leisure Program is designed for students with significant developmental needs. Students whose Individual Education Plans (IEPs) indicated extended school year services, enrolled in Life, Learning, and Leisure. Students participated in activities that focused on the skills that related to each student's IEP. Students were bussed to the school sites.

FINE ARTS PROGRAMS

Instructional Music. Instructional music labs were available for orchestra students entering grades 4 through 12. Six hundred eighty-five students attended the summer orchestra music labs. All four string groups held a final concert.

Strings Groups

1. Beginning Strings (grades 3 through 6)
2. Intermediate Strings (grades 5 through 6)
3. Middle School Strings (grades 7 through 9)
4. High School Strings (grades 10 through 12)

Music instruction was offered for band students entering grades 6 through 12. Five hundred six students enrolled in the summer band program. The bands rehearsed and performed at various venues throughout the summer.

Bands

1. K-L Band (grade 6)
2. Continental Band (grade 7)
3. American Band (grade 8)
4. Rambler Band (grade 9)
5. Band of the Black Watch (grades 10 through 12)

Theater Arts. The Kenosha Youth Performing Arts Company (KYPAC) theater arts programs involved 234 students in kindergarten through twelfth grade. KYPAC presented *Thoroughly Modern Millie*.

RECREATION DEPARTMENT SUMMER ACTIVITIES FOR CHILDREN

Recreation Department Summer Activities for Children offered swimming, tennis, soccer, baseball/softball, and basketball. Certified teaching staff developed lessons, and instruction was provided in each of these areas following the guidelines established in the physical education curriculum.

Enrollment

See Appendix C for student enrollment figures.

Summer School Advisory Groups and Feedback

Advisory groups made up of principals, Teaching and Learning coordinators, and the summer school teacher consultant reviewed information from the 2014 Summer School program to help plan for the 2015 Summer School program year. The group made the following enhancements to the 2015 Summer School program:

Elementary School

- Modified student progress report to more accurately reflect individual student learning needs
- Provided additional training and support for teachers in providing inquiry-based instruction

Middle School

- Removed the library media teacher and replaced with a library clerk
- Shifted to a personalized learning approach to assess and monitor student progress
- Added a .5 interventionist position

High School

- Added a Getting Ready for Algebra II course

At the close of the 2015 Summer School session, surveys were distributed to students, parents, teachers, and administrators to get feedback on the program. Summer School administrators attended sessions to review the data and to plan and brainstorm improvements for the Summer School program.

Based on feedback, elementary principals indicated that they would like to collect additional data regarding Friday attendance numbers and explore alternative scheduling options including a four-day week. Middle school principals identified scheduling challenges with having a part-time interventionist and they requested that the position be made full time in the summer of 2016. High school principals suggested providing greater clarity about the physical education course requirements and indicated a need for a selection system for physical education courses.

Budget

The total amount budgeted for Summer School was $1,253,336. The decentralized Summer School budget gave sites and departments control of their own budgets. The budget amount was based on each school's Summer School attendance from the previous three years. Site administrators develop a budget that includes: salaries and benefits for both certified and noncertified staff, supplies, and purchased services.

2016 PROGRAM UPDATES

Edward Bain School of Language and Art—Creative Arts—and Edward Bain School of Language and Art—Dual Language—have provided summer programs through the Regional Site Partner School Plan. Due to the specific needs of students at Dual Language, the schools have requested to operate programming as individual sites for the 2016 summer session.

Middle school feedback indicated a need for more support to meet students' individual learning needs. The interventionist position was added as a half-time position for the 2015 Summer School term. It is proposed that the interventionist position be increased to a full-time summer teaching position at each of the five middle schools.

Four-day Science, Technology, Engineering, and Mathematics (STEM) Camps at various schools in the summer of 2015 provided hands-on learning opportunities for students. The Carl Perkins federal grant provided staff and supplies for these camps with unspent funds from the 2014-15 school year. It is proposed that the staff funding for the STEM Camps be allocated in the 2016 Summer School budget while the supplies continue to be funded through the grant. Allocating Summer School funding for staff will secure the future of these enrichment learning experiences for students. See Appendix D for specific program information.

