Kenosha Unified School District

REGULAR MONTHLY BOARD MEETING

December 15, 2015

7:00 PM

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

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Kenosha Unified School District

I. Pledge of Allegiance

II. Roll Call of Members

III. Awards/Recognition

A. Wisconsin School Music Association Honors Project Students

B. Wisconsin State Theatre Festival Award Winners

C. Lincoln Middle School Samsung Solve for Tomorrow State Winner

D. KUSD Communication Department WSPRA Spectrum Awards

IV. Administrative and Supervisory Appointments

V. Introduction and Welcome of Student Ambassador

VI. Legislative Report

VII. Views and Comments by the Public

VIII. Response and Comments by Board Members (Three Minute Limit)

IX. Remarks by the President

X. Superintendent's Report

XI. Consent Agenda

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Kenosha Unified School District
Kenosha, WI
December 15, 2015

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Ferguson	Susan	Washington Middle School	Grade 6 Science	Instructional	11/23/2015	1	$39,702.00
Resignation	Burke	Thomas	Tremper High School	Security	ESP	11/20/2015	1	$14.33
Resignation	Droster	Rebecca	Washington Middle School	Grade 6	Instructional	12/04/2015	1	$63,248.00

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD NOVEMBER 18, 2015

A special meeting of the Kenosha Unified School Board was held on Wednesday, November 18, 2015, in the Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:15 P.M. with the following members present: Mr. Flood, Ms. Stevens, Mr. Kunich, Mr. Wade, Mrs. Snyder, Mr. Falkofske, and Mrs. Coleman. Dr. Savaglio-Jarvis, Mr. Hamdan, and Attorneys Daniel Borowski and Christine Hamiel from Von Briesen & Roper, S.C. were also present.

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

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Litigation.

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

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

1.   Litigation
Attorneys Borowski and Hamiel provided information to Board members pertaining to a potential litigation item and then answered questions.

Mr. Falkofske moved to adjourn. Mrs. Snyder seconded the motion. Unanimously approved.

Meeting adjourned at 7:27 P.M.

Stacy Schroeder Busby
School Board Secretary

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

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

The meeting was called to order at 6:30 P.M. with the following members present: Mr. Flood, Ms. Stevens, Mr. Kunich, Mr. Wade, Mrs. Snyder, Mr. Falkofske, and Mrs. Coleman. Dr. Savaglio-Jarvis and Attorney Shana Lewis from Strang, Patteson, Renning, Lewis & Lacy, S.C. were also present.

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

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Litigation and Personnel: Problems.

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

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

1.   Litigation and Personnel: Problems
Attorney Lewis updated Board members on a personnel issue and answered questions.

Mrs. Snyder moved to adjourn. Mr. Falkofske seconded the motion. Unanimously approved.

Meeting adjourned at 6:52 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD NOVEMBER 24, 2015

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

The meeting was called to order at 7:01 P.M. with the following Board members present: Mr. Flood, Ms. Stevens, Mr. Kunich, Mr. Wade, Mrs. Snyder, Mr. Falkofske, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present.

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

There were no awards or recognitions.

There were no Administrative and/or Supervisory appointments.

Mrs. Coleman introduced the Student Ambassador, Keelin Ricciardi from Harborside Academy, and she made her comments.

Mr. Flood gave the Legislative Report.

There was one view/comment by the public.

Board members made their responses/comments.

There were no remarks by the Board President.

Dr. Savaglio-Jarvis gave the Superintendent's Report.

Consent-Approve items XI-B – Minutes of the 10/22/15 and 10/27/15 Special Meetings and Executive Sessions and the 10/27/15 Regular Meeting and XI-D – Policy 5436 – Weapons were pulled from the consent agenda.

The Board then considered the following Consent-Approve items:

Consent-Approve item XI-A – Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations.

Consent-Approve item XI-C – Summary of Receipts, Wire Transfers, and Check Registers submitted by Mrs. Lisa Salo, Accounting Manager; Mr. Tarik Hamdan, Chief Financial Officer; and Dr. Sue Savaglio-Jarvis, excerpts follow:

"It is recommended that the October 2015 cash receipt deposits totaling $283,251.40, and cash receipt wire transfers-in totaling $229,707.87, be approved.

Check numbers 527918 through 529334 totaling $10,077,715.81, and general operating wire transfers-out totaling $288,711.03, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the October 2015 net payroll and benefit EFT batches totaling $14,690,081.18, and net payroll check batches totaling $15,208.53, be approved."

Mrs. Stevens moved to approve the Consent Agenda as revised. Mr. Flood seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced Policy 6300 – Curriculum Development and Improvement and Policy 6610 – Selection of Instructional Materials submitted by Mrs. Sarah Smith, Coordinator of Language Acquisition; Mrs. Christine Pratt, Coordinator of Science; Mr. Scott Plank, Coordinator of Fine Arts; Ms. Marsha Nelson, Coordinator of Career and Technical Education; Mrs. Susan Mirsky, Coordinator of English/Language Arts; Mrs. Jennifer Lawler, Coordinator of Mathematics; Mr. Steven Knecht, Coordinator of Athletics/Physical Education; Mr. Che Kearby, Coordinator of Educator Effectiveness and Social Studies; Ms. Julie Housaman, Assistant Superintendent of Teaching and Learning; and Dr. Savaglio-Jarvis, excerpts follow:

"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 curricula in a manner that allocates district resources effectively. This report outlines a proposed update to Kenosha Unified School District Board Policy 6300 to include a systematic curriculum development cycle and Policy 6610 to include a seven-year curriculum review cycle.

Kenosha Unified School District Board of Education Policy 6610 provides a process for selecting instructional materials, including required textbooks and supplementary materials. A chart outlining a curriculum evaluation and renewal cycle that spanned the school years from 1999-2000 through 2006-07 is contained in Appendix C.

Due to several factors—notably significant budget reductions—curriculum reviews were delayed and off cycle beginning with the 2005-06 adoption of mathematics curriculum resources. Because there were insufficient funds, the mathematics purchase was extended over two years, and the curriculum evaluation and renewal cycle was altered from that point forward. Funding formerly allocated to the purchase of

curriculum materials was removed from the Teaching and Learning budget in the 2011-12 budget. Appendix D outlines the purchase of textbooks and curriculum materials from the 1999-2000 school year through the 2014-15 school year.

In spring 2013 the International Curriculum Management Audit Center was retained to complete a comprehensive curriculum audit. Finding 2.1 of this audit identified a lack of a planning process and comprehensive management plan to provide coordinated direction of the design, delivery, and evaluation of the curriculum. The auditors responded to the findings with eight recommendations for how to address the problems that were pinpointed in the audit. Establishing a seven-year curriculum review cycle is one specific item recorded in Recommendation 5.

School board Policy 6300 has been updated to include a proposed curriculum development cycle. This cycle provides for a comprehensive evaluation of course content, an inclusive development process, a thoughtful implementation, revision based on data, and time for program effectiveness to be realized. The curriculum development cycle will adhere to a five-phase process.

School Board Policy 6610 includes the proposed seven-year curriculum review cycle and indicates where each curriculum area falls within the cycle. It is important to note that all content areas responded to the curriculum audit and began work in the 2013-14 school year. In some content areas (mathematics, for example), multiple phases were accomplished during that year. In other content areas, the work of a single phase was spread over multiple years. This is indicated in the District Curriculum Work 2013-16 table.

At its November 10, 2015, meeting, the joint Personnel/Policy and Curriculum/Program Committee voted to forward proposed revisions to Policies 6300 and 6610 to the School Board for consideration. Administration recommends that the school board approve Policy 6300 to include a systematic curriculum review cycle as a first reading on November 24, 2015, and a second reading on December 15, 2015. Administration recommends that the school board approve Policy 6610 to include a seven-year curriculum review cycle with an annual budget assumption to support needed purchases as outlined in Phase 3 of the cycle as a first reading on November 24, 2015, and a second reading on December 15, 2015."

Mrs. Coleman noted that revised Polices 6300 and 6610 were distributed which consisted of some cross referencing changes.

Mrs. Housaman was present and answered questions from Board members.

Mr. Flood moved to approve revised Policies 6300 – Curriculum Development and Improvement and 6610 – Selection of Instructional Materials as a first reading. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Athletics for Physical Education Credit Waiver submitted by Mr. Knecht, Mrs. Housman, and Dr. Savaglio-Jarvis, excerpts follow:

"In 2011 the state of Wisconsin passed Act 105, offering school districts the option to provide credit toward graduation in physical education for participation in extracurricular activi-ties (Wisconsin State Statute 118.33). Specifically, Act 105 states: "A school board may allow a pupil who participates in sports or in another organized physical activity, as determined by the school board, to complete an additional .5 credit in English, social studies, mathematics, science, or health education in lieu of a .5 credit in physical education."

A committee was formed in January 2015 to research the merits of an athletic for physical education waiver and to bring forward a recommendation based on the findings. Following discussion of the findings, the Curriculum/Program Standing Committee requested that district administration:

- Respond to multiple inquiries brought forward by school board and committee members (Appendix A).

- Seek participation from community members, parents, and student athletes to participate on the Athletic Waiver Committee. A press release (Appendix B) was sent to Kenosha News on September 1, 2015; and the newly formed com-mittee met on September 30, October 7 and October 21. All of those who expressed interest in participating on the committee were invited to attend; and members include: students, community members, administration, coaches, and physical education teachers (Appendix C).

Based on the committee's research and extensive discussion, committee members collaboratively developed pros and cons of implementing a waiver for athletes. Athletic Waiver Committee members were asked to vote yes or no to the following question at the end of the second and third committee meetings: Do you feel Kenosha Unified School District should offer a physical education waiver for student athletes? The results were as follows:

- October 7, 2015 (15 members present)
    - Six committee members voted yes.
    - Seven committee members voted no.
    - Two committee members were undecided.

- October 21, 2015 (13 members present and 1 vote by letter)
    - Seven committee members voted yes.
    - Seven committee members voted no.

At the November 10, 2015 Curriculum/Program Standing Committee meeting, committee members participated in a working session to review the work of the Athletic Waiver Committee. Table discussions led to the collaborative development of a chart categorizing the pros and cons of pursuing the implementation of an athletic waiver for participation in sports and activities. Curriculum/Program Standing Committee members were asked to vote yes or no to the same question presented to the Athletic Waiver Committee. The results were as follows:

- November 10, 2015 (8 standing committee members present)
  - Two committee members voted yes.
    - One yes vote included the following statement:
      - "Please get more info from students."
  - Five committee members voted no.
  - One committee member was undecided.

This is an information only item."

Discussion followed and Board members expressed their views and comments.

Mrs. Housaman and Mr. Knecht were present and answered questions from Board members.

Mr. Falkofske requested data on class rank outcomes for the past five years.

No action was taken on this item as it was presented for informational purposes only.

Dr. Savaglio-Jarvis introduced the 2014-2015 Financial Audit Report submitted by Mrs. Salo, Mr. Hamdan, and Dr. Savaglio-Jarvis, excerpts follow:

"The DPI requires districts to be audited annually and to submit the audited financial statements no later than December 1, 2015.

The District's Auditor, Schenck SC, has concluded their financial audit of the District's financial statements and major federal and state programs. The Audit, Budget and Finance Committee reviewed the audited financial reports at the November 10, 2015, meeting, and had the opportunity to ask questions. Mr. David Maccoux, CPA and Shareholder from Schenck was on hand to answer questions and provided a Management Communications report to the Committee. It was the opinion of Schenck that the District's financial statements "…present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District as of June 30, 2015, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America." The full Annual Financial Report is available on the District's website on the Finance Department web page.

Representatives from Schenk SC will be available for questions or discussion at the November 24, 2015 School Board meeting.

Administration recommends that the school board move to receive the audited 2014-2015 Annual Financial Report."

Mr. Hamdan introduced Mr. David Maccoux from Schenck, S.C. who presented the Management Communications document to Board members and then answered questions.

Mrs. Snyder moved to receive the audited 2014-2015 Annual Financial Report. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Coleman introduced the Minutes of the 10/22/15 and 10/27/15 Special Meetings and Executive Sessions and the 10/27/15 Regular Meeting.

Ms. Stevens requested that the 10/22/15 executive session minutes reflect that there was discussion about giving employees a bonus. Ms. Busby requested that the 10/22/15 executive session minutes be tabled until the next meeting to allow her to review her notes and confer with legal counsel.

Ms. Stevens moved to approve the 10/27/15 Special and Executive Session Minutes and the 10/27/15 Regular Meeting Minutes but table the 10/22/15 Special and Executive Session Minutes until the next meeting. Mrs. Snyder seconded the motion. Unanimously approved.

