



## **REGULAR SCHOOL BOARD MEETING**

**Tuesday, May 24, 2022**

**7:00 P.M.**

**Educational Support Center  
Board Meeting Room  
3600-52<sup>nd</sup> Street  
Kenosha, Wisconsin**

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Regular School Board Meeting  
May 24, 2022  
ESC Boardroom  
7:00 PM

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Introduction, Welcome and Comments by Student Ambassador
- IV. Awards/Recognition
  - Distinguished Young Women of Wisconsin
  - The Jerry Awards
- V. Administrative and Supervisory Appointments
- VI. Superintendent's Report
- VII. Legislative Report
- VIII. Views and Comments by the Public
- IX. Remarks by the President
- X. Consent Agenda
  - A. Consent/Approve  
Recommendations Concerning Appointments,  
Leaves of Absence, Retirements, Resignations  
and Separations 5
  - B. Consent/Approve  
Minutes of 4/25/22 Special Meeting and Executive  
Session, 4/25/22 Organizational Meeting, 4/25/22  
Regular Meeting, 5/2/22 Special Meeting and 5/2/22  
Executive Session 7

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**Kenosha Unified School District**

**Kenosha, WI**

**May 24, 2022**

**The Office of Human Resources recommends the following actions:**

<b>ACTION</b>	<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>SCHOOL/DEPT</b>	<b>POSITION</b>	<b>STAFF</b>	<b>DATE</b>	<b>FTE</b>
Appointment	De La Torre	Andrew	Information Services	Technolgy Support Technician	AST	05/02/2022	1
Appointment	Lymon	Tayshon	Food Service	Unit Manager	Food Service	04/25/2022	1
Appointment	Oppen	Lydia	Pleasant Prairie Elementary School	Information/Health Services	ESP	05/10/2022	1
Appointment	Wiesztorf	Nathaniel	KTEC West	Night Custodian - Second Shift	Facilities	05/04/2022	1
Resignation	Behrens	Rachel	Jeffery Elementary School	Grade 1	Instructional	06/09/2022	1
Resignation	Biggs	Ronald	Hillcrest School	Head Custodian	Facilities	06/30/2022	1
Resignation	Blackwell	Jessica	Wilson Elementary School	E.C.	Instructional	06/09/2022	1
Resignation	Boltenhouse	Megan	Forest Park Elementary School	Special Education	ESP	04/14/2022	1
Resignation	Brush	Megan	Frank/Wilson Elementary Schools	Art	Instructional	06/09/2022	1
Resignation	Burkhart	Kayla	Boys and Girls Club	C.D.S. (Step West)	Instructional	06/09/2022	1
Resignation	Duffy	Bethanne	IMC	Administrative Support (12 MO)	ASP	05/12/2022	1
Resignation	Garbie	Melisa	Jefferson Elementary School	4K Program	Instructional	06/09/2022	1
Resignation	Gerndt-Burns	Miteisha	Chavez Learning Station	Head Start	ESP	05/06/2022	1
Resignation	Gorman	Kody	Roosevelt/Chavez Learning Station	Night Custodian - Second Shift	Facilities	04/14/2022	1
Resignation	Hamilton	Zachary	Harborside Academy	Instrumental Music	Instructional	06/09/2022	1
Resignation	Hayes	Ashley	Vernon Elementary School	Grade 5	Instructional	06/09/2022	1
Resignation	Hays	Emily	Wilson Elementary School	Kindergarten	Instructional	04/29/2022	1
Resignation	Heinrich	Megan	EBSOLA CA	Grade 5	Instructional	06/09/2022	1
Resignation	Hill	Stephanie	Grant Elementary School	Grade 2	Instructional	06/09/2022	1
Resignation	Jordan	Leslie	Stocker Elementary School	Grade 4	Instructional	06/09/2022	1
Resignation	Kent	Jacey	Tremper High School	Physical Education	Instructional	06/09/2022	1
Resignation	Klingenmeyer	Anna	McKinley Elementary School	Grade 1	Instructional	06/09/2022	1
Resignation	Kozlowski	Heather	Office of Student Support	Psychologist	Instructional	06/09/2022	1
Resignation	Lehman	Erinne	Lincoln Middle School	Grade 6	Instructional	06/09/2022	1
Resignation	Loewen	Sharon	Jeffery/Stocker Elementary Schools	Special Education	ESP	06/08/2022	1
Resignation	Lopez	Kathleen	Lincoln Middle School	Middle School Choir	Instructional	06/09/2022	1
Resignation	McGovern	Samantha	Head Start	Instructional Coach/Pre-School Certified Teacher	Instructional	06/09/2022	1
Resignation	Morris	Nathan	Tremper High School	Math	Instructional	06/09/2022	1
Resignation	Nash	Eric	Finance	Administrative Specialist (12 MO)	ASP	05/13/2022	1
Resignation	Nason	Amanda	Harvey Elementary School	Instructional Coach	Instructional	06/09/2022	1
Resignation	Planka	Jessica	Grewenow Elementary School	Special Education	ESP	04/11/2022	1
Resignation	Reynoso	Martha	Bradford High School	Administrative Support (12 MO)	ASP	05/13/2022	1
Resignation	Robbins	Endia	Office of Student Support	Guidance	Instructional	06/09/2022	1
Resignation	Romanek	Elizabeth	Washington Middle School	Library Media Specialist	Instructional	06/09/2022	1
Resignation	Rudynski	Christine	Department of Special Education	Hearing Impaired	Instructional	06/09/2022	1

**Kenosha Unified School District**

**Kenosha, WI**

**May 24, 2022**

**The Office of Human Resources recommends the following actions:**

Resignation	Russo	Jessica	Bullen Middle School	Dean of Students	Instructional	06/09/2022	1
Resignation	Sanders	Amy	Chavez Learning Station	Preschool Associate	ESP	06/08/2022	1
Resignation	Sanders	Jamill	Indian Trail HS & Academy	Security	ESP	05/13/2022	1
Resignation	Schoen	Jacquelyn	Bullen Middle School	Grade 6	Instructional	06/09/2022	1
Resignation	Sowinski	Kristen	Grewenow Elementary School	Instructional Coach	Instructional	06/09/2022	1
Resignation	Taylor	Jordan	Information Services	Technology Support Technician	AST	05/20/2022	1
Resignation	VanCaster	Bryanna	KTEC West	Art	Instructional	06/09/2022	1
Resignation	Zemke	Carrie	Indian Trail HS & Academy	AIS/History	Instructional	06/09/2022	1
Resignation	Zera	Krystie	Jefferson Elementary School	Kindergarten	Instructional	06/09/2022	1
Retirement	Angotti	Denise	Chavez Learning Station	Head Start	ESP	06/08/2022	1
Retirement	Clements	Patricia	Teaching and Learning	Coordinator of Talent Development	AST	07/15/2022	1
Retirement	Haraty	Lynette	Vernon Elementary School	Intervention Specialist	Instructional	06/09/2022	1
Retirement	Larson	Denise	Grant Elementary School	Grade 1	Instructional	06/09/2022	1
Retirement	Mirsky	Susan	Teaching and Learning	Curriculum Coordinator Literacy	AST	07/22/2022	1
Retirement	Rider	Jane	Indian Trail HS & Academy	Graphic Design/Journalism	Instructional	06/09/2022	1
Retirement	Rizzitano-Eschbach	Rina	Title III/Bilingual	ESL Other Language	Instructional	06/09/2022	1
Retirement	Smith	Peter	Title III/Bilingual	ESL Other Language	Instructional	06/09/2022	1

SPECIAL MEETING & EXECUTIVE SESSION  
OF THE KENOSHA UNIFIED SCHOOL BOARD  
HELD APRIL 25, 2022

A special meeting of the Kenosha Unified School Board was held on Monday, April 25, 2022, 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 6:00 P.M. with the following members present: Mr. Price (virtual), Mr. Meadows, Mr. Battle, Ms. Stevens, Mrs. Modder, Mrs. Schmaling, and Ms. Adams. Dr. Ormseth and Mr. Neir were also present.