Seven one-week World Language Camps were provided for students interested in learning French, German, Italian, and Spanish during summer 2015. The Language Camps were funded through the Office of Language Acquisition budget. Due to the positive response to these camps, Chinese will be added, resulting in a total of nine one-week world language camps offered in the summer of 2016. It is proposed that the Summer School budget fund the Language Camps for the 2016 Summer School Program. See Appendix E for specific program information.

2016 Summer School Program Administrative Recommendations

CALENDAR

It is proposed that elementary and middle schools continue to run on a 24-day schedule, and high schools offer 2 sessions of 15 days each.

- Teacher workday: June 16, 2016
- Elementary and middle school: June 20, 2016, through July 25, 2016
- High school Session 1: June 20, 2016, through July 11, 2016 (14 days)
- High school Session 2: July 12, 2016, through July 29, 2016 (14 days)
- No school for staff or students: July 4, 2016, and July 5, 2016

FUNDING SOURCE

The ability to include summer marching bands and the Kenosha Youth Performing Arts Company (KYPAC) as part of the aid able academic courses of the Kenosha Unified School

District Summer School program has become increasingly problematic. Major areas of concern are as follows: student attendance records not consistently matching the strict daily Summer School requirements set by the Wisconsin Department of Public Instruction and the collection of revenue generated from parade participation, ticket sales, and performance fees being charged to participating families (Appendix F).

It is recommended that both activities be removed from the Summer School program and added to the Recreation Program for summer 2016. Additional adjustments may be made to these programs to ensure that they are in compliance with Community Programs and Services guidelines (Fund 80). This may include, but is not limited to, expanded accessibility to all school-aged residents of Kenosha, Pleasant Prairie, and Somers (Appendix G). It is not anticipated that any adjustments will impact the high-quality programming that is the expected operational norm for the marching bands and KYPAC.

BUDGET

Approximately $55,000 in Summer School funds supported the theatre arts and marching band staff. The transition of Marching Band and KYPAC from Summer School to the Recreation Department will provide the opportunity to shift these funds to support STEM Camps, World Language Camps, and increased intervention positions in the middle schools. As a result no increase in funding is requested and the proposed 2016 Summer School budget will remain at $1,253,336.

Administration recommends that the Curriculum/Program Standing Committee forward the calendar, funding source change, and budget for Summer School 2016 to the Kenosha Unified School District Board of Education for approval.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Assistant Superintendent of Teaching and Learning

Mrs. Jennifer Navarro
Coordinator of Organizational Training and Development

Mrs. Patricia Clements
Coordinator of Gifted and Talented Education and Summer School

Mrs. Keri Heusdens
Summer School Coordinator

111615-2

APPENDIX A

SUMMER SCHOOL
ELEMENTARY REGIONAL SITES
2015

HOST SCHOOL	PARTNER SCHOOL(S)
• Edward Bain School of Language and Art—Creative Arts	• Edward Bain School of Language and Art—Dual Language
• Brass Community School	• Roosevelt Elementary School
• Grant Elementary School	• Jefferson Elementary School
• Nash Elementary School	• NA
• Pleasant Prairie Elementary School	• NA
• Bose Elementary School	• Harvey Elementary School • Somers Elementary School
• Southport Elementary School	• Grewenow Elementary School • Vernon Elementary School
• Stocker Elementary School	• Forest Park Elementary School
• Strange Elementary School	• NA
• McKinley Elementary School	• NA
• Prairie Lane Elementary School	• Jeffery Elementary School • Whittier Elementary School

APPENDIX B

Kenosha Unified School District
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SUMMER SCHOOL
ELEMENTARY INQUIRY ESSENTIAL QUESTIONS
2015

STUDENTS ENTERING	LIFE SCIENCE ESSENTIAL QUESTIONS	PHYSICAL SCIENCE ESSENTIAL QUESTIONS	EARTH SCIENCE ESSENTIAL QUESTIONS	SOCIAL STUDIES ESSENTIAL QUESTIONS AND SUPPORTING QUESTIONS
Grade 1	How do we use trees and plants to help us?	How does the shape of an object affect the way it balances, spins, rolls, or makes sound?	How do the seasons, weather, and climate affect the building materials and structures in Kenosha?	
Grade 2	How do plants and insects in the world around me use and provide resources?	How does heating and cooling affect materials found in the world around me?	How do wind and water change the shape of the world around me? How can I map the shapes and kinds of land and water in any area?	How does location impact how I live? <u>Supporting Questions</u> • What physical attributes and resources make up our community? • How does Lake Michigan impact our community? • What part(s) of our