Mrs. Coleman introduced Policy 5436 – Weapons submitted by Dr. Bethany Ormseth, Assistant Superintendent of Teaching and Learning, and Dr. Savaglio-Jarvis, excerpts follow:

"Policy and Rule 5436 - Weapons was last revised in 1999. School Board member Dan Wade has suggested revisions to the policy which would define any knife as a dangerous weapon as well as razor blades and box cutters.

At its October 13, 2015, meeting the Personnel/Policy Committee voted to forward revisions to Policy 5436 to the School Board for consideration. The School Board approved revised Policy 5436 as a first reading on October 27, 2015. Administration recommends that the School Board approve revisions to Policy 5436 – Weapons as a second reading on November 24, 2015."

Mrs. Coleman indicated that Administration has requested that Policy 5436 – Weapons be tabled in order for it to be reviewed further as there may be conflicts with state and federal laws as it is currently written.

Mr. Wade moved to table Policy 5436 – Weapons to allow for further review. Mr. Falkofske seconded the motion. Unanimously approved.

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

Ms. Stevens moved to approve the Donations to the District as contained in the agenda. Mr. Wade seconded the motion. Unanimously approved.

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

Meeting adjourned at 8:47 P.M.

Stacy Schroeder Busby
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD DECEMBER 1, 2015

A special meeting of the Kenosha Unified School Board was held on Tuesday, December 1, 2015, at 7:00 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for discussion over the allocations of the 2015-2016 unallocated funds; and if necessary and appropriate, take action on said discussion.

The meeting was called to order at 7:03 P.M. with the following members present: Mr. Flood, Ms. Stevens, Mr. Kunich, Mr. Wade, Mrs. Snyder, Mr. Falkofske, and Mrs. Coleman. Dr. Savaglio-Jarvis, Mr. Hamdan, and Attorney Joel Aziere from Buelow, Vetter, Buikema, Olson & Vliet, LLC were also present.

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

There were views and comments by the public.

Mrs. Coleman presented the Unallocated Funds in the 2015-2016 Budget submitted by Mr. Tarik Hamdan, Chief Financial Officer, and Dr. Savaglio-Jarvis, excerpts follow:

"The budget cycle for the 2015-2016 budget began around January of 2015. At that time, the State of Wisconsin was also developing its biennial 2015-2017 budget. Preliminary proposals from the Governor included the elimination of the $150 per pupil categorical aid revenue item that equates to approximately $3.3 MM for KUSD. Between January and February of 2015, planning and discussion meetings were held with leadership council members, principals, coordinators, budget managers, and board members to formulate a plan to propose a balanced budget to the Board of Education. At the May 26, 2015 meeting, administration provided the preliminary plan that closed a $6.5 MM budget deficit caused by the loss of $3.2 MM in revenue and an increase of $3.3 MM in expenses related to the 9% increase in health insurance premiums. This plan was proposed with the goal of minimal classroom impact in mind.

After months of debate surrounding the State budget, the final version included the restoration of the $3.3 MM revenue item that we had planned to lose. At the July 28, 2015 board meeting, administration provided this information to the Board of Education and requested that the budget assumptions be approved as the basis to build the 2015-2016 budget. There was an administrative recommendation to use $800,000 of the restored funding to restore the technology refresh funding that was reduced in the May proposal, as well as $360,000 to restore 4 teacher FTEs at the secondary level. With those two restorations approved, that left approximately $2.1 MM of unallocated funds.

In preparation for the official budget adoption on October 27, 2015 all of the variables that impact the budget position, primarily staffing and enrollment, were updated to reflect the most accurate information available. The 2015-2016 budget was adopted with $2.6 MM in expenses pending allocation or unallocated.

This is an informational report being presented to the Board of Education."

Board members expressed their views and made their comments.

Mr. Hamdan and Attorney Aziere were present and answered questions from Board members.

A compensation options document was distributed, presented and then discussed.

Mrs. Snyder moved to approve a one-time 1.5% stipend increase for each full time employee (FTE) and a 10% restoration of funds to school buildings. Mr. Kunich seconded the motion. Discussion followed.

Ms. Stevens requested information pertaining to the items cut at school buildings in relation to the 20% budget cuts.

Mrs. Coleman passed the gavel to Mrs. Snyder.

Mrs. Coleman asked Mrs. Snyder to consider a friendly amendment to remove the 10% restoration of funds to school buildings.

Mrs. Snyder returned the gavel to Mrs. Coleman.

Mrs. Snyder indicated that she would accept the friendly amendment suggested by Mrs. Coleman.

Mrs. Coleman asked for a roll call vote on Mrs. Snyder's motion to approve a one-time 1.5% stipend increase for each full time employee (FTE).

Roll call: Ayes: Mr. Kunich, Mr. Wade, Mrs. Snyder and Mrs. Coleman. Noes: Mr. Falkofske. Abstainers: Mr. Flood and Ms. Stevens.

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

Meeting adjourned at 8:27 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
December 15, 2015

CASH RECEIPTS	reference	total
November 2015 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	*state aids register receipts*	$ 3,939,780.55
Johnson Bank	*account interest*	168.23
Bankcard Services (MyLunchMoney.com)	*food services credit card receipts (net of fees)*	141,274.63
Bankcard Services (TicketSpice.com)	*fine arts ticket sales receipts (net of fees)*	2,697.46
Bank (RevTrak)	*district web store receipts (net of fees)*	11,897.27
Retired & Active Leave Benefit Participants	*premium reimbursements*	26,803.85
HHS	*head start grant*	409,925.74
Various Sources	*small miscellaneous grants / refunds / rebates*	22,045.36
Total Incoming Wire Transfers		4,554,593.09
November 2015 Deposits to Johnson Bank - All Funds:		
General operating and food services receipts	*(excluding credit cards)*	278,690.44
TOTAL NOVEMBER CASH RECEIPTS		$ 4,833,283.53

CASH DISBURSEMENTS	reference	total
November 2015 Wire Transfers-Out, from Johnson Bank to:		
Payroll & Benefit wires		
Individual Employee Bank Accounts	*net payrolls by EFT (net of reversals)*	$ 7,103,242.85
WI Department of Revenue	*state payroll taxes*	744,643.08
WI Department of Revenue	*state wage attachments*	3,705.82
IRS	*federal payroll taxes*	2,706,400.89
Delta Dental	*dental insurance premiums*	244,309.48
Diversified Benefits Services	*flexible spending account claims*	21,715.41
Employee Trust Funds	*wisconsin retirement system*	1,506,819.21
NVA	*vision insurance premiums*	13,647.87
Various	*TSA payments*	209,286.81
Subtotal		12,553,771.42
General Operating Wires		
US Bank	*purchasing card payment-individuals*	207,318.59 *
US Bank	*purchasing card payment-AP program*	46,879.29 *
Aegis	*workers' compensation payment*	150,000.00
Kenosha Area Business Alliance	*LakeView lease payment*	16,666.67
Johnson Bank	*banking fees*	749.68
Various	*returned checks*	226.60
Subtotal		421,840.83
Total Outgoing Wire Transfers		$ 12,975,612.25
November 2015 Check Registers - All Funds:		
Net payrolls by paper check	*Register# 01023DP, 01923DP 01024DP*	$ 16,882.66
General operating and food services	*Check# 529335 thru Check# 530536 (net of void batches)*	7,145,569.17
Total Check Registers		$ 7,162,451.83
TOTAL NOVEMBER CASH DISBURSEMENTS		$ 20,138,064.08

See attached supplemental report for purchasing card transaction information

KUSD Purchasing Card Program - Accounts Payable

Transaction Summary

Billing Cycle Ending November 16, 2015

Check #	Vendor ID	Vendor Name	Total
99000700 **V01058**		FIRST STUDENT	$ 46,879.29
US Bank Purchasing Card Payment - Accounts Payable			$ 46,879.29

Transaction Summary by Merchant

Billing Cycle Ending November 16, 2015

Merchant Name	Total
HOTEL	$ 22,426.68
LEARNING FORWARD	$ 7,610.00
MENARDS KENOSHA WI	$ 7,420.32
AIRLINE	$ 7,076.98
RESTAURANTS & CATERING	$ 6,370.28
DAKOTA SECURITY SYSTEMS	$ 6,355.20
PROVANTAGE LLC	$ 6,063.29
WW GRAINGER	$ 6,024.22
VEHICLE MAINT. & FUEL	$ 5,842.34
MARK S PLUMBING PARTS	$ 5,522.81
VIKING ELECTRIC-CREDIT DE	$ 5,053.10
HIGHWAY C SVC	$ 3,642.71
IN *A BEEP, LLC	$ 3,613.60
AMAZON MKTPLACE PMTS	$ 3,558.90
KITCHEN CUBES LLC	$ 3,528.15
CLASS 1 AIR INC	$ 3,373.72
JOHNSTONE SUPPLY	$ 3,003.39
MAYFAIR RENT A CAR KENO	$ 2,908.65
3654 INTERSTATE	$ 2,862.61
AMAZON.COM	$ 2,695.70
HAJOCA KENOSHA PC354	$ 2,594.86
SCRIPPS SPELLING BEE	$ 2,584.00
CRISIS PREVENTION	$ 2,544.00
NABCO ENTRANCES	$ 2,541.08
LOWES #02560*	$ 2,430.99
BATTERIES PLUS KEN	$ 2,351.75
L AND S ELECTRIC	$ 2,336.00
VIKING ELECTRIC - KENOSHA	$ 2,267.52
ULINE *SHIP SUPPLIES	$ 2,060.00
RELIABLE TREE CARE LLC	$ 2,025.00
CONNEY SAFETY	$ 2,022.08
SUPER SPORTS FOOTWEAR	$ 2,020.00
HUDL	$ 1,959.00
USPS POSTAL ST66100207	$ 1,941.40
IN *GAPPA SECURITY SOLUTI	$ 1,940.30
DASH MEDICAL GLOVES	$ 1,794.00
INDUSTRIAL CONTROLS	$ 1,762.09
SDE INC	$ 1,604.00
CHESTER ELECTRONIC SUPPLY	$ 1,591.06
HALLMAN LINDSAY PAINTS	$ 1,580.90
HYDRO-FLO PRODUCTS INC	$ 1,561.14
MENARDS RACINE WI	$ 1,542.98
GERHARDS	$ 1,498.71
DIETZ ELECTRIC CO INC	$ 1,450.00
DICKOW CYZAK TILE CARP	$ 1,444.60
SQ *WISCONSIN EDUCA	$ 1,375.00
SHIFFLER EQUIPMENT SAL	$ 1,250.46

DW DAVIES AND CO INC	$	1,188.08
BOSCH PACKAGING SERVICE	$	1,059.66
BARNES & NOBLE #2037	$	1,058.90
BEST BUY 00011916	$	1,045.75
EXPEDIA*1120209555103	$	991.20
HESCO INC	$	948.53
CLIFF KEEN ATHLETIC	$	943.71
4IMPRINT	$	902.21
HEAT & POWER PRODUCTS INC	$	840.70
STAGELIGHTINGSTORE	$	834.21
THE HOME DEPOT 4926	$	770.88
AMAZON.COM AMZN.COM/BILL	$	720.29
ORIENTAL TRADING CO	$	708.53
FIRST SUPPLY LLC #2033	$	705.42
EXPEDIA*1120209084007	$	660.80
SOUTHEASTERN PERFORMAN	$	659.13
BETTYMILLSC	$	658.37
LIBERTS	$	643.21
MIDWEST METER - JACKSON	$	636.55
SQ *MATHBOAT	$	604.39
GFS STORE #1919	$	603.98
NAEYC SALES	$	580.80
WEBCONNEX.COM/CHARGE	$	577.26
FLUID HANDLING INC	$	563.77
ROC*ROCKLER WDWRK HDWE	$	562.60
HOMEDEPOT.COM	$	546.97
WM SUPERCENTER #1167	$	546.56
WAL-MART #1167	$	532.60
EDS ARCHITECTURAL OPENING	$	530.10
CUMMINS NPOWER LLC	$	510.24
WI ASSOC. FOR LANGUAGE	$	508.00
EXPEDIA*1120199048388	$	482.73
REINDERS - SUSSEX CS	$	478.90
GOLF TEAM PRODUCTS	$	462.00
MATMANWRESTLING.COM	$	461.36
JOANN FABRIC #0576	$	447.78
REI*GREENWOODHEINEMANN	$	438.00
MCMASTER-CARR	$	417.79
TI *CONFERENCE	$	400.00
G2 PRINTING SOLUTIONS	$	384.56
WWW.DICKSSPORTNGGOODS.COM	$	379.64
MCCORMICK'S ENTERP	$	378.37
EXPEDIA*1120209727368	$	363.42
SKILLSUSA ORG	$	350.00
QUEENSBORO	$	349.70
FESTIVAL FOODS	$	341.22
FARM & FLEET STURTEVAN	$	332.72
PAT'S SERVICES INC	$	325.00
AMZ*PYRAMYDAIR	$	319.87
I D WHOLESALERS	$	298.40
FASTENAL COMPANY01	$	283.98
WAISTUPIMPRINTED SPORT	$	282.30
IN *B AND L OFFICE FURNIT	$	280.00
APC GROUP INC	$	276.93
WISMATH	$	275.00