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

Ms. Adams announced that an executive session had been scheduled to follow this special meeting for the purposes of Litigation and Personnel: Employment Relationship and Problems.

Mrs. Modder moved that the executive session be held. Ms. Stevens seconded the motion.

Roll call vote. Ayes: Mr. Price, Mr. Meadows, Mr. Battle, Ms. Stevens, Mrs. Modder, Mrs. Schmaling, and Ms. Adams. Noes: None. Unanimously approved.

1. Personnel Problems

Mr. Kevin Neir, Interim Chief of Human Resources, and Dr. Ormseth updated board members on employee relations cases.

2. Litigation and Employment Relationship

Dr. Ormseth updated board members on an employment relationship issue.

Meeting adjourned at 6:27 P.M.

Stacy Stephens  
School Board Secretary

ORGANIZATIONAL MEETING OF THE  
KENOSHA UNIFIED SCHOOL BOARD  
HELD APRIL 25, 2022

An organizational meeting of the Kenosha Unified School Board was held on Monday, April 25, 2022, in the Board Room of the Educational Support Center at 6:30 P.M. Ms. Adams, President, presided.

Ms. Adams called the meeting to order at 6:30 P.M. with the following members present: Mr. Price (virtual), Mr. Meadows, Mr. Battle, Ms. Stevens, Mrs. Modder, Mrs. Schmaling, and Ms. Adams. Dr. Ormseth was also present.

Ms. Adams opened the meeting by announcing that this was the organizational meeting of the School Board of Kenosha Unified School District. Notice of this organizational 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.

Ms. Adams asked Mr. Meadows, Mrs. Schmaling, and Ms. Stevens to individually step forward and repeat the Oath of Office. Ms. Adams swore in Mr. Meadows, Mrs. Schmaling, and Ms. Stevens who were elected to three-year terms at the April 5, 2022, election.

Nominations were then in order for Board President, Vice-President, Treasurer, Clerk, and Secretary.

Mrs. Schmaling nominated Mr. Meadows for President and Ms. Stevens nominated Ms. Adams for President.

A roll call vote was taken. Mr. Meadows received three votes for President and Ms. Adams received four votes for President. Ms. Adams was announced as President.

Ms. Stevens nominated Mrs. Modder for Vice-President and Mrs. Schmaling nominated Mr. Meadows for Vice-President.

A roll call vote was taken. Mrs. Modder received five votes for Vice-President and Mr. Meadows received two votes for Vice-President. Mrs. Modder was announced as Vice-President.

Mrs. Modder nominated Ms. Stevens as Treasurer.

A roll call vote was taken and the nomination was unanimously approved. Ms. Stevens was announced as Treasurer.

Ms. Stevens nominated Mr. Price for Clerk and Mrs. Schmaling nominated Mr. Meadows for Clerk.

A roll call vote was taken. Mr. Price received four votes for Clerk and Mr. Meadows received three votes for Clerk. Mr. Price was announced as Clerk.

Ms. Stevens nominated Mrs. Stephens for Board Secretary.

A roll call vote was taken and the nomination was unanimously approved. Mrs. Stephens was announced as Secretary.

Ms. Stevens moved that the School Board meetings continue to be held at 7:00 P.M. on the fourth Tuesday of each month at the Educational Support Center and school sites to be determined. Mr. Price seconded the motion. A roll call vote was taken and the motion was unanimously approved.

Mrs. Stephens conducted a drawing of names for the new voting order. The voting order will be Mrs. Schmaling, Mr. Price, Mr. Meadows, Mr. Battle, Ms. Stevens, Mrs. Modder, and Ms. Adams.

Ms. Adams noted that there would be no action on board committees at the current time. She indicated that Mrs. Stephens will be in contact with board members in regards to committee preferences and assignments in the near future.

Mrs. Modder moved that the School Board authorize the President's signature to appear on all checks as the third signature with the Clerk and Treasurer and authorize the use of facsimile signatures of the President, Clerk and Treasurer on all checks. Ms. Stevens seconded the motion. A roll call vote was taken and the motion was unanimously approved.

Ms. Stevens moved that the School Board approve the list of legal firms as contained in the agenda. Mrs. Schmaling seconded the motion. A roll call vote was taken and the motion was unanimously approved.

Mrs. Modder moved that the School Board adopt the attached Schedule of Authorized Public Depositories and assign the Chief Financial Officer the authority to approve draws as needed, in the form of the \$2,000,000 Line of Credit through Johnson Bank. Ms. Stevens seconded the motion. A roll call vote was taken and the motion was unanimously approved.

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

Meeting adjourned at 6:54 P.M.

Stacy Stephens  
School Board Secretary

REGULAR MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD APRIL 25, 2022

A regular meeting of the Kenosha Unified School Board was held on Monday, April 25, 2022, at 7:00 PM in the Board Room of the Educational Support Center. Ms. Adams, President, presided.

The meeting was called to order at 7:05 P.M. with the following Board members present: Mrs. Schmaling, Mr. Price (virtual), Mr. Meadows, Mr. Battle, Ms. Stevens, Mrs. Modder, and Ms. Adams. Dr. Ormseth was also present.

Ms. Adams, 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.

Ms. Stevens introduced the student ambassador, Zachary Mills from Bradford High School, and he made his comments.

There were no awards or recognitions.

There were no Administrative or Supervisory appointments.

Mr. Kristopher Keckler, Chief Information Officer; Mr. William Haithcock, Interim Chief of School Leadership; Mrs. Heather Connolly, Principal at Frank Elementary School; and Mrs. April Nelson, Principal at Stocker Elementary School, gave the Superintendent's Report which consisted of a KUSD MAP growth and assessment integration update.

Mrs. Modder gave the legislative report.

Views and comments were made by the public.

Remarks by the President were made by Ms. Adams.

Board members considered the following Consent-Approve items:

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

Consent-Approve item X-B – Minutes of the 3/22/22 Special Meeting and Executive Session, 3/22/22 Regular Meeting, and 4/11/22 Special Meeting.

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



“It is recommended that the March 2022 cash receipt deposits totaling \$419,577.52, and cash receipt wire transfers-in totaling \$58,193,147.27, be approved.

Check numbers 610645 through 611691 (net of voided batches) totaling \$4,003,915.36, and general operating wire transfers-out totaling \$4,104,549.61, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the March 2022 net payroll and benefit EFT batches totaling \$13,833,255.39, and net payroll check batches totaling \$7,348.48, be approved.”

Ms. Stevens moved to approve the consent agenda as presented. Mrs. Modder seconded the motion. Unanimously approved.

Dr. Ormseth presented the Head Start State Supplemental Grant – 2022-2023 School Year submitted by Ms. Luanne Rohde, Director of Early Education; Mr. Martin Pitts, Regional Coordinator of School Leadership and Learning Elementary; Mr. Haithcock; and Dr. Ormseth, excerpts follow:

“The Head Start program provides comprehensive services in the areas of health, education, social services, and parent involvement for low-income preschool children and their families. This state grant provides funding for 59 high-risk children that will be three or four years of age on or before September 1, 2022. Funding for the Head Start State Supplemental Grant for the 2022- 2023 school year is \$323,866. Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and the Head Start Performance Standards.

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

The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their children’s learning, and schools are ready for children. Regulation 45 CFR Chapter XIII Part 1307 requires programs to establish school readiness goals that are appropriate for the ages and development of enrolled children. School readiness goals are defined as “the expectations of children’s status and progress across the domains of language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals” (Part 1307.2).

Funding received through the 2022-2023 Head Start State Supplement Grant will remain the same as the previous year. At this time no revisions to program services are anticipated. The number of Head Start children served will remain at 59 children.

Administration recommends that the school board approve the 2022-2023 Head Start State Supplemental Grant in the amount of \$323,866.”