				environment help me?
Grade 3	How do animals use and provide resources in the world around me?	How can pushes and pulls help me get work done?	What are the weather and climate like in other parts of the world?	How do I gather information about my community and world? <u>Supporting Questions</u> • How does my environment define me? • How are children around the world (selected locations) like me? different from me? I wonder what it is like to live there.
Grade 4	How do people use water and Earth's materials?	How are forces related to motion and energy?	How can maps help in the analysis and description of patterns of Earth's features?	How do I gather information about the region where I live and compare that information to another region in the country? <u>Supporting Questions</u> • What are our region's dominant physical features? • How does our

				climate and weather affect how we live? • How do the region's resources affect our economic activity?
Grade 5	How do people affect the environment in which they live?	How can I design investigations to measure and record the motion and actions of objects?	How have humans changed the planet?	How does my ancestry affect the way I live (customs, beliefs, and norms)? <u>Supporting Question</u> • What was it like when my grandfather was my age?

Kenosha Unified School District
maximizing the brilliance of children

APPENDIX C

SUMMER SCHOOL
ENROLLMENTS BY SITE
2015

ELEMENTARY SCHOOL				
Host School	**Partner School(s)**	**2013 Student Enrollment**	**2014 Student Enrollment**	**2015 Student Enrollment**
• Brass	• Roosevelt	208	115	117
• EBSOLA—CA	• EBSOLA—DL	125	218	216
• Grant	• Jefferson	86	84	65
• Nash	• NA	79	146	117
• Pleasant Prairie	• NA	56	62	68
• Bose	• Harvey • Somers	150	155	126
• Southport	• Grewenow • Vernon	137	165	161
• Stocker	• Forest Park	193	157	119
• Strange	• NA	222*	142*	113
• McKinley	• NA			116
• Prairie Lane	• Jeffery • Whittier	103	117	102
• Life, Learning, and Leisure (Stocker)		28	35	26
STUDENT TOTALS		**1,387**	**1,396**	**1,346**

***Strange and McKinley combined

MIDDLE SCHOOL			
School	**2013 Student Enrollment**	**2014 Student Enrollment**	**2015 Student Enrollment**
• Bullen	122	203	163
• Lance	107	114	94
• Lincoln	74	66	61
• Mahone	93	80	91
• Washington	99	81	116
• Life, Learning, and Leisure (Mahone)	53	60	37
STUDENT TOTALS	**548**	**604**	**562**
Information based on Infinite Campus data—unduplicated count			

HIGH SCHOOL

School	2013 Student Enrollment	2014 Student Enrollment	2015 Student Enrollment
• Bradford	537	477	496
• Indian Trail	420	594	568
• Reuther/Harborside	176	148	334
• Kenosha eSchool	83	0	95
• Tremper	487	848	654
STUDENT TOTALS	**1,703**	**2,067**	**2,147**

FINE ARTS AND INSTRUCTIONAL RECREATIONAL OFFERINGS			
Area	**2013 Student Enrollment**	**2014 Student Enrollment**	**2015 Student Enrollment**
Fine Arts			
• Band	384	350	506
• Orchestra	546	576	685
• Theater	207	197	234
Instructional Recreation Classes			
• Swimming	1,119	1,108	823
• Baseball/softball	218	164	276
• Basketball	238	201	316
• Tennis	342	279	398
• Soccer	231	196	349
• Weight Training			26
STUDENT TOTALS	**3,285***	**3,071***	**3,613***

*Total includes duplicate students who enrolled in multiple sections.