LITTLEBITS ELECTRONICS IN	$	274.00
OFFICEMAX/OFFICEDEPOT6358	$	272.62
KLEEN RITE CORP	$	263.63
NATIONAL ENGLISH HONOR	$	261.50
SHOPKO ONLINE #497A	$	248.58
ADVENTURE ROCK	$	240.00
BUREAU OF EDUCATION AND R	$	239.00
WESTSIDE WHOLESALE, IN	$	234.51
BIG K LIMO	$	230.00
FCCLA	$	225.00
SN *WISCONSIN ASSOCIATION	$	225.00
SOLUTION TREE INC	$	219.70
MOTION INDUSTRIES WI04	$	219.40
AED SUPERSTORE	$	218.00
AT&T*BILL PAYMENT	$	215.66
KRANZ INC	$	209.00
ACT*AWSA	$	200.00
WISCONSIN COACHLINES	$	200.00
SOCIAL STUDIES SCH SRV	$	199.85
ERN WEBINARS	$	197.00
USPS 56428002632502569	$	194.75
PIGGLY WIGGLY #004	$	190.93
EB WISCONSIN STATE PL	$	187.60
MATHALICIOUS.COM	$	185.00
GARRETT METAL DETECTOR	$	181.00
WI DHFS LEAD AND ASBESTOS	$	175.00
WILDLIFE EDUCATION LTD	$	169.75
WISCONSIN CENTER FO	$	156.00
TORMACH INC	$	155.34
RAYMOND GEDDES	$	154.15
SP * FASTMODEL SPORTS	$	147.99
MUSEUM OF SCIENCE & IN	$	141.00
USA WRESTLING ASSOCIATION	$	130.00
MILWAUKEE PARTS SUPPLY	$	126.17
PAYPAL *COOPERATIVE	$	125.00
WERNER ELEC SUP KE	$	117.50
PLANK ROAD PUBLISHING	$	109.95
WOODWORKS, LTD	$	106.00
AIRGASS NORTH	$	103.89
PARTS EXPRESS	$	100.10
NATIONALGEO	$	100.00
EB 12TH ANNUAL SYSTEM	$	100.00
EB ADVANCED APPLICATI	$	100.00
LEARNING A-Z, LLC	$	99.95
PAYPAL *LIVEBINDERS	$	99.50
OTTER CREEK INST.	$	99.24
PLAYITAGAINSP #11634	$	98.89
BATTERY MART OF WINCHESTE	$	97.95
WALGREENS #3153	$	90.00
SEARS ROEBUCK 8060	$	89.66
ASSOC SUPERV AND CURR	$	89.00
OLD NAVY ON-LINE	$	87.57
WEEBLY-CHARGE.COM	$	86.90
SCHOLASTIC BOOK FAIRS	$	83.88
HOBBY LOBBY #350	$	80.85

LAKESHORE LEARNING MATER	$	80.39
BAUDVILLE INC.	$	79.30
SHERWIN WILLIAMS #3180	$	79.23
J W PEPPER AND SON INC	$	77.94
OFFICE DEPOT #3260	$	76.69
ZORN COMPRESSOR	$	76.62
VTS SAN FRAN TAXI	$	73.79
SQ *JINOTRANSPORTATION CO	$	73.48
ACE EDUCATIONAL MOTO	$	71.99
CROWN TROPHY	$	70.15
OFFICE OXYGEN	$	68.59
GO RITEWAY TRANSPORTATION	$	68.14
THE UPS STORE 3860	$	67.89
FEDEX 781679271067	$	64.49
CHANNING BETE CO AHA	$	63.95
PARTY CITY	$	63.31
DOLRTREE 661 00006619	$	60.00
ANIXTER/CLARK/TRI-ED	$	59.56
WOODWORKERS HARDWARE - W	$	59.45
VZWRLSS*IVR VN	$	58.01
KENOSHA FRESH MARKE	$	56.56
PICK N SAVE 00068718	$	56.23
APW DISTRIBUTING INC	$	52.40
CITY CAB OF ORL	$	52.00
LASXPRESS	$	52.00
WWW.NEWEGG.COM	$	49.95
PICK N SAVE 00068742	$	49.82
SQ *EMOTIONAL ABC'S	$	47.95
CURB	$	46.80
TAXI-VETERANS CAB	$	43.20
SOUTHPORT VACUUM	$	42.15
HARBOR FREIGHT TOOLS 358	$	41.99
HOBBY LOBBY #283	$	41.86
FACTORYOUTLETSTORE.COM	$	40.85
RVT*KENOSHA UNIFIED SD	$	40.00
FOLLETT SCHOOL SOLUTIONS	$	40.00
CVS/PHARMACY #08777	$	39.99
EDUCATION WEEK	$	39.00
ROBOTSHOP.COM	$	37.25
HOLLAND SUPPLY INC	$	37.20
SENOR WOOLY LLC	$	35.00
DOORLOCKSDI	$	34.97
USPS.COM CLICK66100611	$	34.88
DG HARDWARE	$	31.06
WUFOO.COM/CHARGE	$	29.95
SAGE PUBLICATIONS	$	27.90
WKU T TAS	$	25.00
HONDA OF KENOSHA	$	22.26
BB *EXPED LEARN	$	22.00
SQ *CHAUFFEUR SERVICES OR	$	22.00
WESTERN RETAIL	$	21.94
PRAIRIE SIDE TRUE VALUE	$	21.86
ATHLETICS 2000	$	20.75
SQ *ASEFA KIDANE	$	20.00
VANS GAS	$	20.00

ADOBE	$	19.99
EDHELPER	$	19.99
A MAIN HOBBIES	$	19.42
SQ *SAN DIEGO CAB	$	18.50
DNH*GODADDY.COM	$	18.34
WALGREENS #9605	$	15.60
PAYPAL *WISCONSINED	$	15.00
DESIGN AIR MIL	$	14.35
WPCHRG.COM	$	13.00
APL* ITUNES.COM/BILL	$	12.60
UW HEALTH CAFE 56090	$	12.37
DOA MONONA TERRACE PARKIN	$	12.00
KMART 3088	$	9.29
ARO KENOSHA	$	9.00
DOLRTREE 5498 00054981	$	7.00
SQ *JOSE'S CAB	$	6.58
HUDSONNEWS ST1210	$	6.09
PIGGLY WIGGLY #209	$	5.94
DOLRTREE 752 00007526	$	4.22
USPS 56768001732525594	$	3.72
PICK N SAVE 00068502	$	3.38
MOUSER ELECTRONICS DIS	$	2.79
ZORO TOOLS INC	$	2.68
QUILL CORPORATION	$	(9.90)
WI SCHOOL PR ASSOC	$	(225.00)
NORTHEAST FOUNDATION F	$	(254.40)
DICKS SPORTING GOODS#753	$	(290.00)
EXPEDIA*1118138521688	$	(653.90)
EXPEDIA*1118138914632	$	(653.90)
PROJECT LEAD THE WAY, INC	$	(967.50)
US Bank Purchasing Card Payment - Individuals	$	207,318.59

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

December 15, 2015

Administrative Recommendation

It is recommended that the November 2015 cash receipt deposits totaling $278,690.44, and cash receipt wire transfers-in totaling $4,554,593.09, be approved.

Check numbers 529335 through 530536 totaling $7,145,569.17, and general operating wire transfers-out totaling $421,840.83, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the November 2015 net payroll and benefit EFT batches totaling $12,553,771.42, and net payroll check batches totaling $16,882.66, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

December 15, 2015

POLICY 6300—CURRICULUM DEVELOPMENT AND IMPROVEMENT—AND POLICY 6610—SELECTION OF INSTRUCTIONAL MATERIALS

Rationale

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 curricula in a manner that allocates district resources effectively. This report outlines a proposed update to Kenosha Unified School District Board Policy 6300 to include a systematic curriculum development cycle (Appendix A) and Policy 6610 to include a seven-year curriculum review cycle (Appendix B).

Background

Kenosha Unified School District Board of Education Policy 6610 provides a process for selecting instructional materials, including required textbooks and supplementary materials. A chart outlining a curriculum evaluation and renewal cycle that spanned the school years from 1999-2000 through 2006-07 is contained in Appendix C.

Due to several factors—notably significant budget reductions—curriculum reviews were delayed and off cycle beginning with the 2005-06 adoption of mathematics curriculum resources. Because there were insufficient funds, the mathematics purchase was extended over two years, and the curriculum evaluation and renewal cycle was altered from that point forward. Funding formerly allocated to the purchase of curriculum materials was removed from the Teaching and Learning budget in the 2011-12 budget. Appendix D outlines the purchase of textbooks and curriculum materials from the 1999-2000 school year through the 2014-15 school year.

In spring 2013 the International Curriculum Management Audit Center was retained to complete a comprehensive curriculum audit. Finding 2.1 of this audit identified a lack of a planning process and comprehensive management plan to provide coordinated direction of the design, delivery, and evaluation of the curriculum. The auditors responded to the findings with eight recommendations for how to address the problems that were pinpointed in the audit. Establishing a seven-year curriculum review cycle is one specific item recorded in Recommendation 5, and it states:

> "Establish and implement a seven-year curriculum review cycle that includes the design of curriculum guides. During the initial review cycle, develop local curriculum guides for every instructional offering in the district. (A5.4)"

Curriculum Development Cycle

School board Policy 6300 (Appendix A) has been updated to include a proposed curriculum development cycle. This cycle provides for a comprehensive evaluation of course content, an inclusive development process, a thoughtful implementation, revision based on data, and time for program effectiveness to be realized. The curriculum development cycle will adhere to a five-phase process as follows:

- Phase 1—Review (one year)
- Phase 2—Develop (one year)
- Phase 3—Prepare (one year)
- Phase 4—Implement (one year)
- Phase 5—Monitor (three years)

Additionally, the curriculum development cycle supports effective teaching and learning in every classroom. The cycle requires teams of teachers and administrators to collaboratively examine student performance data, to design and implement instruction, and to monitor results. It includes the examination of current curricula and student achievement data to determine necessary improvements. The plan also determines when concepts and standards should be taught and when and how they will be assessed. The assessments of the curricula provide the necessary data to drive ongoing curriculum review, revision, and renewal. The process helps ensure that the curricular expectations of the district and its schools are rigorous, relevant, and public. In addition, it guarantees that the curriculum is aligned with appropriate state and national standards and is preparing and inspiring students to realize their potential. The five-phase cyclical process is guided by four essential questions:

- What do students need to know and be able to do?
- How will we know that students have learned?
- What will we do when they haven't learned?
- What will we do when they already know it?

PHASE 1: REVIEW

The ideal program is determined by a comprehensive review of research and best practice, deconstructing relevant state and national standards, and comparing the actual district program to the desired program. A wide range of data is collected and reviewed including but not limited to:

- Existing curriculum documents
- District and state assessment data
- Curriculum audit recommendations

The comprehensive review reveals the strengths of the existing program as well as the deficiencies to be addressed during curriculum development. Areas that require further development are identified. A philosophical statement is developed to guide the work of the design team.

This phase also includes the development of a scope and sequence, including district-developed content objectives that align with district, state, and national standards. In all content areas, the scope and sequence ensures vertical articulation and cohesiveness in content, instruction, and assessment processes and predictability of curriculum delivery from one level to another.


PHASE 2: DEVELOP

This process begins with establishing a framework for the curriculum design based on the philosophical statement prepared in Phase 1. It leads to the fulfillment of a student-centered written curriculum that provides teachers with the information they need to prepare high-quality lessons and ensure student achievement. There are three distinct content/course/grade-level documents that are produced through the development process:

- Curriculum guides
- Units of study
- Assessments

A curriculum guide is a more detailed outline of the scope and sequence and is created by staff that teaches the content/course/grade level. The guide includes: pacing calendars, prerequisite learning, academic vocabulary, suggested teaching strategies, reteaching and intervention strategies, connections to other content areas, real-world applications, enrichment opportunities, and suggested instructional resources. The instructional units are fluid and can be edited on an ongoing basis so that the latest research-based strategies and resources are available to all teachers and administrators. Curriculum documents are available electronically to all district personnel in LiveBinders via a link on the district's staff web page.