Mrs. Modder moved to approve the 2022-2023 Head Start State Supplemental Grant in the amount of \$323,866. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Christine O'Regan, Coordinator of Library Media and Instructional Technology, presented the Report of Contract in Aggregate of \$50,000 submitted by Mr. Robert Hofer, Purchasing Agent; Mrs. O'Regan; Mr. Hamdan; Mrs. Julie Housaman, Chief Academic Officer; and Dr. Ormseth, excerpts follow:

"School Board Policy 3420 requires that "all contracts and renewals of contracts in aggregate of \$50,000 in a fiscal year shall be approved by the School Board except in the event of an emergency as determined and reported to the School Board monthly by the Purchasing Agent."

The following contract/agreement has not been added to the Contract Management Database and is being presented for board approval:

<u>Vendor</u>	<u>Program/Product</u>	<u>Amount</u>
Discovery Education	Digital platform for multimedia content	\$50,000 for 2022-23 SY \$50,000 for 2023-24 SY \$50,000 for 2024-25 SY

The Purchase/Contract Rationale is provided in Appendix A. The Order Form from Discovery Education is provided in Appendix B. The Letter of Ownership from Discovery Education is provided in Appendix C."

Ms. Stevens moved to approve the contract with Discovery Education in the amount of \$50,000 for the 2022-23 school year, \$50,000 for the 2023-24 school year, and \$50,000 for the 2024-25 school year. Mrs. Modder seconded the motion. Unanimously approved.

Mr. Trent Barnhart, Interim Principal at Harborside Academy, presented the Harborside Academy Charter Contract Renewal submitted by Mr. Barnhart, Mr. Haithcock, Mr. Hamdan, and Dr. Ormseth, excerpts follow:

"On March 27, 2007, the initial Harborside Academy charter contract was presented to the Kenosha Unified School Board of Education. At that time, the Board approved a five-year charter contract with Harborside Academy. In 2012, the Board approved a second five-year renewal charter contract and Harborside Academy expanded to serve students in grades 6 through 12 when it moved to the Reuther Central High School facility and merged with Paideia Academy. In 2017, the charter was again approved for five additional years with an agreement indicating the decision on future funding would not be made until the state budget was announced for the 2017-2019 school years. In 2018, the Board approved an amended version of the charter agreement to include the agreed and updated budget language suggested by the KUSD administration for the existing five year period of 2017-2022.

This current charter renewal does not have any major changes from the previously approved charter but has identified needed changes in the following areas:

1. Restructuring of charter contract layout to align better to DPI required and recommended charter Benchmarks to be more reader friendly.

2. Small grammatical corrections throughout the charter to clean up contract.

On February 15, 2022, The Harborside Governance Board Incorporated voted on and approved these recommended changes to the contract.

The Harborside Governance Board Incorporated requests that the Kenosha Unified School District Board of Education approve the renewal of this Harborside Academy charter agreement for a five year period from the 1st day of July, 2022, through the 30th day of June, 2027.”

Mr. Battle moved to approve the renewal of the Harborside Academy charter agreement for a five year period from the 1st day of July, 2022, through the 30th day of June, 2027. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Bryan Mogensen, Coordinator of Athletics, Physical Education, Health, Recreation and Senior Center presented the Activities Code of Conduct submitted by Mr. Mogensen, Mrs. Housaman, and Dr. Ormseth, excerpts follow:

“The process of updating the Activities Code of Conduct is ongoing and requires adaptations and revisions. Enforcing the Activities Code of Conduct fairly and consistently is the common goal of all the stakeholders in Kenosha Unified School District.

Revisions to the Activities Code of Conduct will provide consistent suspension guidelines for all sports and reflect current Wisconsin Interscholastic Athletic Association policies and procedures (Appendix A).

Administration recommends that the school board approve the proposed revisions to the Activities Code of Conduct.”

Mr. Battle moved to approve the proposed revisions to the Activities Code of Conduct. Mr. Price seconded the motion. Unanimously approved.

Mr. Keckler presented the Proposed Changes to Policy 5120 – Student Enrollment Reporting and Policy 6456 – Graduation Requirements submitted by Mr. Haithcock, Mr. Keckler, and Dr. Ormseth, excerpts follow:

“Kenosha Unified continues to develop and expand available options for high school students in regards to courses and programs that support both high school and postsecondary credit and/or certifications. Some of these programs are referred to as Dual Credit courses, the state sponsored Early College Credit Program, Start College Now or Youth Apprenticeship. Some of these programs may take place within a KUSD high school and aligned to the daily bell schedule. However, most of these options do not align with the typical KUSD high school bell schedule and/or may take place at another location.

The primary proposed change to KUSD Policy 5120 Student Enrollment Reporting and Policy 6456 Graduation Requirements is regarding the schedule for a full time student. Currently, a KUSD high school student is considered full time if the student is scheduled for a minimum of 6.0 credits during the regular school year. The proposal would be to modify this minimum requirement to 5.0 credits for just students in grades 11 and 12. This should help promote many of these additional opportunities for students while decreasing scheduling

conflicts. It should be noted that these are not credit caps, so students can certainly attempt more credits if they desire. Policy 6456 Graduation Requirements also has some minor updated proposed language that help clarify the current expectations. Counselors and instructional staff continue to monitor student progress for credits, and work to modify schedules and resources to support students as they progress towards credit attainment.

Policy 6456 was last updated 4 years ago, and since then there have been some assessment and GPA related changes. The proposal is to remove the “assessment and GPA” noted criteria as it is no longer readily aligned and inconsistent with prior years. KUSD has now fully transitioned to a Laude system of recognition and the ACT Aspire is ending this spring.

Administration recommends that the School Board approve the proposed changes to KUSD Policy 5120 and Policy 6456 as a first reading at its April 25, 2022, regular School Board meeting, and then move along to a second reading at its May 24, 2022, regular School Board meeting.”

Mrs. Modder moved to approve the proposed changes to KUSD Policy 5120 and Policy 6456 as a first reading. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Kevin Neir, Interim Chief Human Resources Officer, presented the Voluntary Sick Leave Bank Program submitted by Mr. Neir and Dr. Ormseth, excerpts follow:

“The purpose of the Kenosha Unified School District (KUSD) Voluntary Sick Leave Bank Program (Bank) is to provide additional paid leave for employees who have exhausted their accrued sick and vacation leave benefits as the result of a catastrophic illness or injury.

The purpose of the Bank is not to provide unlimited paid sick leave for any medial reason but to alleviate the hardship caused when an employee loses compensation as the result of a catastrophic illness or injury.

Attachment A outlines the proposed Kenosha Unified School District’s Voluntary Sick Leave Bank Program.

Administration is recommending that the Board approve the implementation of a Voluntary Sick Leave Bank Program as outlined in attachment A.”

Ms. Stevens moved to approve the implementation of the Voluntary Sick Leave Bank Program as outlined in attachment A. Mrs. Modder seconded the motion. Unanimously approved.

Dr. Ormseth presented the Expulsion Independent Hearing Officers submitted by Mr. Haithcock and Dr. Ormseth, excerpts follow:

“Administration brings forth a recommendation concerning the appointment of additional Hearing Officers to assist the District with any expulsion hearings for the remainder of the 2021/22 school year. Hearing Officers are part time employees that are called upon when needed for expulsion hearings and are paid \$100 for the first hour and \$25 for every 15 additional minutes after the first hour not to exceed \$300 for each hearing.

Thus far, Christopher Hauser has handled all of the expulsion hearings from the 2021-2022 school year. Nancy Wheeler has served as our secondary hearing officer for many years; however, she is retiring at the end of the 2021-2022 school year. Therefore, we are adding two new back up/secondary hearing officers for the remainder of the 2021-2022 school year and thereafter.

Christopher Hauser will remain in his position as the KUSD hearing officer that handles most of our expulsion hearings and we will be adding Mrs. Titus and Mr. Rupnow in advance of Ms. Wheeler's retirement

Administration recommends that the Board of Education authorize the appointment of Gayle Titus and Michael Rupnow as additional Hearing Officers for the purpose of expulsion hearings for the remainder of the 2021-2022 school year at the rate of \$100 for the first hour and \$25 for every 15 additional minutes after the first hour not to exceed \$300 per hearing. It is also recommended that the Board approve Resolution 390 – Resolution to Authorize Independent Hearing Officers to Determine Pupil Expulsions for the Remainder of the 2021-2022 School Year.”