APPENDIX D

Kenosha Unified School District
maximizing the brilliance of children

STEM CAMP PROPOSED BUDGET AND PROGRAM INFORMATION

STEM CAMP PROPOSAL		
Estimated Program Cost	**Purpose**	**Proposal**
$14,300 for teacher salary and benefits	Provide enrichment opportunities for middle school students through six STEM Camps across the district. ● LakeView—2 ● Bullen ● Washington ● Indian Trail—2 ● Computer Coding (Bullen)—1	Eleven teachers would be needed to provide instruction for the STEM Camps. Teachers would work 4.5 hour days for 10 days. Teachers would be at the following locations: ● LakeView—2 teachers ● Indian Trail—4 teachers ● Bullen—3 teachers ● Washington—2 teachers

SUMMER 2015 STEM FLYER

SPONSORED BY THE OFFICE OF CAREER AND TECHNICAL EDUCATION

Free Summer

STEM

SCIENCE • TECHNOLOGY • ENGINEERING • MATH

Camps

4 DAYS of STEM LEARNING AND FUN!

CREATE 3-D MODELS • HANDS-ON MANUFACTURING • BUILD A COMPUTER
TRY OUT YOUR SURGICAL SKILLS • BECOME A CHEMIST FOR A DAY
PRETEND YOU ARE CSI FOR A DAY• TEST YOUR DNA
LEARN HOW TO CODE

Themes of the 4 days will be:

INDIAN TRAIL HS & ACADEMY
Lab Technicians
Anatomy
Physiology
Forensic Science

LAKEVIEW TECH ACADEMY
Engineering
Biotechnology
Machine Processing
Information Technology

BULLEN MIDDLE SCHOOL and WASHINGTON MIDDLE SCHOOL
Computer programming (Code)
3-D Printing
Design Challenge

Kenosha Unified School District

SIGN UP TODAY!

The camps run from 9 a.m. to 3 p.m. Monday-Thursday.
Lunch will be included each day.

Please select your camp preference and return this application to your school's main office by May 29, 2015.

You will be informed of your acceptance via email. Students will be placed on a first-come, first-serve basis.

INDIAN TRAIL HIGH SCHOOL AND ACADEMY

- ☐ July 20-23 - Students entering 7th grade
- ☐ July 27-30 - Students entering 8th and 9th grade

LAKEVIEW TECHNOLOGY ACADEMY

- ☐ July 13-16 - **GIRLS ONLY** entering 9th and 10th grade
- ☐ July 20-23 - **GIRLS ONLY** entering 7th and 8th grade
- ☐ July 27-30 - **BOYS ONLY** entering 7th and 8th grade

BULLEN MIDDLE SCHOOL

- ☐ July 13-16 - **GIRLS ONLY** Coding Camp entering 7th and 8th grade
- ☐ July 27-30 - Students entering 7th and 8th grade
- ☐ August 3-6 - Students entering 7th and 8th grade