Additionally, in Phase 2, the foundation for program evaluation is established. Benchmarks for program success and student success indicators are established. These indicators guide the development of assess-ments to measure student achievement and reveal needs for additional resources to prepare teachers for successful implementation.
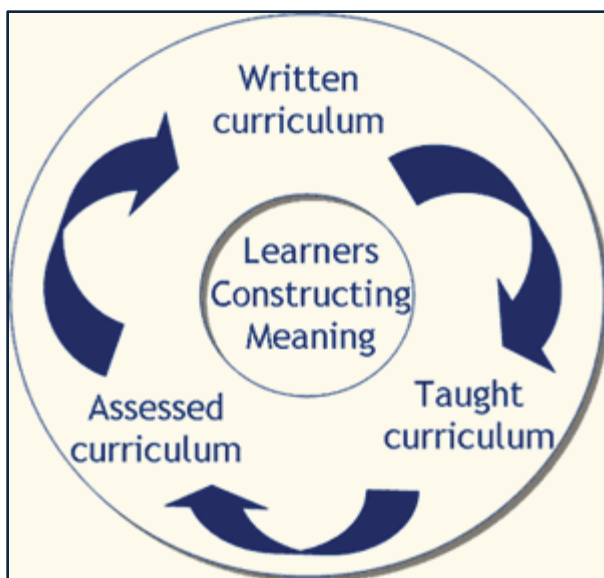
PHASE 3: PREPARE

Completed curriculum documents are shared informally, and feedback is provided through focus groups comprised of classroom teachers and school administrators. A comprehensive review of curriculum resources is completed using appropriate rubrics to ensure alignment of curriculum documents and resources.

Budget. Early in this phase, the curriculum design team will determine both the material resources and the professional learning needs that are essential to strengthen the curriculum and instruction for the identified content area based on the work completed in Phases 1 and 2. The assistant superintendent of teaching and learning will prepare a budget assumption for presentation to the superintendent and the school board. It is estimated that an annual set-aside of $1.5 million to $2 million will be required to purchase updated curriculum resources.

PHASE 4: IMPLEMENT

In this phase the curriculum, composed of curriculum guides, appropriate resources, and assessments, is put into practice in classrooms. Professional learning is a major focus. Ongoing opportunities for training to support implementation are provided. Teacher feedback is encouraged and is gathered through two electronic forms: the Error Reporting Form and the End of Unit Reflection Tool.

Content coordinators, instructional coaches, and school principals conduct program observations to gather additional feedback from teachers. Emphasis is placed on implementation and interpretation of the curriculum and continuity of delivery. The information collected is used to impact professional learning and to provide continued support.

PHASE 5: MONITOR

In this final phase, the program is fully operational in all classrooms. Teachers are implementing the curriculum and instruction in direct alignment with the newly established curriculum guides. Data collection is ongoing, and data are utilized to develop a comprehensive program evaluation report.

Based on input gathered during the school year and feedback from teachers and administrators, some revisions to the curriculum may be necessary. A comprehensive analysis of district and state assessment results will further inform the effectiveness of implementation and the extent to which curriculum alignment is present. Professional learning will continue for needed areas.

SEVEN-YEAR CURRICULUM REVIEW CYCLE

PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
Year 1—How does what we are doing now correlate with the research?	Year 2—What are we going to do?	Year 3—How are we going to do it?	Year 4—What does it look like in the classroom?	Year 5—How will we know we accomplished what we intended?	Year 6—How well is it working, and how can we make it better?	Year 7—Is what we set out to do happening—are students learning?
• Review curriculum audit recommendations. • Analyze state and district assessment results. • Study current trends and basic beliefs surrounding discipline. • Develop philosophical statement. • Deconstruct standards and compare to curriculum. • Develop scope and sequence. **Who:** Content coordinator and curriculum team **Products:** Summaries of assessment data, scope and sequence, and philosophical statement	• Determine units of study. • Align written and tested curriculum. • Create assessment tools. • Complete curriculum guides. • Determine resource and professional learning needs. **Who:** Content coordinator and curriculum team **Products:** Curriculum guides, assessments, identification of resources, and professional learning needs.	• Gather feedback from focus groups. • Recommend and purchase identified resources and materials based on board of education approval. • Plan professional learning. **Who:** Content coordinator, curriculum team, and teachers **Products:** Summary of focus group feedback, resource purchase request, and professional learning plan	• Deliver professional learning, and monitor impact. • Assess student progress using end-of-unit assessments. • Plan and activate the ongoing program evaluation design. • Collect feedback via Error Reporting Form and End-of-Unit Reflection Tool. **Who:** Content coordinator, teachers, instructional coaches, and principals **Products:** Summary of program evaluation data and summary of professional learning impact	• Analyze student work on end-of-unit assessments. • Analyze state assessment results. • Review data to determine extend to which curriculum alignment is present. • Review and update curriculum guides and assessments. • Continue professional learning and monitor impact. • Evaluate improvements made. **Who:** Content coordinator and curriculum team **Products:** Summary of alignment review, updated curriculum guides, summary of professional learning impact, and recommendations for improvement		

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Selection of Instructional Materials

School Board Policy 6610 (Appendix B) includes the proposed seven-year curriculum review cycle and indicates where each curriculum area falls within the cycle. It is important to note that all content areas responded to the curriculum audit and began work in the 2013-14 school year. In some content areas (mathematics, for example), multiple phases were accomplished during that year. In other content areas, the work of a single phase was spread over multiple years. This is indicated in the District Curriculum Work 2013-16 table.

In the absence of district set-aside funding for curriculum resources, the Teaching and Learning budget has been utilized to purchase essential resources as determined by the curriculum design teams. For the 2015-16 school year, the assistant superintendent of teaching and learning will request to carryover $231,951.63 in unspent funds from the 2014-15 school year to obtain the Phase III resources for eleventh through twelfth grade math, kindergarten through second grade science, kindergarten through second grade social studies, and ninth through twelfth grade English Language Development III.

While an established cycle is practical, it must also take into consideration responsiveness to the continuously changing global community and academic expectations and standards. In addition, the immediate needs of students and teachers alike must be addressed as the curriculum is implemented. This process will assure that curriculum is revised or developed in a cycle that will facilitate effective and fiscally responsible use of district resources. Budget allocations for materials, textbooks, and professional learning can be focused on the successful implementation of the revisions to existing resources or the adoption of new program resources.

DISTRICT CURRICULUM WORK 2013-15*

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
2013-14**	• K-12 ELA • K-12 math • K-12 science • K-12 social studies	• K-12 ELA • K-11 math • K-11 science • K-12 social studies	• 6-10 math				
2014-15**	• K-5 social studies • 9-12 career and technical education (Exploring Health Occupations)	• K-12 ELA • K-12 math • K-11 science • K-12 social studies • 9-12 world languages • K-12 English Language Development I and II • 9-12 English Language Development III	• K-5 reading • 6-12 English • K-12 English Language Development I and II	• 6-10 math			
2015-16	• 9-12 social studies (World History) • K-12 health • 6-12 theatre	• K-11 science • K-5 social studies • 9-12 social studies (U.S. History) • 9-12 career and technical education (Exploring Health Occupations) • 9-12 world languages	• 11-12 math (fourth courses) • K-2 science • K-2 social studies • 9-12 English Language Development III	• K-5 reading • 6-12 English • K-12 English Language Development I/II	• 6-10 math		

*All content areas responded to the curriculum audit and began work. In some cases multiple phases were addressed in one year.
**In some content areas, multiple years were required to accomplish the initial work.

Summary

The curriculum review process is a dynamic endeavor that responds to the needs of specific school communities. The development of this thorough process is a credit to the commitment of district personnel. As each area is approached for review, the Office of Teaching and Learning and the curriculum design teams keep the specific needs and interests of the Kenosha community in the forefront of their planning. Perhaps the most important elements of the curriculum review process are the knowledgeable and thoughtful ways in which teachers implement curricula in each classroom to meet student needs, abilities, interests, and aspirations.

Administrative Recommendations

At its November 10, 2015, meeting, the joint Personnel/Policy and Curriculum/Program Committee voted to forward proposed revisions to Policies 6300 and 6610 to the School Board for consideration.

At its November 24, 2015, regular meeting, the School Board approved a first reading of Policy 6300 to include a systematic curriculum review cycle.

At its November 24, 2015, regular meeting, the School Board approved a first reading of Policy 6610 to include a seven-year curriculum review cycle with an annual budget assumption to support needed purchases as outlined in Phase 3 of the cycle.

Administration recommends that the School Board approved revised Policies 6300 – Curriculum Development and Improvement and 6610 – Selection of Instructional Materials as a second reading at the December 15, 2015, regular meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Assistant Superintendent of Teaching
  and Learning

Mr. Che Kearby
Coordinator of Educator Effectiveness and
  Social Studies

Mr. Steven Knecht
Coordinator of Athletics/Physical Education

Mrs. Jennifer Lawler
Coordinator of Mathematics

Mrs. Susan Mirsky
Coordinator of English/Language Arts

Ms. Marsha Nelson
Coordinator of Career and
  Technical Education

Mr. Scott Plank
Coordinator of Fine Arts

Mrs. Christine Pratt
Coordinator of Science

Mrs. Sarah Smith
Coordinator of Language Acquisition

POLICY 6300
CURRICULUM DEVELOPMENT AND IMPROVEMENT

A **prekindergarten through twelfth grade**PK-12 curriculum shall be established and maintained in accordance with state law, the needs of society, the local community, and the individual student.

The District's academic content and the state's academic standards adopted by the School Bard shall serve as the basis for all curriculum and instructional program development in the District.

A cyclical curriculum development process for all fields of study will provide a comprehensive evaluation of course content, an inclusive curriculum development process, a thoughtful implementation, revisions based on data, and time for program effectiveness to be realized. The cyclical curriculum development process includes five phases encompassing seven years of work. In Phase 3 the curriculum design team will determine the curriculum resources and professional learning needs that are critical to advance the curriculum development process to Phase 4. A budget assumption will be brought to the school board for approval annually during Phase 3.

Recommendation for additions or deletions to the established curriculum shall be reviewed by the Assistant Superintendent of Teaching and Learning and provided to the Superintendent of Schools and School Board for approval.

LEGAL REF: Wisconsin Statutes
                       Sections 118.01 (Instructional program goal requirements)
                                     118.30 (Academic standards and assessment requirements)
                                     120.13 (Board power to do all things reasonable for the cause of
                                          education)
                                     121.02(1)(k) &(L) (Rules implementing curriculum state standard)
                       Wisconsin Administrative Code
                       PI 8.01(2)(k) & (l) Rules implementing curriculum program standards

CROSS REF: **3110 Annual Operating Budget**
                       6100, Mission, Principles, Goals, Results
                       6310, Elementary School Curriculum
                       6610, Selection of Instructional Materials
                       6620, Library Resources
                       Board-Adopted Academic Standards
                       District Learning and Content Standards
                       Teaching and Learning Handbook

AFFIRMED: September 24, 1991

REVISED: November 8, 1994
                       October 13, 1998
                       January 29, 2002
                       December 20, 2011
                       June 25, 2013
                       December 15, 2015

RULE 6300
CURRICULUM DEVELOPMENT AND IMPROVEMENT

Kenosha Unified School District
Curriculum Development Cycle

Design It

Use It

Phase 1: Review

Phase 2: Develop

Phase 3: Prepare

Phase 4: Implement

Phase 5: Monitor

Phase 1: Review	Phase 2: Develop	Phase 3: Prepare	Phase 4: Implement	Phase 5: Monitor
• Review Curriculum Audit • Analyze assessments • Study current trends • Affirm philosophy • Deconstruct standards • Create scope and sequence	• Determine units of study • Align written and tested curriculum • Create assessment tools • Complete curriculum guides • Determine resource and professional learning needs	• Gather feedback from focus groups • Recommend and purchase resources pending BOE approval • Plan professional learning	• Deliver professional learning and monitor impact • Assess student progress • Plan and activate program evaluation • Collect feedback	• Analyze student work • Analyze assessment results • Review data • Update curriculum guides • Continue professional learning • Evaluate improvemnts

POLICY 6610
SELECTION OF INSTRUCTIONAL MATERIALS

The selection of instructional materials, including required textbooks and supplementary books and materials, shall be recommended to the School Board by the Superintendent of Schools, in accordance with District rules and regulations. The Board shall make the final determination regarding selection of materials.