Mr. Meadows presented Resolution 390 - Resolution to Authorize Independent Hearing Officers to Determine Pupil Expulsions for the Remainder of the 2021-2022 School Year which read as follows:

“WHEREAS, pursuant to Section 120.13(1)(e) of the Wisconsin Statutes, a school board may adopt a resolution authorizing independent hearing officers appointed by the school board to determine pupil expulsions from school under Wis. Stat. §§ 120.13(1)(e)2. through 120.13(1)(e)4.; and

WHEREAS, such a resolution authorizing the use of an independent hearing officer to determine pupil expulsion is effective only during the school year in which it is adopted; and

WHEREAS, the Board of Education of the Kenosha Unified School District desires to authorize the use of independent hearing officer to determine pupil expulsions for the 2021-2022 school year;

NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE KENOSHA UNIFIED SCHOOL DISTRICT that, pursuant to Wis. Stat. § 120.13(1)(e), the Board of Education authorizes independent hearing officers appointed by the Board of Education to determine pupil expulsion matters for the 2021-2022 school year; and

BE IT FURTHER RESOLVED that the Board of Education shall, by motion, appoint one or more individuals who, in the judgment of the Board, are qualified to serve in the capacity of an independent hearing officer under Section 120.13(1)(e) of the Wisconsin Statutes; and, thereafter, the Superintendent or any administrative designee of the Superintendent may select any individual who has been so appointed to hear and determine, subject to the Board of Education's review of any expulsion order, any pupil expulsion matter that arises in the school year in which this Resolution is effective.

BE IT FURTHER RESOLVED that the officers, employees, and agents of the Kenosha Unified School District are authorized and directed, to the extent consistent with applicable law

and Board of Education policy, to do any and all things reasonably necessary to accomplish the purposes of this Resolution.

BE IT FURTHER RESOLVED that the Kenosha Unified School District Board of Education previously approved Resolution 379 on August 24, 2021 appointing Christopher Hauser and Nancy Wheeler as Expulsion Independent Hearing Officers for the 2021-2022 school year as filed with the secretary to the Board of Education.

BE IT FURTHER RESOLVED that the Kenosha Unified School District Board of Education approve Gayle Titus and Michael Rupnow as Expulsion Independent Hearing Officers for the 2021-2022 school year as filed with the secretary to the Board of Education. This Resolution was adopted by the Board of Education and is recorded in the minutes of the Board of Education meeting held on the 25th day of April, 2022.”

Ms. Steven moved to approve the appointment of Gayle Titus and Michael Rupnow as additional Hearing Officers for the purpose of expulsion hearings for the remainder of the 2021-2022 school year at the rate of \$100 for the first hour and \$25 for every 15 additional minutes after the first hour not to exceed \$300 per hearing and to approve Resolution 390 – Resolution to Authorize Independent Hearing Officers to Determine Pupil Expulsions for the Remainder of the 2021-2022 School Year. Mr. Price seconded the motion. Unanimously approved.

Mrs. Schmaling presented Resolution 391 – Resolution in Recognition of Mental Health Awareness Month 2022 which read as follows:

“WHEREAS, organizations like Mental Health America, the National Alliance on Mental Illness, and many others observe May as Mental Health Month each year; and

WHEREAS, the COVID-19 public health emergency has taken an overwhelming toll on the mental and physical well-being of our students, staff and families; and

WHEREAS, according to the Centers for Disease Control, more than 20% of youth have a diagnosed mental health disorder in the U.S.; and

WHEREAS, according to a recent United States Census Bureau survey, 37% of adults reported symptoms of anxiety or depression in the, triple the amount reported in 2019; and

WHEREAS, according to the U.S. Department of Education, an estimated 60% of students with emotional, behavioral and mental health disorders do not graduate from high school; and

WHEREAS, suicide is the second leading cause of death among people ages 10–34 and the 10th leading cause of death overall in the U.S.; and

WHEREAS, it is critical to reduce the stigma of mental health illness now more than ever because it often prevents individuals from seeking much-needed supports and help; and

NOW, THEREFORE, BE IT RESOLVED that the Kenosha Unified School Board views mental health well-being as equally as important as physical well-being for students, staff and families and encourages everyone to use Mental Health Awareness Month to seek necessary

supports, as well as calls upon our community to break down stigmas associated with mental illness.

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

Ms. Stevens moved to approve Resolution 391 – Resolution in Recognition of Mental Health Awareness Month 2022. Mrs. Modder seconded the motion. Unanimously approved.

Ms. Stevens presented the Donations to the District.

Ms. Stevens moved to approve the donations to the district as presented. Mr. Meadows seconded the motion. Unanimously approved.

Mrs. Modder moved to adjourn the meeting. Mr. Meadows seconded the motion. Unanimously approved.

Meeting adjourned at 8:48 P.M.

Stacy Stephens  
School Board Secretary

A SPECIAL MEETING OF  
THE KENOSHA UNIFIED SCHOOL BOARD  
HELD MAY 2, 2022

A special meeting of the Kenosha Unified School Board was held on Monday, May 2, 2022, at 5:30 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public, Superintendent Search Firm Presentations, and Discussion/Possible Action – Selection of Superintendent Search Firm.

The meeting was called to order at 5:30 P.M. with the following members present: Mrs. Schmaling, Mr. Price, Mr. Meadows, Mr. Battle, Ms. Stevens, Mrs. Modder, and Ms. Adams. Dr. Ormseth, Dr. Steffen, and Dr. Nerad (virtual) were also present.

Ms. Adams, 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.

Views and comments were made by the public.

Dr. George Steffen and Dr. Daniel Nerad from Wisconsin Association of School Boards (WASB) gave a Superintendent Search Services PowerPoint presentation which covered the following topics: consultant background, your search should be responsive to your aspirations, WASB search approach, search stages, planning and preparation, engagement with stakeholders, interview stages – initial and final, candidate selection, search closure and transition, WASB service provides, closing comments, and questions.

Dr. Steffen and Dr. Nerad answered questions from board members and then departed the meeting at 6:34 P.M.

The board recessed at 6:34 P.M. and reconvened at 6:38 P.M.

Dr. Ken Arndt and Dr. Glen Schilling from Hazard, Young, Attea & Associates arrived at 6:39 P.M. and gave a Superintendent Search PowerPoint presentation that covered the following topics: search team, about our firm, search process, understanding stakeholders views and perceptions, engage phase, set process timeline, researched based survey, recruiting and screening candidates, exposure and analytics, commitment to diversity, equity and inclusion, candidates presented to school board, overview profile of each slated candidate provided, board selects the final candidate, optional transition services, cost structure and guarantees, the HYA difference, current active pool of candidates, and questions.



Dr. Arndt and Dr. Schilling answered questions from board members and then departed the meeting at 6:59 P.M.

Ms. Stevens moved to recess and convene in closed session. Mr. Price seconded the motion. Unanimously approved.

The board went into closed session at 6:59 P.M. and returned into open session at 7:54 P.M.

Mrs. Modder moved to select the Wisconsin Association of School Boards (WASB) as the superintendent search firm. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Modder moved to adjourn the meeting. Mr. Price seconded the motion. Unanimously approved.

Meeting adjourned at 7:57 P.M.

Stacy Stephens  
School Board Secretary

EXECUTIVE SESSION OF THE  
KENOSHA UNIFIED SCHOOL BOARD  
HELD MAY 2, 2022

An executive session of the Kenosha Unified School Board was held on Monday, May 2, 2022, in the Small Board Room at the Educational Support Center.

The meeting was called to order at 7:00 P.M. with the following members present: Mrs. Schmaling, Mr. Price, Mr. Meadows, Mr. Battle, Ms. Stevens, Mrs. Modder, and Ms. Adams. Dr. Ormseth was also present.