WASHINGTON MIDDLE SCHOOL

- ☐ July 27-30 - Students entering 7th and 8th grade

Today's date:_____

Full name:_____

Grade attending in fall:_____

School attending in fall:_____

Address:_____

Zip code:_____

Phone:_____

Parent/emergency contact number:_____

Email address:_____

Medical conditions:_____

Directions regarding any medical conditions:_____

Allergies:_____

PLEASE RETURN TO YOUR SCHOOL'S MAIN OFFICE

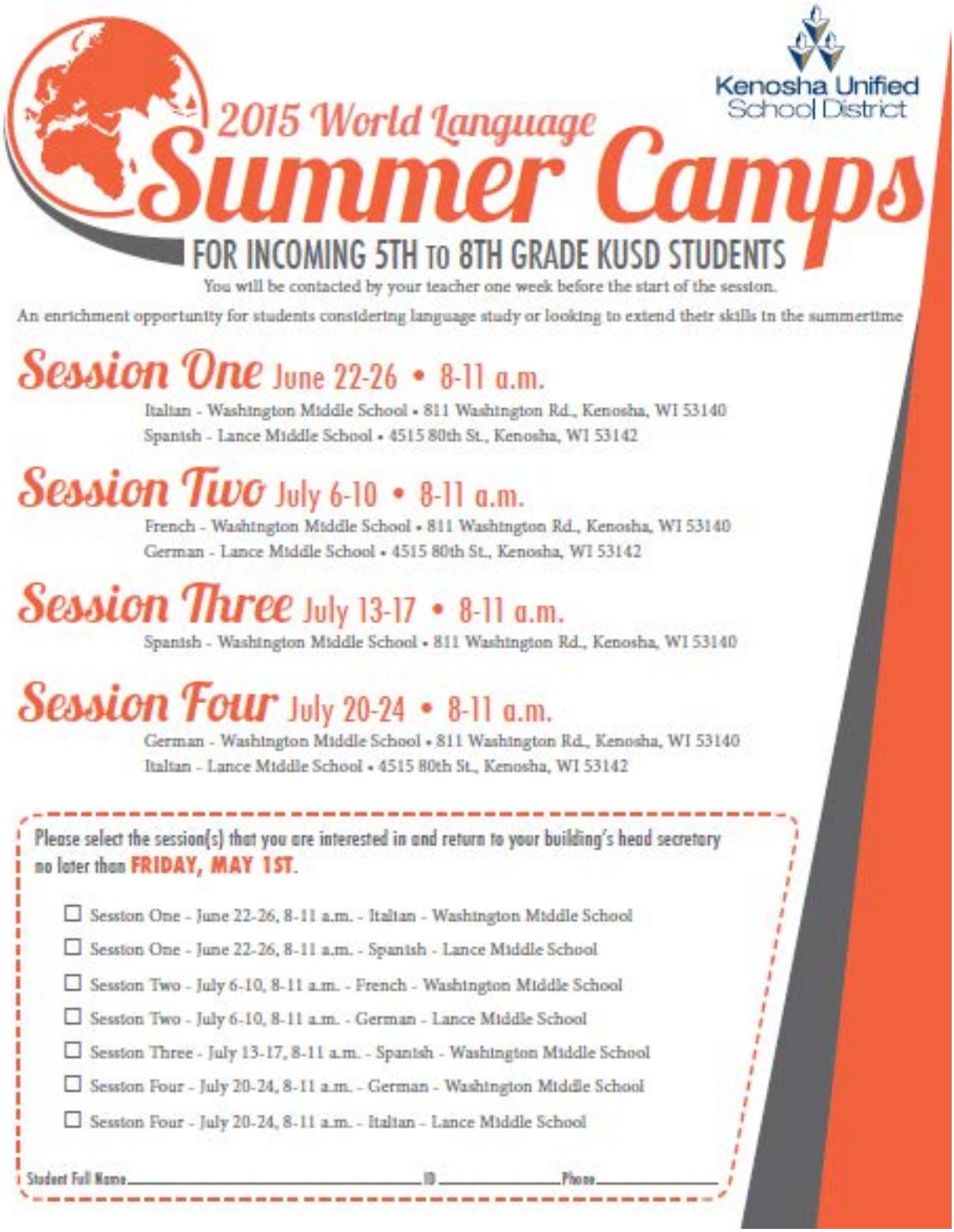
QUESTIONS? CONTACT THE OFFICE OF CAREER AND TECHNICAL EDUCATION! KLEGLER@KUSD.EDU OR 262-359-6304

APPENDIX E

WORLD LANGUAGE CAMP PROPOSED BUDGET AND PROGRAM INFORMATION

WORLD LANGUAGE CAMP PROPOSAL		
Estimated Program Cost	**Purpose**	**Proposal**
$8,000	Provide language learning opportunities at ten one-week-long World Language Immersion Camps.	Ten teachers would be needed to provide language instruction at the camps. Teachers would be compensated for five hours per day and five days per week ($7,500). Additionally, each camp would be allocated $50 for supplies ($500).

SUMMER 2015 WORLD LANGUAGE CAMP FLYER



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

Date: February 25, 2015

To: District Administrators/Summer School Coordinators

From: Robert A. Soldner, Director
School Financial Services Team

Subject: 2015 Summer School Guidance

Districts claiming membership for equalization aid and revenue limit purposes for academic summer classes must follow the summer school statutes, rules, and guidelines available at http://sfs.dpi.wi.gov/sfs_summ_sch . The following highlights some of the questions districts and auditors have asked for clarification.

Partnering for Summer School Programs

Districts may only operate an academic summer program in cooperation with a CESA or another school district under current state law. Districts operating summer activities with other entities are not eligible to claim membership for state aid or revenue limit purposes for those summer activities. Examples of non-aidable partnerships of academic classes: Local YMCA programs/camps, Boys/Girls Clubs, parks and recreation departments, and community programs.