Textbooks and other materials which are required to be read by all students shall be evaluated and recommended to the Superintendent by the Assistant Superintendent of ~~Instruction~~ **Teaching and Learning** and the curriculum **design team** ~~study committee~~. This **team** ~~committee~~ is charged with the responsibility of screening materials and preparing recommendations for selection and adoption of instructional materials.

Supplementary materials which are to be used for particular programs in individual schools may be selected by teachers, teacher committees or departments with the approval of the principal, the Assistant Superintendent of **Teaching and Learning** ~~Instruction~~, and the Superintendent/designee.

The Board shall adopt the required textbooks for the District**.** ~~and shall file a list of these books with the Department of Instruction.~~

The District shall not discriminate in the selection and evaluation of instructional and library materials or media on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Wisconsin Statutes
Sections 118.03(2)   [Purchase of textbooks]
          118.13   [Student discrimination prohibited]
          120.10(15) [Annual meeting power; authorize school to furnish textbooks]
          120.12(11) [Board duty; provision of books and supplies to indigent students]
          120.13   [Board power to do all things reasonable for cause of education]
          120.13(5)   [Board power to purchase books, equipment and materials for use
                      in schools]
          121.02(1)(h) [Instructional materials standard]

Wisconsin Administrative Code
PI 9.03(1)   [Nondiscrimination statement required in instructional materials
            selection/evaluation policy]

CROSS REF.: 1410, Use of Free Materials
2110, Accountability
3100, Annual Operating Budget
3280, Student Fees
5110, Equal Educational Opportunities
6300, Curriculum Development and Improvement
6430, Instructional Arrangements (The Learning Situation)
~~6110, Instructional Program Mission and Beliefs~~
6620, Library Resources

6810, Teaching about Controversial Issues
Board-Adopted Academic Standards
District Learning and Content Standards

ADMINISTRATIVE REGULATIONS: 6620, Guidelines for Library Resources

AFFIRMED: September 24, 1991

REVISED: March 9, 1999
January 29, 2002
December 15, 2015

RULE 6610
PROCEDURES FOR SELECTING AND USING
SUPPLEMENTARY INSTRUCTIONAL MATERIALS

1. No student shall be required to read supplementary books, or those on a required list, if the parent/guardian indicates there are reasons why a particular book should not be read by their child.
2. **Movies/video clips can enhance the educational experience for students. Therefore, movies/videos must be directly relevant to the curriculum and be appropriate for all students within the classroom.** Following careful evaluation, **movies/**video **clips** in various formats and other audio-visual materials may be used for instructional purposes **in accordance with District Policy 3531.1— Copyrighted Materials.**
3. **Movies/video clips are defined as being less than 25 minutes in length and are to be used with classroom discussion or activities.**
4. Commercial entertainment videos having obvious educational value may be included when appropriate to the subject being studied. Commercial videos that are unrated or rated PG or PG-13 shall not be shown to students in the District without advance written notice to the parents. Such notice shall contain an accurate description of the contents of the film. No videos having a**n** R, NC-17, or X shall be shown to students at any school.
5. Parents/guardians not wishing to have their children participate in viewing a particular video may indicate this decision in a note to the principal. The decision of the parent/guardian will be respected**,** and an assignment of equal value may be given as an alternative to attending the showing of such a video. The parent/guardian shall be given an opportunity to review District-owned audio-visual materials as available, at no additional expense to the District.

RULE 6610
PROCEDURES FOR SELECTING AND USING
SUPPLEMENTARY INSTRUCTIONAL MATERIALS

SEVEN-YEAR CURICULUM REVIEW CYCLE

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
	Year 1—How does what we are doing now correlate with the research?	Year 2—What are we going to do?	Year 3—How are we going to do it?	Year 4—What does it look like in the classroom?	Year 5—How will we know we accomplished what we intended?	Year 6—How well is it working, and how can we make it better?	Year 7—Is what we set out to do happening—are students learning?
2016-17	• K-5 math • 9-12 science electives • K-12 art • 9-12 career and technical education (business and family and consumer science)	• 9-12 social studies (World History) • K-12 health • 6-12 theatre • 6-11 science	• 3-5 science • 3-5 social studies • 9-12 social studies (U.S. History) • 9-12 career and technical education (Exploring Health Occupations) • 9-12 world languages	• 11-12 math (fourth courses) • K-2 science • K-2 social studies • 9-12 English Language Development III	• K-5 reading • 6-12 English • K-12 English Language Development I/II	• 6-10 math	

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
2017-18	• 6-8 social studies • 9-12 social studies (U.S. Government, Psychology, and electives) • 4-12 performance music • Career and technical education (technology)	• K-5 math • 9-12 science electives • K-12 art • 9-12 career and technical education (business and family and consumer science)	• 9-12 social studies (World History) • K-12 health • 6-12 theatre • 6-11 science	• 3-5 science • 3-5 social studies • 9-12 social studies (U.S. History) • 9-12 career and technical education (Exploring Health Occupations) • 9-12 world languages	• 11-12 math (fourth courses • K-2 science • K-2 social studies • 9-12 English Language Development III	• K-5 reading • 6-12 English • K-12 English Language Development I/II	• 6-10 math
2018-19	• 6-10 math • K-5 music	• 6-8 social studies • 9-12 social studies (U.S. Government, Psychology, and electives) • 4-12 performance music • Career and technical education (technology)	• K-5 math • 9-12 science electives • K-12 art • 9-12 career and technical education (business and family and consumer science)	• 9-12 social studies (World History) • K-12 health • 6-11 theatre • 6-11 science	• 3-5 science • 3-5 social studies • 9-12 social studies (U.S. History) • 9-12 career and technical education (Exploring Health Occupations) • 9-12 world languages	• 11-12 math (fourth courses) • K-2 science • K-2 social studies • 9-12 English Language Development III	• K-5 reading • 6-12 English • K-12 English Language Development I/II

SCHOOL YEAR	PHASE 1: REVIEW	PHASE 2: DEVELOP	PHASE 3: PREPARE	PHASE 4: IMPLEMENT	PHASE 5: MONITOR		
2019-20	• K-12 English language arts • K-12 English Language Development I/II • K-12 physical education	• 6-10 math • K-5 music	• 6-8 social studies • 9-12 social studies (U.S. Government, Psychology, and electives) • 4-12 performance music • Career and technical education (technology)	• K-5 math • 9-12 science electives • K-12 art • 9-12 career and technical education (business and family and consumer science)	• 9-12 social studies (World History) • K-12 health • 6-12 theatre • 6-11 science	• 3-5 science • 3-5 social studies • 9-12 social studies (U.S. History) • 9-12 career and technical education (Exploring Health Occupations) • 9-12 world languages	• 11-12 math (fourth courses) • K-2 science • K-2 social studies • 9-12 English Language Development III
2020-21		• K-12 English language arts • K-12 English Language Development I/II • K-12 physical education	• 6-10 math • K-5 music	• 6-8 social studies • 9-12 social studies (U.S. Government, psychology, and electives) • 4-12 performance music • Career and technical education (technology)	• K-5 math • 9-12 science electives • K-12 art • 9-12 career and technical education (business and family and consumer science)	• 9-12 social studies (World History) • K-12 health • 6-12 theatre • 6-11 science	• 3-5 science • 3-5 social studies • 9-12 social studies (U.S. History) • 9-12 career and technical education (Exploring Health Occupations) • 9-12 world languages

*Throughout 2016-21 the Curriculum Review Cycle may need to be amended due to state and district curriculum and assessment guidelines and revisions.

Curriculum Evaluation and Renewal Cycle

	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Study and Review of Programs	Rdg./LA K-5	Soc. St. K-12	School to Career K-12	Rdg/LA 6-12 Music K-12	For.Lang. 6-12 Health K-5* Art K-12	Math K-12	Science K-12	Rdg/LA K-5
Pilot/Purchase Materials (**Major Budget Year**)	Science K-12 (1.0)	Rdg/LA K-5 (1.0)	Soc. St. K-12 (1.0)	School to Career K-12 (1.0)	Rdg/LA 6-12 (.75) Music K-12 (.25)	For. Lang. 6-12(.4) Health K-5* (.4) Art K-12 (.2)	Math K-12 (1.0)	Science K-12 (1.0)
Implement Program (Staff Development and Formative Assess.)								
Use and Review (Staff Development and Formative Assess.)								
Use and Review (Staff Development and Formative Assess.)								
Use and Review (Staff Development and Formative Assess.)								
Use and Review (Summative Assessment)								

1. KSOL: Immersion curriculum work and materials adoption should match the identified subject areas for study, piloting, and purchasing.
2. Staff development: Emphasis should be given to subject areas participating in the first 3 years of the review/adoption cycle.
3. Different amounts of money will be required depending on the subjects being studied during each calendar year. This should be determined prior to the start of each subject's cycle (year 1). Science K-12 , Math K-12, Reading/LA K-12, and Social Studies K-12 are heavy budget items. Other areas may require a smaller budgeted figure.
* Since Health 6-12 texts were purchased in 1999-2000, Health would not be studied as a complete K-12 unit until 2009-2010.

HISTORY OF CURRICULUM PURCHASES

SCHOOL YEAR	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06*	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
PURCHASE	**SCI** K-12 **Health** 6-12	**ELA** K-5	**SS** K-12	**CTE** K-12	**ELA** 6-12 **Music** K-12	**WL** 6-12 **Art** K-12	**Math** 6-12	**Math** K-5	**Sci** 6-12	**Sci** K-5 Literature sets only **PE^** K-2	**SS#** 6-12 **PE^** 3-8	**ELA** K-5	**WL@** K-8 **Math** K-5** eSuite **PE^** 9-12	**Math** K-5** eSuite	**Math** 6-8 Algebra Geo Alg 2 **Math** K-5** eSuite	**Music** K-5 **Math** K-5** eSuite **Sci*** On-line renew

Key:
- ELA – English Language Arts
- SS – Social Studies
- CTE – Career and Technical Education
- WL – World Language
- Sci – Science
- PE – Physical Education

Notes:

*In the 2005-06 school year available funds were not sufficient to purchase K-12 materials. The purchase and implementation were split over two years and the cycle was altered from that point forward.

#No K-5 SS adoption occurred. SS 6-12 purchase occurred out of sequence to allow two study years for ELA K-5.

^Physical Education began a 4 year phase in of a K-12 Curriculum (Spark) that was completely grant funded.

** Everyday Math eSuite is an update to a new version of teacher resources and student journals for everyday math. It is an annual expense.

@World Language K-8 was purchased 2011-12 for implementation in 2012-13 and is a new addition to the cycle.

***On-line science textbook subscriptions from the 2007-08 school year began to expire. Renewal is a yearly expense.

Career/Tech Ed was scheduled to purchase in 2011-12 and did not.

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December 15, 2015

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

<u>**Policy Development**</u>

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 as Appendix B. 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

At its December 1, 2015, meeting, the Personnel/Policy committee voted to forward revised Policy and Rule 5240 to the School Board for consideration. Administration recommends that the School Board approve revised Policy and Rule 5240 as a first reading at the December 15, 2015, regular 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.

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 1 of 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

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☐ 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): _____ _____ _____

<div align="center">Last   First   MI</div>

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 15, 2015

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.

<u>Administrative Recommendation</u>:

At its December 1, 2015, meeting, the Personnel/Policy Committee voted to forward revised Policy and Rule 5260 to the School Board for consideration. Administration recommends that the School Board approve the proposed revisions to Policy and Rule 5260 – Open Enrollment - Full Time 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

<u>Nonresident Students Attending School in the District</u>

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.

Kenosha Unified School District
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 5260
OPEN ENROLLMENT FULL TIME
Page 2

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 District
Kenosha, Wisconsin

December 15, 2015

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

At its December 1, 2015, meeting, the Curriculum/Program Committee voted to forward this report to the School Board for consideration. Administration recommends that the School Board approve the proposal for the addition of the Exploring Computer Science course.