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

Ms. Adams announced that the executive session had been scheduled for the purposes of Litigation, Personnel: Problems and Compensation and/or Contracts, and Interview with Professional Service Providers and Other Vendors.

1. Interview with Professional Service Providers and Other Vendors  
Board members discussed the superintendent search firm vendor presentations.

Dr. Dan Nerad from Wisconsin Association of School Boards (WASB) joined the Meeting via telephone at 7:21 P.M. and answered questions from board members in regards to the superintendent search firm process. Dr. Nerad was excused from the meeting at 7:26 P.M.

2. Personnel: Problems and Compensation and/or Contracts  
Dr. Ormseth updated board members on a personnel matter.
3. Litigation  
Dr. Ormseth updated board members on a potential litigation matter.

Meeting adjourned at 7:53 P.M.

Stacy Stephens  
School Board Secretary

Kenosha Unified School District  
Kenosha, Wisconsin  
Summary of Cash Receipts and Disbursements  
May 24, 2022

<b>CASH RECEIPTS</b>	<b>reference</b>	<b>total</b>
<b>April 2022 Wire Transfers-In, to Johnson Bank from:</b>		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 3,660,343.02
District Municipalities	<i>tax settlement - April payment</i>	1,911,456.17
Johnson Bank	<i>account interest</i>	110.85
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	18,487.46
Bankcard Services (Purplepass)	<i>fine arts ticket sales receipts (net of fees)</i>	17,583.09
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	8,957.78
Bank (Infinite Campus)	<i>district web store receipts (net of fees)</i>	33,769.52
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	44,621.84
HHS	<i>head start grant</i>	202,504.12
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	153,582.99
Total Incoming Wire Transfers		6,051,416.84

**April 2022 Deposits to Johnson Bank - All Funds:**

General operating and food services receipts	<i>(excluding credit cards)</i>	175,239.72
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**TOTAL APRIL CASH RECEIPTS**

**\$ 6,226,656.56**

<b>CASH DISBURSEMENTS</b>	<b>reference</b>	<b>total</b>
<b>April 2022 Wire Transfers-Out, from Johnson Bank to:</b>		
<i>Payroll &amp; Benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 8,004,827.26
WI Department of Revenue	<i>state payroll taxes</i>	547,883.82
WI Department of Revenue	<i>state wage attachments</i>	4,418.35
IRS	<i>federal payroll taxes</i>	2,742,264.62
Delta Dental	<i>dental insurance premiums</i>	232,462.63
Diversified Benefits Services	<i>flexible spending account claims</i>	14,744.04
Employee Trust Funds	<i>wisconsin retirement system</i>	1,557,049.67
NVA	<i>vision insurance premiums</i>	19,837.36
Aflac	<i>insurance premiums</i>	44,223.10
Optum	<i>HSA</i>	322,088.78
Various	<i>TSA payments</i>	354,828.30
<i>Subtotal</i>		13,844,627.93
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	201,225.41 *
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,871.67
Johnson Bank	<i>banking fees</i>	1,142.65
United Healthcare	<i>health insurance premiums</i>	3,691,964.30
Misc Payment Culinary Infusion	<i>Wellness Event</i>	10,000.00
<i>Subtotal</i>		3,921,204.03
Total Outgoing Wire Transfers		\$ 17,765,831.96

**April 2022 Check Registers - All Funds:**

Net payrolls by paper check	<i>Register# 01007DP, 01008DP</i>	\$ 4,629.82
General operating and food services	<i>Check# 611692 thru Check# 612482 (net of void batches)</i>	3,881,642.72
Total Check Registers		\$ 3,886,272.54

**TOTAL APRIL CASH DISBURSEMENTS**

**\$ 21,652,104.50**

\*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending April 15, 2022

<b>Merchant Name</b>	<b>Total</b>
MENARDS RACINE WI	\$ 13,218.59
3654 INTERSTATE	\$ 9,413.14
MENARDS KENOSHA WI	\$ 9,326.61
MARK'S PLUMBING PARTS	\$ 7,799.90
FILTRATION CONCEPTS INC	\$ 7,357.43
RESTAURANTS & CATERING	\$ 6,914.68
O & H DANISH BAKERY- W	\$ 5,194.95
IN *A BEEP, LLC	\$ 5,134.00
TSI*SERVICE	\$ 5,029.82
BUILDERS HARDWARE AND HOL	\$ 3,870.00
ULINE *SHIP SUPPLIES	\$ 3,602.21
VEHICLE MAINT. & FUEL	\$ 3,315.70
INSTACART	\$ 3,217.45
AMZN MKTP US*169W77951	\$ 3,200.88
KIMBALL MIDWEST PAYEEZY	\$ 3,132.00
TUNSTALL CORPORATION	\$ 2,846.17
GRAINGER	\$ 2,734.39
HAJOCA KENOSHA PC354	\$ 2,639.43
ALL STAR SPORTSWEAR	\$ 2,605.00
MID STATE EQUIP SALEM 010	\$ 2,497.36
HALLMAN LINDSAY PAINTS -	\$ 2,385.85
IN *SECOND WIND DREAMS, I	\$ 2,266.00
HOTEL	\$ 2,262.00
EVERWHITE CORPORATION	\$ 2,232.25
SIMPLIFASTE	\$ 2,199.00
INDUSTRIAL CONTROLS	\$ 2,139.56
FIRST SUPPLY KENOSHA	\$ 2,124.36
HEAT & POWER PRODUCTS INC	\$ 2,006.12
CUSTOMINK LLC	\$ 1,838.34
HUDL	\$ 1,799.00
MILW PUBLIC MUSEUM	\$ 1,668.00
JOHNSTONE SUPPLY - RACINE	\$ 1,657.14
ACTIVEPARENTING.COM	\$ 1,644.50
AMZN MKTP US*162O04781	\$ 1,596.00
WOODPECKERS	\$ 1,516.59
MONSTER JANITORIAL LLC	\$ 1,515.44
NASSP PRODUCT & SERVICE	\$ 1,402.14
RAYMOND GEDDES	\$ 1,377.60
WEBCONNEX LLC	\$ 1,369.17
AMZN MKTP US*168U902Y0	\$ 1,280.00
USPS.COM POSTAL STORE	\$ 1,280.00
BURRIS EQUIPMENT CO.	\$ 1,147.95
PRAIRIE SIDE ACE HDWR	\$ 1,123.77
SAN-A-CARE	\$ 1,088.89
DEMCO INC	\$ 1,067.71
WALMART.COM AA	\$ 1,067.11
BROADWAY IN CHICAGO	\$ 1,032.00

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

Billing Cycle Ending April 15, 2022

Merchant Name	Total
FESTIVALS OF MUSIC	\$ 1,000.00
SWEETWATER SOUND	\$ 998.00
MUSIC THEATRE INTL	\$ 984.00
WHOLESALE COLOR POWDER	\$ 939.85
VIKING ELECTRIC-MILWAUKEE	\$ 929.49
MCMASTER-CARR	\$ 928.26
60 TO ESCAPE	\$ 918.00
HARBOR FREIGHT TOOLS 358	\$ 899.99
REINDERS BRISTOL	\$ 896.16
KENOSHA PUB MUSEUM	\$ 860.00
LION COUNTRY	\$ 849.00
L AND S ELECTRIC INC	\$ 836.00
LOWES #02560*	\$ 826.16
SAMSClub #6331	\$ 825.32
AMZN MKTP US*1A45F0Z11	\$ 795.00
ADOBE CREATIVE CLOUD	\$ 739.55
AIRGAS USA, LLC	\$ 738.73
4IMPRINT, INC	\$ 717.37
L2G*QUILL AND SCROLL- MEM	\$ 716.98
GOPHER SPORT	\$ 671.33
WAL-MART #1167	\$ 639.85
CYCLONE CO., LTD-EC	\$ 635.00
SAMS CLUB #6331	\$ 631.80
TIMBER-LEE MINISTRIES	\$ 620.00
IN *AMERICAN LASER MARK I	\$ 609.20
ARIN	\$ 600.00
ELITEFTS.COM	\$ 593.67
CHRISTOPHER R GREEN SR	\$ 580.00
HOBBY LOBBY #350	\$ 558.38
MILESPLIT MEET REG	\$ 551.25
PMC SUPPLIES LLC	\$ 546.20
IN *KAIN ENERGY CORPORATI	\$ 535.60
BATTERIES PLUS #0561	\$ 534.38
USPS PO 5666100158	\$ 498.80
SQ *TIME TO ESCAPE - DOWN	\$ 472.63
INDIGO INSTRUMENTS	\$ 461.02
MIRACANION.COM	\$ 449.00
TRANE SUPPLY-116407	\$ 429.88
ZORO TOOLS INC	\$ 424.90
TOOLS 4 FLOORING	\$ 416.75
LAMINATION DEPOT INC	\$ 404.70
EMC2 LEARNING	\$ 400.00
AHA PROCESS INC	\$ 398.00
ECOMM PGA TR SS #0050	\$ 395.47
SIMPLY BREAKERS	\$ 389.99
PORTA-CIRCLE.COM	\$ 381.50
COSTCO WHSE #1198	\$ 370.68