Aidable Academic Courses vs Non-aidable Summer Activities

Under state law, membership may only be claimed for eligible academic summer classes that are necessary for academic purposes. The classes must be related or similar to instruction that is offered during the regular school year. In order to count pupils for state aid or revenue limit purposes, all summer school courses must be open to all students residing in the district, including home-based education and private school students.

Under state law, pupils participating in summer recreation/extracurricular programs and team sports are not eligible to be counted by school districts for state aid or revenue limit purposes. Examples of non-aidable summer activities: activities organized for athletic or club purposes or exclusive to athletic or club members, community service programs, child-care programs, open gym, camps, community events/festivals, performances, before- and after-school programs, recreational activities, orientations, and some field trips.

Online Courses

If online course offerings are provided on-site by DPI-licensed teachers, districts may count instructional minutes (see next item) provided through eligible online courses for resident students for state aid and revenue limit purposes. Starting in 2014, certain online courses no longer require resident students to be on-site if specific eligibility criteria are met. Online classes must comply with all other state summer school requirements (e.g., fees, partnerships, academic courses, etc.) to be eligible to count students for membership. The school district must document and retain records used in the calculation of the instructional minutes generated for each class that is included for the DPI Pupil Count Summer School report.

Instructional Minutes Reimbursement

The maximum number of minutes allowed for reimbursement per Wisconsin Administrative Rule PI 17 is 270 minutes of 'instructional time,' per student, per day. Only the time spent by students receiving direct

instruction from a DPI-licensed teacher may be counted for membership. Independent study times/study halls are not considered to be instructional time and are not eligible to be counted for state aid or revenue limit purposes.

Logged Classes

Logged classes are for individualized, direct, one-on-one instruction. The instructional time generally varies per student. The teacher maintains a daily log and a summary log, reflecting the student's name, start and finish time, and number of minutes the teacher provided instruction to each student. Minutes cease to accrue when the instructor is no longer providing direct instruction to the student. Generally, these types of classes generate very few minutes or FTEs.

Fees

Districts may only charge a minimal material fee if the district is claiming membership for state aid or revenue limit purposes for the course. If the district claims state aid under s. 121.14, Wis. Stats., there shall be no cost to the resident student beyond individual use supplies (towels, gym clothes, notebooks, pencils), textbooks, or similar items (workbooks). Items for which fees are charged must be legally permitted and actually purchased for summer school use.

Examples of items for which fees cannot be charged are: internet access, software, tuition/instruction, equipment/apparatus, vehicles, gas, insurance, transportation, shuttling, food or lodging for off-campus classes, building costs, and entry fees.

Summer school fees cannot be used to subsidize other classes or students. For example, charging a single fee, such as $20, to all summer school students is not allowed unless it can be documented that each student received or consumed supplies at least equal to the fee. Most often fees will vary, and depend on what supplies and materials each class uses.

If a district is not claiming the minutes as a part of its summer school program, it may establish and collect reasonable fees for social, recreational or extracurricular summer classes and programs which are neither credited toward graduation nor eligible for state aid [s. 118.04 (4), Wis. Stats.]. School boards may also provide and charge for transportation for extracurricular activities such as school athletic contests, after-school practices, late activities, school outings or extracurricular school field trips [s. 121.54 (7) Wis. Stats.]. Such activities are not eligible for state aid or revenue limit purposes and cannot be included in the summer school membership report.

Summer School Membership Report Filing

Summer school coordinators should submit the Excel generated PI-1804-W1 and W2 and/or 1805-W1 and W2 Summer School Membership report to your business office. Your business office must electronically submit the membership information to DPI via the password protected reporting portal at the following website: https://www2.dpi.state.wi.us/sfssafr/intro.aspx. This report is due no later than October 1, 2014. The school district's business office must also retain a paper copy of PI-1804/1805-W1 and W2 for audit purposes.

Contact

If you have questions regarding summer school regulations, please refer to our website at http://sfs.dpi.wi.gov/sfs_summ_sch . General summer school questions may be directed to Wendi Zitske at 608-266-8938 or wendi.zitske@dpi.wi.gov. Questions concerning financial reporting may be directed to Carey Bradley at 608-267-3752 or carey.bradley@dpi.wi.gov. Questions concerning transportation may be directed to Bruce Anderson at 608-267-9707 or bruce.anderson@dpi.wi.gov.