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

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 _____   Name   _____

Department & School   _____

Proposed or Removed Course Name _____

___ New Course ___ New Name   <u>Length</u>: ___ Quarter   <u>Credits</u>:   ___ ½ credit
___ Removal/Replacement of Course   ___ Semester   ___ 1 credit

Recommended Prerequisites (if any) _____

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

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

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

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

<u>Cost Associated with the Course:</u>   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 $_____   c. Supplementary $_____

      b. Textbooks/kits $_____   d. Facilities/Space $_____

<u>Approvals:</u>   <u>Name(s)</u>   <u>Date</u>

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

Draft Version 0.2 | SRI International

Acknowledgements

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.	* Analyze the effects of developments in Computing	CD.L2-01	Recognize that computers are devices that execute programs.
			CD.L2-02	Identify a variety of electronic devices that contain computational processors.
	* Use appropriate tools and methods to execute Internet searches which yield requested data.	* Design and implement creative solutions and artifacts.	CD.L2-04	Use developmentally appropriate, accurate terminology when communicating about technology.
	* Evaluate the results of web searches and the reliability of information found on the Internet.		CD.L2-07	Describe what distinguishes humans from machines focusing on human intelligence versus machine intelligence and ways we can communicate.
		* Apply abstractions and models.	CI.L2-02	Demonstrate knowledge of changes in information technologies over time and the effects those changes have on education, the workplace, and society.
	* Explain the differences between tasks that can and cannot be accomplished with a computer.			
		* Connect computation with other disciplines.	CI.L2-04	Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.
	* Analyze the effects of computing on society within economic, social, and cultural contexts.		CI.L2-05	Describe ethical issues that relate to computers and networks (e.g., security, privacy, ownership, and information sharing).
		* Communicate thought processes and results.	CL.L2-02	Collaboratively design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts.
	* Communicate legal and ethical concerns raised by computing innovation.			
	* Explain the implications of communication as data exchange.	* Work effectively in teams.	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,

Exploring Computer Science Curriculum Mapping to Learning Standards | CSTA Edition

	* Analyze their computational work and the work of others.		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).
	* Communicate thought processes and results.	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	Exhibit legal and ethical behaviors when using information and technology and discuss the consequences of misuse.
			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.

	disciplines.	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).
	* Communicate thought processes and results.	CT.L2-07	Represent data in a variety of ways including text, sounds, pictures, and numbers.
	* Work effectively in teams.	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.	results.	CL.L2-02	Collaboratively design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curriculum concepts.
* Explain ways in which different hardware designs affect the function of a machine.	* Work effectively in teams.		
		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.
* Describe the tradeoffs among multiple ways to program a robot to achieve a goal.			
		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.

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	ISTE/NETS Edition

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Acknowledgements

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

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	* 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. 2b. 4b. 6a.	Use models and simulations to explore complex systems and issues. Communicate information and ideas effectively to multiple audiences using a variety of digital environments and media. Plan and manage activities to develop a solution or complete a project. 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. 2b. 2d. 3a. 3d. 4b. 4c. 5a. 6a.	Identify trends and forecast possibilities. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. Contribute to project teams to produce original works or solve problems. Plan strategies to guide inquiry. Process data and report results. Plan and manage activities to develop a solution or complete a project. Collect and analyze data to identify solutions and/or make informed decisions. Advocate and practice safe, legal, and responsible use of information and technology. Understand and use technology systems.

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

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Draft Version 0.1 | SRI International

Acknowledgements

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 |

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* 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.	* Design and implement creative solutions and artifacts.	Anchor Standards

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* 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.
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* Design and implement creative solutions and artifacts.

* Communicate thought processes and results.

* Work effectively in teams.
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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
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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

Exploring Computer Science 13

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

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	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.

Instructional Day	Topic
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.

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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 15, 2015

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

At its December 1, 2015, meeting, the Curriculum/Program Committee voted to forward this report to the School Board for consideration. Administration recommends that the School Board approve the addition of the course entitled "English Language Development III".

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   c. Supplementary $_____

b. Textbooks/kits $ 9000.00 Teaching & Learning budget   d. Facilities/Space $_____

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

Revised 2/14/14

**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

English Language Development III
Scope and Sequence
Year at a Glance

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March 2015
Office of Language Acquisition

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

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 An ability to read, communicate orally and in writing, translate and transfer information from first language to target language (English)	Potential Misconceptions/Common Conceptual Errors Transfer, interference, and cross-linguistic influence Sociolinguistic context of communication Affective variables

1   October 26, 2015

	False cognates Write in complete sentences Subject-verb agreement Fix sentence fragments
Essential Vocabulary - 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	Interdisciplinary Connections - Virtue and Justice - Culture, Art, and Society - Power and Privilege
Content Standards ENGLISH LANGUAGE ARTS ANCHOR STANDARDS - Read text analytically using annotations. - Read a range of texts in diverse formats for a variety of purposes.	WIDA Social and Instructional Standards SPEAKING - Express and defend personal preferences opinions or points of view. - Express and defend points of view other than from personal perspective.

• 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.

Unit Objectives
 	
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:
	Criteria for Mastery
	
	• 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

Pre-Assessment:

- 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

October 26, 2015

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 15, 2015

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

At its December 1, 2015, meeting, the Curriculum/Program Committee voted to forward this report to the School Board for consideration. Administration recommends that the School Board approve the addition of the course entitled "Spanish for Spanish Speakers II".

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: <u>October 28, 2015</u>   Name: <u>Sarah Smith (Coordinator of Language Acquisition Programs)</u>

Department & School: <u>Language Acquisition Program-World Language (Department of Teaching and Learning)</u>

Proposed Course Name: <u>Spanish for Spanish Speakers II</u>

  <u>X</u> New Course   <u>X</u> New Name   <u>per semester</u>
Length: <u>   </u>Quarter   Credits: <u>½</u>
<u>   </u> Removal/Replacement of Course   <u>X</u> 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		_____

SPANISH FOR SPANISH SPEAKERS II
SCOPE AND SEQUENCE
YEAR AT A GLANCE
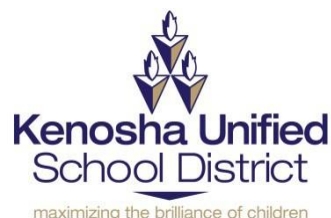
QUARTER 1	QUARTER 1-2	QUARTER 2-3	QUARTER 3	QUARTER 4

Units

QUARTER 1	QUARTER 1-2	QUARTER 2-3	QUARTER 3	QUARTER 4
Dreams and Superstitions (& Pre-assessments)	Stereotypes & Prejudices/Conformity	Loss	Identities	Family: Blessing or curse

Pacing

QUARTER 1	QUARTER 1-2	QUARTER 2-3	QUARTER 3	QUARTER 4
about 35 days	about 30 days	about 32 days	about 32 days	about 32 days

Standards

QUARTER 1	QUARTER 1-2	QUARTER 2-3	QUARTER 3	QUARTER 4
<u>Level 1</u> 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.

Spanish for Spanish Speakers II
Scope and Sequence
Year at a Glance

October 2015
Office of Language

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.

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Spanish for Spanish Speakers II
Scope and Sequence
Year at a Glance

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				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

Spanish for Spanish Speakers II
Scope and Sequence
Year at a Glance

October 2015
Office of Language

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

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Spanish for Spanish Speakers II   October 2015
Scope and Sequence   Office of Language
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Kenosha Unified School District

maximizing the brilliance of children

| 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 Native Spanish speaker or successful completion of a K-8 dual language program	Potential Misconceptions/Common Conceptual Errors 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		

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 15, 2015

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:

<u>Elementary School</u>

- Modified student progress report to more accurately reflect individual student learning needs

- Provided additional training and support for teachers in providing inquiry-based instruction

<u>Middle School</u>

- 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

<u>High School</u>

- 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 14 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.

At its December 1, 2015, meeting, the Curriculum/Program Committee voted to forward this report to the School Board for consideration. Administration recommends that the School Board approve the calendar, funding source change, and budget for Summer School 2016 as presented.

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

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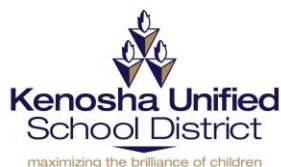
SUMMER SCHOOL
ELEMENTARY REGIONAL SITES
2015

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

Kenosha Unified School District
maximizing the brilliance of children

**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? Supporting Questions • 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

		145		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?

**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.

**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

**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).

2015 World Language Summer Camps

Kenosha Unified School District

FOR INCOMING 5TH TO 8TH GRADE KUSD STUDENTS

You will be contacted by your teacher one week before the start of the session.

An enrichment opportunity for students considering language study or looking to extend their skills in the summertime

Session One June 22-26 • 8-11 a.m.

Italian - Washington Middle School • 811 Washington Rd., Kenosha, WI 53140
Spanish - Lance Middle School • 4515 80th St., Kenosha, WI 53142

Session Two July 6-10 • 8-11 a.m.

French - Washington Middle School • 811 Washington Rd., Kenosha, WI 53140
German - Lance Middle School • 4515 80th St., Kenosha, WI 53142

Session Three July 13-17 • 8-11 a.m.

Spanish - Washington Middle School • 811 Washington Rd., Kenosha, WI 53140

Session Four July 20-24 • 8-11 a.m.

German - Washington Middle School • 811 Washington Rd., Kenosha, WI 53140
Italian - Lance Middle School • 4515 80th St., Kenosha, WI 53142

Please select the session(s) that you are interested in and return to your building's head secretary no later than **FRIDAY, MAY 1ST**.

☐ Session One - June 22-26, 8-11 a.m. - Italian - Washington Middle School

☐ Session One - June 22-26, 8-11 a.m. - Spanish - Lance Middle School

☐ Session Two - July 6-10, 8-11 a.m. - French - Washington Middle School

☐ Session Two - July 6-10, 8-11 a.m. - German - Lance Middle School

☐ Session Three - July 13-17, 8-11 a.m. - Spanish - Washington Middle School

☐ Session Four - July 20-24, 8-11 a.m. - German - Washington Middle School

☐ Session Four - July 20-24, 8-11 a.m. - Italian - Lance Middle School

Student Full Name_____ ID _____ Phone_____

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.

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.

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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*

(http://dpi.wi.gov)

State Superintendent of Public Instruction Tony Evers, Department of Public Instruction

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD OCTOBER 22, 2015

A special meeting of the Kenosha Unified School Board was held on Thursday, October 22, 2015, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:34 P.M. with the following members present: Mr. Flood, Ms. Stevens, Mr. Kunich, Mr. Wade, Mr. Falkofske, and Mrs. Coleman. Dr. Savaglio-Jarvis; Mr. Tarik Hamdan, Chief Financial Officer; and Attorney Shana Lewis from Strang, Patteson, Renning, Lewis & Lacy, S.C. were also present. Mrs. Snyder was excused.

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

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Litigation, Personnel: Problems, and Collective Bargaining Deliberations.

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

Roll call vote. Ayes: Mr. Flood, Ms. Stevens, Mr. Kunich, Mr. Wade, Mr. Falkofske, and Mrs. Coleman. Noes: None. Unanimously approved.

1.   Litigation and Personnel: Problems
Dr. Savaglio-Jarvis and Attorney Lewis presented Board members with a personnel issue, answered questions from Board members, and then asked for direction on how to proceed.

Mr. Flood departed the meeting at 6:38 PM.

Attorney Lewis provided Board members with the options available to the Board in proceeding with this matter.   Discussion followed.

Attorney Lewis was excused at 7:04 P.M.

2.   Collective Bargaining Deliberations
Attorney Joel Aziere from Buelow, Vetter, Buikema, Olson & Vliet, LLC was connected to the meeting via a telephone conference call at 7:12 P.M.

Attorney Aziere updated Board members on the status of collective bargaining deliberations pertaining to teachers, substitute teachers, and educational support personnel. Discussion followed.

Attorney Aziere and Mr. Hamdan answered questions from Board members.

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

Meeting adjourned at 8:10 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District

December 15, 2015

**Summary Regarding Allocation and Execution
of the 2015 Technology Refresh Budget**

Each year, the KUSD budget contains a Technology Refresh line item. For the last several years, this line item has been $1,000,000. Some minor variance will slightly shift this as the per-pupil amount is usually rounded up or down to the nearest dollar to get as close to the intended amount. The original allocation for the 2015-16 school year was $1,010,616. Using the official pupil count day data, the refresh amount is divided equally for each student, and then allocated to the respective building. This distribution removes any liability for unintended supplanting from other funds.

In the early 2000s, the vast majority of this allocation was provided from TEACH funds and Title 5 monies. About 10 years ago, the refresh allocation was noticeably reduced as those source funds went away and general school allocations could not sustain this need. Several years ago, the district approved a budget assumption to return to the original amount.

Intended Purpose:
The sole purpose of the Technology Refresh allocations is to address the ever changing technology landscape for our staff and students. Several communications are shared with all district staff who work hard to contribute to the monitoring and maintenance of all instructional technology. Past and current practices strategically target these allocations and resources for instructional use. Plans are reviewed against intended purpose, user expectations, support resources, and infrastructure. The KUSD 3 Year Technology Plan is also referenced to align with district and school objectives for technology integration.