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

Billing Cycle Ending April 15, 2022

Merchant Name	Total
BAUDVILLE INC.	\$ 364.53
EPIC SPORTS	\$ 360.83
DKC*DIGI KEY CORP	\$ 356.99
BANKS VACUUM CORP	\$ 349.99
CAVE OF THE MOUNDS INC	\$ 349.00
KAPCO	\$ 345.00
MFI MEDICAL	\$ 344.97
MUSICIANSFRIENDWEB	\$ 341.87
AMZN MKTP US*162K93JW2	\$ 338.00
PAT S SERVICES INC	\$ 325.00
AUER STEEL MILWAULKEE	\$ 324.84
OFFICECRAVE	\$ 324.53
PARTYCITY.COM	\$ 324.09
PROMOTION STORE LLC	\$ 316.41
SPEEDY METALS	\$ 316.22
IN *GROHS ELECTRIC LLC	\$ 309.00
BLT*KYLE SWITCH PLATES	\$ 305.95
HOMEDEPOT.COM	\$ 301.88
GREEN MEADOWS FARM	\$ 300.00
48 HR BOOKS	\$ 296.46
SAMSClub.COM	\$ 294.17
WM SUPERCENTER #1167	\$ 293.97
ZOOM.US 888-799-9666	\$ 292.52
TARGET 00022517	\$ 285.22
GILLPORTER.COM	\$ 280.00
AMZN MKTP US*1A4FA8801	\$ 274.67
WORLD OF COCA COLA ECO	\$ 274.43
GORDON ELECTRIC SUPPLY I	\$ 273.20
AMZN MKTP US*1H51J9Z02	\$ 267.60
FASTENAL COMPANY 01WIKEN	\$ 261.55
REVERE ELECTRIC SUPPLY CO	\$ 259.28
FARM & FLEET STURTEVANT	\$ 256.48
AMERICAN OUTFITTERS LTD	\$ 255.00
ROGUE	\$ 253.20
FESTIVAL FOODS	\$ 250.78
OVERTURE CENTER	\$ 250.00
USPS PO 5642800260	\$ 248.50
MILWAUKEE COUNTY ZOO - EC	\$ 246.00
DOLLARTREE	\$ 241.88
ADVANCED DOOR CONTROL SOL	\$ 241.81
DRAMATISTS PLAY SERV	\$ 240.00
VACLAND	\$ 235.80
SPECTRUM	\$ 235.51
OFFICEMAX/DEPOT 6358	\$ 214.95
BLAZER LLC	\$ 214.00
MILWAUKEE ART MUSEUM -	\$ 210.00
HONORS GRADUATION	\$ 209.00

**KUSD Purchasing Card Program - Individual Cardholders**

## Transaction Summary by Merchant

Billing Cycle Ending April 15, 2022

Merchant Name	Total
SQ *SCAN PAC INDUSTRIAL S	\$ 206.98
BOELTER-WAUKESHA	\$ 202.02
MIDCO 800-536-0238	\$ 200.96
SQ *BLUE SKY INFLATABLES	\$ 200.00
BESTBUYCOM806630438334	\$ 199.99
MINIPCR	\$ 195.00
CAN AM COATINGS	\$ 186.09
AMAZON.COM*1Z1NS2EO2	\$ 185.56
ROCKLER	\$ 183.68
DOLLAR TREE	\$ 181.28
AMZN MKTP US*1A9RD1XN1	\$ 180.55
KENOSHA AREA BUSINESS	\$ 180.00
WI DHFS LEAD AND ASBESTOS	\$ 175.00
AMZN MKTP US*1H8YH32R2	\$ 165.50
SQ *KENOSHA HISTORY CENTE	\$ 162.00
CHESTER ELECTRONIC SUPPLY	\$ 160.97
SMORE.COM - EDUCATOR	\$ 158.00
HIGHWAY C SERVICE INC	\$ 154.43
AMZN MKTP US*1A9CB9JX2	\$ 154.37
HM.COM	\$ 152.92
FUN EXPRESS	\$ 149.99
FOUNDATION BLDG 270	\$ 148.50
UNIFILLER SYSTEMS INC.	\$ 148.04
THE HONOR CORD CO	\$ 143.00
FLOCABULARY	\$ 138.00
DECKER EQUIPMENT	\$ 137.49
MUSIC IS ELEMENTARY	\$ 135.93
AMERICAN RED CROSS	\$ 135.00
HEIMLERS HISTORY	\$ 129.00
VISTAPRINT	\$ 128.70
DICKOW CYZAK TILE CARP	\$ 120.00
DROPBOX*VFNDNPJR8HR5	\$ 119.88
SKUTT CERAMICS	\$ 118.54
AMZN MKTP US*1A1Q35FE0	\$ 113.91
SOLUTION TREE INC	\$ 111.70
FIRST BOOK	\$ 111.15
888-623-0088	\$ 110.79
GFS STORE #1919	\$ 110.45
WAL-MART #2668	\$ 108.34
TOWN & COUNTRY GLASS	\$ 106.34
INSTACART*SUBSCRIPTION	\$ 104.45
LINCOLN CONTRACTORS SUPPL	\$ 102.00
GROTH MUSIC	\$ 101.43
KENOSHA COUNTY PARKS	\$ 100.00
MRA INSTITUTE OF MANAGEM	\$ 100.00
FLUENCY MATTERS	\$ 99.00
UNIQUE VINTAGE	\$ 97.70

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

Billing Cycle Ending April 15, 2022

Merchant Name	Total
JADE LEARNING LLC	\$ 90.00
POSITIVE PROMOTIONS	\$ 86.70
IFIXIT	\$ 86.04
REMEDIA PUBLICATIONS	\$ 84.95
MEDLINE INDUSTRIES, LP	\$ 82.72
J ROUSEK TOY CO INC	\$ 81.78
KENOSHA COM HEALTH-BILLG	\$ 80.81
AMZN MKTP US*167VC2BD0	\$ 79.99
MICHAELS #9490	\$ 79.75
DOLLAR TREE, INC.	\$ 79.11
SMK*WUFOO.COM CHARGE	\$ 78.00
NAESP-PEAP	\$ 76.82
EBAY O*05-08400-74908	\$ 76.09
ISTE	\$ 75.00
SMARTSIGN	\$ 74.89
AMZN MKTP US*1H0FN8BM0	\$ 74.00
ROCHESTER 100 INC.	\$ 72.50
PLAYBILLONLINE	\$ 70.00
TARHEELSTATE TEACHER	\$ 70.00
MAILCHIMP	\$ 69.99
IN *KAPP KONCEPTS, INC./L	\$ 69.00
SHERWIN WILLIAMS 703180	\$ 67.78
BEARINGS INC SOUTH	\$ 66.14
BEST BUY 00011916	\$ 65.97
NEFF ECOMM	\$ 65.87
CROWN TROPHY	\$ 65.10
AMZN MKTP US*1A8BT6EO0	\$ 64.56
WM SUPERCENTER #2668	\$ 64.32
BALLCHARTS.COM	\$ 60.00
V BELT GLOBAL SUPPLY	\$ 59.64
SEI*SOCCER.COM	\$ 55.11
AMAZON.COM*1A32Q0ZY1 AMZN	\$ 53.76
FIX.COM	\$ 50.79
OFFICEMAX/DEPOT 6869	\$ 50.62
EBAY O*14-08398-08933	\$ 50.13
THE MILWAUKEE INSTITUTE O	\$ 50.00
PIGGLY WIGGLY #344	\$ 49.21
EDPUZZLE PRO TEACHER	\$ 49.00
INSTACART*2323	\$ 48.63
WAL-MART #3893	\$ 47.74
FEDEX 83896671	\$ 47.34
BESTBUYCOM806625013530	\$ 44.30
FIVE BELOW #7070	\$ 42.20
RECLAIMED ARTISANS INC	\$ 41.04
BESTBUYCOM806623084233	\$ 39.99
AMZN MKTP US*1H8IA9DA0	\$ 39.90
DDPYOGA	\$ 36.91