APPENDIX G

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

(http://dpi.wi.gov)

Community Service Fund Information

This information and the information on our website is designed to provide school districts with general guidance regarding community service fund activities. It is based on the DPI Finance Team's interpretation of the statutes. We advise districts to seek legal counsel should they question either the information or the interpretation.

2014-2015 Levy Authority and District Reporting Requirements for the Community Services Fund (http://sfs.dpi.wi.gov/community-service-fund-limits-and-reporting-requirements-under-2013-wisconsin-act-20)

Description: This fund is used to account for activities such as adult education, community recreation programs such as evening swimming pool operation and softball leagues, elderly food service programs, non-special education preschool, day care services, and other programs which are not elementary and secondary educational programs but have the primary function of serving the community. Expenditures for these activities, including cost allocations for salaries, benefits, travel, purchased services, etc. are to be included in this Fund to the extent feasible. The district may adopt a separate tax levy for this Fund. Building use fees charged for utilities and other operational costs must be recorded in the General Fund if no cost allocation was made for these to the Community Service Fund, ***as defined by PI 80 provided below.***

Statutory Authority: 120.13(19) Community programs and services. Establish and maintain community education, training, recreational, cultural or athletic programs and services, outside the regular curricular and extracurricular programs for pupils, under such terms and conditions as the school board prescribes. The school board may establish and collect fees to cover all or part of the costs of such programs and services. The school board may not expend moneys on ineligible costs, as defined by the department by rule. Costs associated with such programs and services shall not be included in the school district's shared cost under s. 121.07 (6).

Establishment of a Community Service Fund: The School Board must establish a Community Service Fund pursuant to s. 120.13(19). A budget for the Community Service Fund must be adopted as required by s. 65.90. Any tax necessary to operate the Community Service Fund is considered an "operation" levy subject to s. 120.10(8) and s. 120.12(3).

General Outline of Community Service Activities: Access to Community Service Fund activities cannot be limited to pupils enrolled in the district's K-12 educational programs. Other funds, such as the General Fund and Special Projects Fund, carry out the day to day K-12 educational operations of the district. All activities associated with a well-rounded curriculum (curricular and extra-curricular activities) are to be accounted for in these funds and the Pupil Activity Fund (Fund 60).

Excluded from a Community Service Fund are any academic subjects and extra-curricular activities available only to pupils enrolled in the district. Student activities such as inter-scholastic athletics and other extra-curricular activities, pupil clubs, dances, field trips, student seminars and symposiums also may not be funded through Community Service.

A school board may under s. 120.13 (17) grant the temporary use of school grounds, buildings, facilities or equipment, under conditions, including fees as determined by the school board. A Community Service Fund should not be established for providing access to district property for organizations such as youth, theater, and other groups not under the control of the school board unless the district is incurring additional direct cost that will not be recovered through fees and therefore requires a tax levy subsidy.

CHAPTER PI 80 COMMUNITY PROGRAMS AND SERVICES (permanent rule)

PI 80.01 Purpose.

(1) Under s. 120.13 (19), Stats., the school board of a common or union high school district, a unified school district, or a 1st class city school district may establish and maintain community education, training, recreational, cultural or athletic programs and services, outside of its regular curricular and extracurricular programs for pupils.

(2) The purpose of this chapter is to define which costs are ineligible under s. 120.13 (19), Stats.

PI 80.02 Ineligible costs.

A school board may not expend moneys on ineligible costs for community programs and services. The following are ineligible costs:

(1) Costs for any program or service that is limited to only school district pupils.

(2) Costs for any program or service whose schedule presents a significant barrier for age-appropriate school district residents to participate in the program or service.

(3) Costs that are not the actual, additional cost to operate community programs and services under s. 120.13 (19), Stats.

(4) Costs that would be incurred by the school district if the community programs and services were not provided by the school district.

This permanent rule creates Chapter PI 80, as required by 2013 Wisconsin Act 306. Under 2013 Wisconsin Act 306, the department must define ineligible costs related to community programs and services.

EFFECTIVE DATE: May 1, 2015

For questions about this information, contact ***dpifin@dpi.wi.gov (http://sfs.dpi.wi.gov/user/641/contact)*** *(608) 267-9114*

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