Typical Timeline:

| March-June	School Technology Teams work to identify the technology needs for the upcoming school year.
July- August	Central Office and Building Teams review their needs and work to establish cost effective purchases.
July- As Needed	Technology orders are placed, received, and configured as necessary for the intended destination. Hopeful goal to have items in place for the start of the year.

2015-16 Timeline:

Spring 2015	School Leadership proposes a 1-time 80% reduction of the Technology Refresh allocation for 2015-16.
June 30	Principals received notice to expect the 20% allocation. Hopeful ordering during the month of July so the technology is ready for the return of staff and students.
July 28	School Board gave preliminary approval of the 2015-16 budget, including reinstatement of the full refresh amount.
July 29	School administrators were informed of the new amount, though full realization would take place with the final adoption in October. Schools could still proceed with the original 20% allocation and verified high need purchases.
October 27	School Board formerly adopted the 2015-16 budget (2 hour 15 min mark). Approved 7-0.
Mid- November	Most schools finalized their Tech orders, which were placed and received over the last few weeks.

As of December 9, 2015, there is approximately $60,000 remaining. This amount is a small remainder for a few schools who are making final adjustments based on recent identified needs. Final orders are expected shortly to utilize the full amount. Therefore, should the board of education decide to utilize the refresh dollars, the remaining amount is $60,000.   For your consideration, the administration would like to point out that if you would like to repurpose these remaining funds, several schools would have an unequal allocation/allowance distribution scenario.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Kristopher Keckler
Executive Director
Information and Accountability

Mrs. Julie Housaman
Assistant Superintendent
Teaching & Learning
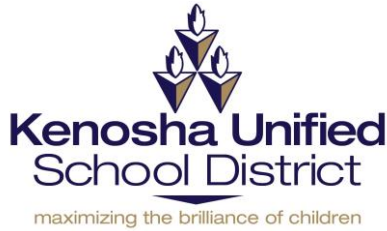
National Mentoring Month
January 2016

WHEREAS, a number of Kenosha organizations have partnered with the Kenosha Unified School District to offer a variety of mentoring programs that support students; and

WHEREAS, relationships with caring individuals offer students valuable support; and

WHEREAS, quality mentoring encourages positive choices, promotes self-esteem, supports academic achievement and introduces young people to new ideas; and

WHEREAS, mentoring provides the skills needed to build strong, positive relationships with family, friends and community members; and

WHEREAS, mentoring programs have shown to be effective in combating school violence and discipline problems, substance abuse, incarceration and truancy.

NOW, THEREFORE, be it resolved that Kenosha Unified School District does hereby proclaim January 2016 as the annual observance of National Mentoring Month and recognizes those who volunteer their time to help our students reach their full potential.

BE IT FURTHER RESOLVED, that a true copy of this resolution be spread upon the official minutes of the Board of Education.

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

_____
Secretary, Board of Education

Members of the Board:

_____   _____
_____   _____
_____   _____

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Kenosha Unified School District
Kenosha, Wisconsin

December 15, 2015

WASB Proposed Resolutions – 2016

The Superintendent and Leadership Council reviewed the 2016 WASB proposed resolutions and make the following recommendations:

Resolution	Title	Recommendation
16-01	Revenue Limit Flexibility and Time to Adjust to State Law Changes	Support
16-02	Referendum Approval to Transfer Public Schools to Private School Operators	Support
16-03	Private Schools' Eligibility to Participate in the Statewide Voucher Program	Support
16-04	Maintenance of Effort	Support
16-05	Creation of a Statutory Mechanism to Allow Districts to Set Aside Funds in Trust for the Purchase of Long-Term Fixed Assets	Support
16-06	Increase Special Education Categorical Aid Reimbursement to 33 Percent by Amending Existing Resolution 2.31	Support
16-07	Restore Two-Thirds State Funding and Increase Primary Guarantee Value Per Member	Support
16-08	Sparsity Aide	Do Not Support
16-09	Sliding Scale Funding Formula Adjustment	Do Not Support
16-10	Student Assessments	Support
16-11	State-Mandated Graduation Requirements	Support
16-12	Use of Electronic Communication to Notify Parent of Child's Truancy	Support
16-13	Elimination/Reduction of Newspaper Notice/Publishing Requirements	Support
16-14	Mental Health Supports	Support
16-15	Transfer of Territory From One District to Another	Support
16-16	Prevailing Wage	Do Not Support

It is recommended that the School Board provide direction to its delegate relative to the 2016 WASB proposed resolutions and give their delegate discretionary latitude to vote on amendments or other resolutions.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

REPORT TO THE MEMBERSHIP ON 2016 RESOLUTIONS
WASB Policy & Resolutions Committee
Stu Olson, Shell Lake School Board, Chair

Resolution 16-01: Revenue Limit Flexibility and Time to Adjust to State Law Changes
Create: When changes are made in state law that significantly modify school operations or require changes in board policies, the WASB supports allowing school districts to increase their revenue limit by an amount needed to implement such law changes. The WASB also urges state lawmakers to provide for delayed effective dates or delayed implementation dates for those statutory changes.

Rationale: The Policy & Resolutions Committee advanced this resolution to let WASB members decide whether to support allowing school districts to increase their revenue limit by an amount necessary to make changes directed by new provisions in state law and to support urging state lawmakers to provide for delayed effective/implementation dates to give school districts additional time to adjust to and implement changes directed by such new provisions.

Resolution 16-02: Referendum Approval to Transfer Public Schools to Private School Operators
Create: The WASB supports legislation to require that a school district's voters must give their approval at a referendum vote before the operation, management and/or control of any district school may be transferred to any entity other than by the locally elected school board of the district.

Rationale: The Policy & Resolutions Committee advanced this resolution, in response to provisions in the 2015-17 state budget act (2015 Wisconsin Act 55) that created an Opportunity School Partnership Program in the Milwaukee Public Schools, in order to provide WASB members a chance to express their position on support for legislation to require voter approval at a referendum before any district public school may be transferred to a private school operator or entity other than by the locally elected school board.

Resolution 16-03: Private Schools' Eligibility to Participate in the Statewide Voucher Program
Create **2.70 (j):** Private schools may only be eligible to participate in the statewide voucher program if they have been in existence for five years.

Rationale: The Policy & Resolutions Committee advanced this resolution to allow WASB members to decide whether to support legislation to require that private schools are only eligible to participate in the statewide voucher program if they have been in existence for five years and have established a track record.

1   When the statewide voucher program was created the only private schools that were eligible to
2   participate in that program were those that had been in existence prior to May 2013. That legal
3   requirement for eligibility to participate in the statewide voucher program applied for the 2014-
4   15, 2015-16 and 2016-17 school years, but no longer applies under current law.
5
6
7   ***Resolution 16-04: Maintenance of Effort***
8   Create: The WASB supports a change in the Individuals with Disabilities Education Act (IDEA)
9   to allow a local school district to reduce spending attributable to maintenance of effort (MOE)
10   without penalty when it reduces its spending on employment-related benefits provided to school
11   personnel, including but not limited to pay, retirement contributions, annual and sick leave, and
12   health and life insurance, so long as the district maintains the same level of services to students
13   with disabilities.
14
15   Rationale: The Policy & Resolutions Committee advanced this resolution to allow WASB
16   members to vote on whether to support a change in federal law to allow a local school district to
17   reduce spending attributable to maintenance of effort (MOE) without penalty when it reduces its
18   spending on employment-related benefits provided to school personnel, so long as the district
19   maintains the same level of services to students with disabilities.
20
21
22   ***Resolution 16-05: Creation of a Statutory Mechanism to Allow Districts to Set Aside Funds in***
23   ***Trust for the Purchase of Long-Term Fixed Assets***
24   Create: The WASB supports creating a statutory mechanism to allow school districts to place
25   into a trust for future use a portion of their general funds that would be counted as shared costs
26   for state aid purposes in the year the funds are placed in trust. Such a trust would be used for the
27   purchase of long-term fixed assets, including but not limited to, school busses, vans, snowplows,
28   phone systems, or other technology items with a useful life of more than one year when
29   purchased in bulk, and such trust funds must be spent pursuant to a long-range plan adopted by
30   the school board of the district.
31
32   Rationale: The Policy & Resolutions Committee advanced this resolution to allow WASB
33   members to decide whether to support legislation to allow school districts to place into a trust for
34   future use a portion of their general funds. The funds placed into such a trust would be
35   considered shared costs for state aid purposes in the year they are placed in trust and would be
36   used for the future purchase of long-term fixed assets as described in the resolution. It is
37   understood that such a trust would be set up pursuant to a board resolution and purchases made
38   with funds from such a trust would be made according to a long-range plan adopted by the
39   school board.
40
41
42

1   *Resolution 16-06: Increase Special Education Categorical Aid Reimbursement to 33 Percent*
2   **Amend** existing **Resolution 2.31** as follows:
3
4   The WASB supports increasing the special education categorical aid reimbursement level
5   to not less than 33 percent of prior year eligible costs and maintaining funding at not less
6   than this percentage each year thereafter. The WASB further supports the following
7   provisions related to funding for children with disabilities:
8
9   Rationale: The Policy & Resolutions Committee advanced this resolution to let WASB members
10   decide whether they support increasing the level of prior year eligible costs reimbursed by
11   special education categorical aid to 33 percent and maintaining the reimbursement level at not
12   less than 33 percent each year thereafter.
13
14   Currently, special education categorical aid reimburses between 26 and 27 percent of prior year
15   eligible costs.
16
17
18   *Resolution 16-07: Restore Two-Thirds State Funding and Increase Primary Guarantee Value*
19   *per Member*
20   Create: The WASB supports increasing the primary guaranteed value per member in the general
21   aid funding formula to $3 million each year and restoring a statutory commitment to fund two
22   thirds of school costs each year.
23
24   Rationale: The Policy & Resolutions Committee advanced this resolution to allow WASB
25   membership an opportunity to vote on whether to support restoring a state commitment to
26   provide two-thirds state funding of statewide school costs each year as well as changes to the
27   general equalization aid formula that would restore state aid to a number of school districts that
28   have fallen out of the general equalization aid formula because their property value per student is
29   too high and thus no longer receive such aid.
30
31   From 1996-97 until 2002-03, a statutory commitment was in place to fund two thirds of "partial
32   school revenues" (as defined by law) each year.
33
34
35   *Resolution 16-08: Sparsity Aid*
36   Create: The WASB supports legislation creating a separate allotment, regardless of membership,
37   within the sparsity aid program for districts with fewer than five members per square mile with
38   per pupil aid amounts to be paid on a sliding scale such that lower enrollment districts would
39   receive greater amounts per pupil than higher enrollment districts.
40
41   Rationale: The Policy & Resolutions Committee advanced this resolution to allow WASB
42   membership to decide whether to support making changes to the sparsity aid program to allow
43   all districts with fewer than five students per square mile to receive per pupil sparsity aid
44   payments in such a manner that lower enrollment districts would receive greater amounts per
45   pupil than higher enrollment districts.
46
47
48

Resolution 16-09: Sliding Scale Funding Formula Adjustment
Create: The WASB supports legislation to implement a sliding scale formula factor multiplier to
increase the membership of districts for revenue limit purposes.

Rationale: The Policy & Resolutions Committee advanced this resolution to let WASB members
decide whether to support legislation to implement a sliding scale formula factor multiplier in
revenue limit calculations in order to increase the applicable revenue limit authority of districts.
A sliding scale formula factor multiplier would give greater weight to students beneath certain
enrollment (membership) numbers/levels than it would students above those levels.

Resolution 16-10: Student Assessments
Create: The WASB supports statewide implementation of a uniform, reliable statewide
assessment that would not be modified for a period of years sufficient to effectively evaluate the
performance of all publicly-funded students in the state, regardless of whether those students
attend a public school, charter school or private voucher school.

Rationale: The Policy & Resolutions Committee advanced this resolution to allow WASB
members to decide whether to support statewide implementation of a uniform (i.e., single,
common) statewide assessment for all publicly funded students that would be in place without
modification for a period of years sufficient to effectively evaluate student achievement. All
students in the state who receive public funding would take this assessment, whether they attend
a public school, charter school or private voucher school.

Resolution 16-11: State-Mandated Graduation Requirements
Create: The WASB supports local school board control for determining high school graduation
standards and the assessments that will be used to issue a high school diploma. If the state
requires assessments for graduation, those assessments should be fully funded by the state.