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

Billing Cycle Ending April 15, 2022

<b>Merchant Name</b>	<b>Total</b>
TENNISREPORTING	\$ 35.00
AMZN MKTP US*1N4P63A31	\$ 33.58
ADOBE STOCK	\$ 31.64
TEACHERSPAYTEACHERS.COM	\$ 30.33
PICKTIME	\$ 29.99
AMAZON.COM*1H1617QW0	\$ 29.98
AMZN MKTP US*1A08S7OM1	\$ 29.80
STATSMEDIC.COM	\$ 29.00
AMZN MKTP US*160QG2RC0	\$ 28.70
AMZN MKTP US*1Z9YS9U20	\$ 28.47
LOWES #00907*	\$ 28.46
AMZN MKTP US*1N28K9LO2	\$ 28.00
AMZN MKTP US*1H6X50GB1	\$ 26.97
AMZN MKTP US*1H1J84851	\$ 26.88
VIKING ELECTRIC - KENOSHA	\$ 26.73
UPS*1Z6T6V4F0300024615	\$ 26.28
AMZN MKTP US*1H59D7H00 AM	\$ 26.27
HOPE COUNCIL INC	\$ 25.88
CAROLINA BIOLOGIC SUPPLY	\$ 25.65
REI*GREENWOODHEINEMANN	\$ 25.00
AMZN MKTP US*1A3GE6971	\$ 24.25
FEDEX 776361143205	\$ 20.40
PICK N SAVE #874	\$ 20.29
AMAZON.COM*1695P5GL0 AMZN	\$ 19.98
OTC BRANDS INC	\$ 17.66
UPS*1Z6TN27C0320014219	\$ 17.15
AMZN MKTP US*1N0HT4VU2	\$ 16.99
AMZN MKTP US*1N5IY2FT1 AM	\$ 16.87
PARTY CITY BOPIS	\$ 16.60
UPS*1Z6TN45Y0320013812	\$ 15.20
UPS*1Z6TN4J50320020211	\$ 15.20
NTLREST SERVSAFE	\$ 15.00
ARO LOCK & DOOR	\$ 15.00
AMZN MKTP US*1N42P3O20	\$ 12.99
EBAY O*18-08397-09453	\$ 12.99
MICHAELS STORES 6709	\$ 11.19
RANGE TIME	\$ 11.00
SPOTIFY USA	\$ 10.54
WISCONSIN SCHOOL MUSIC AS	\$ 5.00
OFFICEMAX/DEPOT 6869	\$ (2.64)
PAYPAL *ECONOMICSWI ECONO	\$ (20.00)
CHICAGO BOOKS & JOURNALS	\$ (134.97)
AMZN MKTP US	\$ (501.83)
<b>US Bank Purchasing Card Payment - Individuals</b>	<b>\$ 201,225.41</b>

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

May 24, 2022

**Administrative Recommendation**

It is recommended that the April 2022 cash receipt deposits totaling \$175,239.72, and cash receipt wire transfers-in totaling \$6,051,416.84, be approved.

Check numbers 611692 through 612482 (net of voided batches) totaling \$3,881,642.72, and general operating wire transfers-out totaling \$3,921,204.03, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the April 2022 net payroll and benefit EFT batches totaling \$13,844,627.93, and net payroll check batches totaling \$4,629.82, be approved.

Bethany Ormseth, Ed.D.  
Interim Superintendent of Schools

Tarik Hamdan  
Chief Financial Officer

Lisa M. Salo, CPA  
Accounting Manager

## KENOSHA UNIFIED SCHOOL DISTRICT

May 24, 2022

### **Proposed Changes to KUSD Policy 5120 Student Enrollment Reporting and Policy 6456 Graduation Requirements**

Kenosha Unified continues to develop and expand available options for high school students in regards to courses and programs that support both high school and post-secondary credit and/or certifications. Some of these programs are referred to as Dual Credit courses, the state sponsored Early College Credit Program, Start College Now or Youth Apprenticeship. Some of these programs may take place within a KUSD high school and aligned to the daily bell schedule. However, most of these options do not align with the typical KUSD high school bell schedule and/or may take place at another location.

The primary proposed change to KUSD Policy 5120 Student Enrollment Reporting and Policy 6456 Graduation Requirements is regarding the schedule for a full time student. Currently, a KUSD high school student is considered full time if the student is scheduled for a minimum of 6.0 credits during the regular school year. The proposal would be to modify this minimum requirement to 5.0 credits for just students in grades 11 and 12. This should help promote many of these additional opportunities for students while decreasing scheduling conflicts. It should be noted that these are not credit caps, so students can certainly attempt more credits if they desire. Policy 6456 Graduation Requirements also has some minor updated proposed language that help clarify the current expectations. Counselors and instructional staff continue to monitor student progress for credits, and work to modify schedules and resources to support students as they progress towards credit attainment.

Policy 6456 was last updated 4 years ago, and since then there have been some assessment and GPA related changes. The proposal is to remove the “assessment and GPA” noted criteria as it is no longer readily aligned and inconsistent with prior years. KUSD has now fully transitioned to a Laude system of recognition and the ACT Aspire is ending this spring.

#### **Administrative Recommendation:**

The KUSD School Board approved the proposed changes to KUSD Policy 5120 and Policy 6456 as a first reading at its April 25, 2022, regular School Board meeting. Administration recommends that the School Board approve these policy updates as a second reading at its May 24, 2022, regular School Board meeting.

Bethany Ormseth, Ed.D.  
Interim Superintendent of Schools

Kristopher Keckler  
Chief Information Officer

William Haithcock  
Chief of School Leadership

POLICY 5120  
STUDENT ENROLLMENT REPORTING

The principal or designee of each school shall verify to the Office of Educational Accountability the number of students enrolled and such other information as may be required by Wisconsin Statutes for student enrollment purposes and for membership audit purposes.