Rationale: The Policy & Resolutions Committee advanced this resolution to allow WASB
members to decide whether to support: a) local school board control for determining high school
graduation standards and the assessments that will be used to issue a high school diploma; and b)
the position that if the state requires assessments for graduation, those state-required assessments
should be fully funded by the state.

Resolution 16-12: Use of Electronic Communication to Notify Parent of Child's Truancy
Create: The WASB supports legislation to allow school attendance officials to notify a parent or
guardian of their child's truancy that does not qualify as habitual truancy using modern
electronic communication mediums, including but not limited to email or text messages in lieu of
existing notification requirements.

Rationale: The Policy & Resolutions Committee advanced this resolution to allow WASB
members to decide whether to support legislation to allow schools to notify a parent or guardian
of their child's truancy that does not qualify as habitual truancy using electronic communication
mediums, instead of current notification requirements.

1 ***Resolution 16-13***: ***Elimination/Reduction of Newspaper Notice/Publishing Requirements***
2 Create: The WASB supports legislation allowing school districts to publish statutorily-required
3 notices electronically on the school district website and other social media maintained by the
4 school district in lieu of publishing these notices in newspapers.
5
6 Rationale: The Policy & Resolutions Committee advanced this resolution to allow WASB
7 members to decide whether to support allowing school districts to publish statutorily-required
8 notices electronically on the school's website and its other social media instead of in newspapers.
9
10
11 ***Resolution 16-14***: ***Mental Health Supports***
12 Create: The WASB supports the provision of state funding adequate to: address the shortage of
13 mental health professionals in our state qualified to address the needs of school age children and
14 young adults; provide adequate professional mental health supports in our schools and our
15 communities; and permit schools to enter into effective partnerships with agencies that are
16 involved with mental health to provide for school-based mental health programs, that could
17 provide services, including but not limited to, the following:
18
19   • Comprehensive student screening in every school;
20   • Professional development for classroom teachers on recognition and appropriate
21   classroom response to support affected students;
22   • Professional mental health counselors and or services;
23   • Professional education and training to expand availability of mental health professionals;
24   and
25   • Public information programs related to mental health.
26
27 Rationale: The Policy & Resolutions Committee advanced this resolution to allow WASB
28 membership to decide whether to support the provision of state funding adequate to address the
29 shortage of mental health professionals in our state qualified to address the needs of school age
30 children and young adults as well as provide adequate professional mental health supports in our
31 schools and our communities. This would include permitting schools to enter into partnerships
32 with county and community agencies that are involved with mental health to provide for school-
33 based mental health programs, to provide the services, as outlined in the resolution.
34
35
36
37

1 *Resolution 16-15: Transfer of Territory from One District to Another*
2 Create: The WASB supports the following changes to statutes relating to and governing
3 transfers of territory from one school district to another:
4
5 • Reduce the current threshold for a transfer of parcels to be considered a transfer of a large
6 territory from seven percent to one percent so that any petitions that exceed a property
7 value or student count of one percent of the donor district would require approval by
8 public binding referendum held in both affected districts, assuming that one or both of the
9 affected school boards deny the petition;
10
11 • Require that all the property values and student counts presented via petition(s) to
12 transfer a small territory in a given annual petition period be aggregated, and that if the
13 aggregated property values or student counts in those petitions exceed the threshold for a
14 transfer of parcels to be considered a transfer of a large territory, treat them as a transfer
15 of a large territory;
16
17 • Clarify the standards to be used to determine the asset transfer calculation in both the
18 large and small parcel detachment-reattachment process.
19
20 Rationale: The Policy & Resolutions Committee advanced this resolution to allow WASB
21 members decide whether to support various changes to the statutes governing transfers of
22 territory from one school district to another to broaden the ability of voters in the affected
23 districts to approve or disapprove of such transfer(s) via referendum and to clarify the standards
24 to be used to determine the asset transfer calculation when territory is transferred. These changes
25 are intended to deter owners from presenting multiple small parcel detachments in an attempt to
26 circumvent a public referendum vote on the transfers.
27
28
29 *Resolution 16-16: Prevailing Wage*
30 Create: The WASB supports legislation to allow a school board to reinstate the state prevailing
31 wage law through local board policy.
32
33 Rationale: The Policy & Resolutions Committee advanced this resolution to give the WASB
34 membership an opportunity to vote on whether to support allowing a local school board the
35 option to reinstate, through the adoption of a local board policy, the prevailing wage law
36 applicable to local school district public works projects.
37
38 The 2015-17 State Budget Act (2015 Wisconsin Act 55) repealed the state prevailing wage law
39 that applies to local projects of public works, effective for any contracts entered into on or after
40 January 1, 2017. Local governmental units affected by this repeal include counties, villages,
41 towns, cities, school districts, municipal utilities and technical colleges.
42
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48

Kenosha Unified School District
Kenosha, Wisconsin

December 15, 2015

REPORT OF CONTRACTS IN AGGREGATE OF $25,000

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

The contracts/agreements in aggregate of $25,000 that have been added to the Contract Management Database subsequent to November 24, 2015, with approval of the purchasing agent are shown in the database in coral color. Board members may access this database while on district property.

Link to Contract Management Database

Approval of Contracts in Aggregate of $25,000

The following contracts/agreements have not been added to the Contract Management Database and are being presented for board approval:

- **Strategic Direction Consulting Service – Not to Exceed $38,900**

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Tarik Hamdan
Chief Financial Officer

Mr. Robert Hofer
Purchasing Agent

PURCHASE/CONTRACT RATIONALE

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

Vendor: Waukesha County Technical College

Purchased Good/Program: Strategic Direction Consulting Service

Start Date/Date Needed: January 2016

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

   Consulting services to direct phase 2 work of operationalizing the strategic plan by:
   - Providing facilitative leadership to five strategic direction teams
   - Develop timeline of action for next 3-5 years
   - Provide score cards to identify progress and areas for improvement every 60-90 days
   - Facilitate communication in effort to align board, superintendent, stakeholder and executive team priorities
   - Align school and department metrics, actions and progress measures including academic, operational, and financial outcomes and develop a system to cascade this district-wide across all schools and departments
   - Apply continuous assessments with leadership teams to determine highest priorities and needs to accomplish outcomes
   - Develop and apply a validation process for assessing the quality of process implementation and the continuous improvement process

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

   Not to exceed $38,900 – General Fund – Elementary School Leadership and Superintendent of Schools budgets

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

   YES [x]   NO [ ]   If no, please request an RFP packet

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

Vision: To be Wisconsin's top performing urban school district that is highly regarded for continuously exceeding all expectations.

Strategic Directions:

- Increase academic achievement for all students by prioritizing, planning and implementing recommendations from the curriculum audit.
- Implement transparent fiscal management practices that prioritize and align resources with strategic goals.
- Retain and recruit highly qualified staff who work to ensure the success of every student.
- Enhance the leadership and expertise of all staff through professional learning and collaboration.
- Foster and strengthen community partnerships to increase student learning and family engagement.

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

January 2016

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

Appropriate Leadership Signature_____ Date _12-10-2015_

PATHWAY to SUCCESS

Kenosha Unified School District

MISSION
Provide excellent, challenging learning opportunities and experiences that prepare each student for success.

VISION
To be Wisconsin's top performing urban school district that is highly regarded for continuously exceeding all expectations.

CORE VALUES

SAFETY providing a safe learning and working environment

TEAMWORK collaborating respectfully to meet goals

UNITY being united among staff, students, families and all other stakeholders

DIVERSITY being inclusive of all individuals

EQUITY treating all in a fair and just manner

NURTURING providing a caring and encouraging environment

TRUST building confidence through transparency

STABILITY building organizational capacity to adapt to change successfully

STRATEGIC DIRECTIONS

1 Increase academic achievement for all students by prioritizing, planning and implementing recommendations from the curriculum audit.

2 Implement transparent fiscal management practices that prioritize and align resources with strategic goals.

3 Retain and recruit highly qualified staff who work to ensure the success of every student.

4 Enhance the leadership and expertise of all staff through professional learning and collaboration.

5 Foster and strengthen community partnerships to increase student learning and family engagement.

172
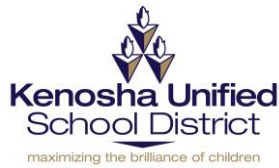
December 15, 2015
Regular School Board Meeting

Informational Report

Student Voice Sessions

Background:
At the August 15, 2015 regular board meeting, the agenda included discussion/action on item: Student Survey Summary /Student Advisory Council Policy. The motion to form a Student Advisory Council failed, but administration explained quarterly student voice sessions will be scheduled at each high school to solicit student input.

Progress:
The first rounds of student voice sessions were scheduled. Five sessions have been completed. The sessions completed are Bradford, Tremper, Indian Trail, Harborside and Lakeview. The sessions were scheduled during lunch periods. Sessions were promoted by the school prior to the lunch date and were promoted during the lunch periods.

While we have 247 reported comments from students, the number of students interacted with far exceeds that number. Board members interacted with the tables and often reported by comments but had conversations with hundreds more students. This format of lunch room visits gives the entire student body access to offer comments. There were many informal interactions with students not reported. As students approached the table many students said things like, "it is good here" or "I have no issues."

Below is a chart with common categories and common topics from each school to date.

| Category/Common topic	Bradford	Harborside	ITA	LakeView	Tremper
Dress Code Leggings/hats	9	1	15	1	5
Lunches Quality/Quantity	11	5	38	8	9
Course Offerings PE Waiver/Electives/Class Rank/ Theater Classes	10	2	13	10	16
Building Issues Temperature/Cleanliness/WiFi/Parking Lots/Traffic Flow/Space Issues	5	0	15	5	6

Sports/Clubs Additional Clubs/Sports	3	0	0	2	1
Transportation Bus Pass Price	1	0	0	1	0
Staff Principals/Good Teachers	0	2	7	1	0
Demographics Need More Girls	0	0	0	3	0
Positive Feedback School Spirit/Music Department	0	5	10	1	0
School Hours Start Time/7 Period Day Schedule	2	0	0	2	6
Miscellaneous Homework/Standardized Tests	2	0	3	0	0
School Climate New Students/Behavior/Security	2	0	6	3	0
Total	**45**	**15**	**107**	**37**	**43**

Next Steps:

At the time of this report, we are still compiling student voice sessions from other high schools. Once we have a complete set of data from all high schools we will direct information to proper departments to process next steps.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Bethany Ormseth, Ed.D
Assistant Superintendent
School Leadership
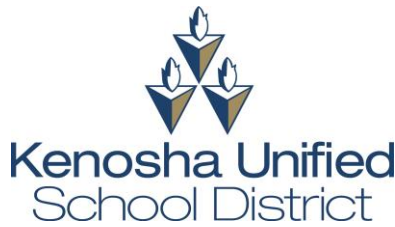
December 15, 2015

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Bio Fab Technologies donated $1,000.00 to the LakeView Technology Academy Supermileage Vehicle Club.

2. Oasis Sales Corporation donated $500.00 to the LakeView Technology Academy Supermileage Vehicle Club.

3. Harbor Machining Inc. donated $300.00 to the Bradford Boy's Wrestling Team.

4. Don and Judy Brown donated $200.00 to the LakeView Technology Academy Supermileage Vehicle Club.

5. The Dawson Family donated $100.00 to the LakeView Technology Academy Supermileage Vehicle Club.

6. State Farm Insurance – Rob Fleming Agency donated $100.00 to the LakeView Technology Academy Supermileage Vehicle Club.

7. Micro Methods, Inc. donated $100.00 to the LakeView Technology Academy Supermileage Vehicle Club.

8. Tammy Tindall donated $40.00 to the LakeView Technology Academy Supermileage Vehicle Club.

9. Chris Shea donated $40.00 to the LakeView Technology Academy Supermileage Vehicle Club.

10. Kenosha Area Family and Aging Services (KAFASI) donated hats, scarves and mittens to the students of Kenosha Unified School District. The value of this donation is unknown.

Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 1400, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90(5)(a).

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

December 15, 2015

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board
December-January**

December

- December 1, 2015 – Standing Committee Meetings – 5:30 p.m. in ESC Board Room
- December 15, 2015 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room
- December 23, 2015 – January 4, 2016 – Winter Recess – Schools Closed

January

- January 12, 2016 – Standing Committee Meetings – 5:30 p.m. in ESC Board
- January 18, 2016 – Dr. Martin Luther King Day Observance – No school for students or staff
- January 22, 2016 – End of Second Quarter/ Teacher Workday – No school for students
- January 26, 2016 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room
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