Every student meeting the age requirements set forth in the state law, who is enrolled as a full-time student and not over the age of twenty (20) on the count date, shall be included in the annual third Friday of September and second Friday in January membership count. A student shall be considered full time according to the following:

1. An elementary or middle school student shall be considered full time if enrolled for a majority of the entire time specified for each school as recorded in the **annual KUSD "Hours of the School Day" file**.
2. A ~~senior~~ high school student **in grades 9 and 10** shall be considered full time if ~~enrolled~~ **scheduled** for at least 6.0 credits during the regular school year. **High School students in grades 11 and 12 shall be considered full time if scheduled for at least 5.0 credits during the regular school year. This is not a cap on the number of credits a student might take, but it should allow for a greater benefit to upper class students to take advantage of the growing number of dual credit/early college credit/Youth Apprentice opportunities.**
3. **Enrollment in dual-credit arrangements with identified and approved institutions shall be accepted on an equivalent-hour basis.**
- ~~3.4.~~ In the case of alternative programs, a student shall be considered full time if enrolled in any adopted and authorized program meeting his/her educational needs and the graduation requirements adopted by the Board. ~~Enrollment in dual-credit arrangements with identified and approved institutions shall be accepted on an equivalent-hour basis.~~

**LEGAL REF.:** Wisconsin Statutes - Section  
118.33 (1) High School Graduation Standards  
121.004(7) Definition - Pupil Enrolled

**CROSS REF.:** 6456 Graduation Requirements  
Special Education Policy and Procedure Handbooks

**ADMINISTRATIVE REGULATIONS:** None

**AFFIRMED:** August 13, 1991

**REVISED:** May 27, 1997  
July 28, 2015  
**May 24, 2022**

POLICY 6456  
GRADUATION REQUIREMENTS

Academic credits shall be awarded for mastery of standards in grades nine through twelve. A student must earn 23.5 credits, as described in Rule 6456 to graduate from the Kenosha Unified School District and a student must also complete 10 hours of community service, **and** successfully pass the state required civics exam with a score of 65% or higher, ~~and one of the following:~~

- ~~1. Reach a Readiness Level of "Close" or above on three of five subtests for the Grade 10 ACT Aspire or meet the equivalent benchmarks on the Grade 11 ACT Plus Writing assessment.~~
- ~~2. Earn a cumulative grade point average (GPA) of at least 1.5 on an unweighted scale through the seventh semester of high school; i.e., January of senior year~~
- ~~3. Meet one of the following test scores requirements:~~
  - ~~a. ACT Assessment 18 or above~~
  - ~~b. SAT I Exam 870 or above~~

OR

A student may receive a diploma by successfully completing an approved Individual Education Plan (IEP), Limited Language Plan (LLP), and/or Section 504 Plan that specifically defines any graduation requirement modifications.

KUSD students may obtain an online learning endorsement.

A student may complete the online learning endorsement through one of the following options:

1. Pass an online course (earned mark must appear on the transcript).
2. Pass a course with approved online components (as listed below in Section 6 of the credit requirements).

A credit deficient student who is at least 17 years of age who has been enrolled in a high school cohort group for more than three years (a student with a summer birthday would be able to take the exam with the spring testing group if they attended high school for more than three years with their peers) may also successfully complete the District Competency Graduation Requirements or a comparable program to earn a District diploma. In addition, a District diploma may be earned by a transfer student through an academic review of the student's transcript by a building administrator.

The School Board may also grant a District high school diploma to students who have successfully completed the graduation requirements of the Wisconsin National Guard Challenge Academy. Challenge Academy students must reach content proficiency either by meeting the proficiency standards on the Challenge Academy content assessments or the KUSD competency diploma assessments.

All students shall be required to take a full schedule. ~~Junior and senior year~~ **High School** students may be allowed to have ~~only one~~ non-academic release at any time **based on schedule needs and approved requests.** ~~Freshmen and sophomores release requests will require an administrative approval.~~ In addition, four years of high school attendance shall be required unless early graduation is applied for and approved pursuant to established District procedures. Each regular school year a **high school** student in **grades 9 and 10** is ~~required to enroll~~ **will be scheduled** in no less than six (6.0) credits. **High school students in grades 11 and 12 shall be scheduled in no less than five (5.0) credits, unless enrolled in an alternative program.** Students are eligible for early graduation when they have completed **all of** the requirements for receipt of a diploma.

POLICY 6456  
GRADUATION REQUIREMENTS  
PAGE 2

The Board may award a high school diploma to certain veterans, notwithstanding District and statutory high school graduation standards. To be awarded a diploma, a person must be at least 65 years of age, attended high school in the District or attended high school in Wisconsin and resides in the District, left high school before graduation to join the U.S. armed forces during a war period as defined in state law, and served on active duty under honorable conditions in the U.S. armed forces or in forces incorporated as part of the U.S. armed forces. War periods include, among others, World War II, the Korean Conflict, Vietnam War, and Persian Gulf War.

The Board may also award a high school diploma to a person who received a high school equivalency diploma after serving on active duty in the U.S. armed forces or in forces incorporated as part of the U.S. armed forces if the person meets the other conditions outlined in this paragraph and to a veteran who is deceased, but has satisfied the conditions outlined in this paragraph prior to death.

LEGAL REF.: Wisconsin Statutes

Sections	115.787	[Individualized education programs]
	115.915	[Availability of program services and modifications]
	118.15(1)(b)-(cm)	[Compulsory School Attendance]
	118.153	[Children at risk of not graduating from high school]
	118.30	[Pupil assessment]
	118.33	[High school graduation standards; criteria for promotion]
	118.35	[Programs for gifted and talented pupils]
	118.55	[ Early College Credit Program]
	120.13	[School Board Powers]
	120.13(37)	[Awarding high school diplomas to veterans]
	<del>121.02(1)(p)</del>	<del>[School district standard; graduation requirements]</del>
PI 18		Wisconsin Administrative Code [High school graduation standards]

CROSS REF.: 5110.1, **Student Equal Educational Opportunity and Non-Discrimination Complaint in Education**

**5110.2, Non-Discrimination Guidelines Related to Students Who Are Transgender and Students Nonconforming to Gender Role Stereotypes**

5118.1,	Promotion
5120,	Student Enrollment Reporting
5240,	Accommodation of Private School and Home-Based Private Education Program Students
5260,	Open Enrollment – Full Time
5270,	Open Enrollment – Part Time
5310,	Student Attendance
6423,	Talent Development Program
6435,	<del>TBD Wisconsin Technical College Dual Credit Program</del> <b>Start College Now Program</b>
6450,	Early College Credit Program
6460,	Testing /Assessment

POLICY 6456  
GRADUATION REQUIREMENTS  
PAGE 3

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 13, 1991

REVISED: August 22, 1995  
May 28, 1996  
July 30, 1996  
September 11, 1996  
June 17, 1997  
June 9, 1998  
August 11, 1998  
September 14, 1999  
October 23, 2001  
May 27, 2003  
November 22, 2005  
August 26, 2008  
November 25, 2008  
April 26, 2011  
April 23, 2012  
July 28, 2015  
October 25, 2016  
March 27, 2018  
**May 24, 2022**

**RULE 6456**

**GRADUATION REQUIREMENTS**

**A. Credit Requirements and distinctions**

**1. Specific Credits Required out of 23.5.**

ENGLISH	4 credits
SOCIAL STUDIES	3 credits* 1 credit - U.S. History 1 credit - World History * ½ credit U.S. Government & Politics ½ credit Behavioral Science
MATHEMATICS	3 credits
SCIENCE	3 credits
PHYSICAL EDUCATION	1.5 credits**
HEALTH	0.5 credit
CONSUMER EDUCATION	0.5 credit***
ELECTIVES	8.0 credits
CIVICS EXAM	Successfully pass the state required civics exam with a score of 65% or above.
COMMUNITY/SERVICE LEARNING	Required of all students – 10 Service Hours
DIPLOMA WITH SERVICE DISTINCTION	100 Service Hours
DIPLOMA WITH HONORS DISTINCTION	4 Advanced Placement credits
ONLINE LEARNING ENDORSEMENT	Pass an online course or pass a course with a high quality online component.
<p>* Note: Students selecting the Advanced Placement U.S. Government and Politics option will be required to satisfactorily complete the entire course. Failure to do so will require students to take either U.S. Government and Politics or U.S. Government and Politics – Honors in order to satisfy the requirement. In the instance where a student successfully completes one credit of AP Government and Politics and has completed one credit of U.S. History and one credit of World History, the student has met the required 3 credits of social studies for graduation. Students planning on attending an institution of higher education are encouraged to take a behavioral science course.</p> <p>Note: Economics can be applied towards satisfying the consumer education requirement.</p> <p>**Unless exempted pursuant to Wisconsin Statutes, exemption shall be granted for medical reasons upon presentation of a physician's statement. Students excused from physical education for all four years of high school for medical reasons shall be required to makeup ½ credit in another elective subject for each semester excused from physical education.</p> <p>***Waived for students who successfully complete ½ credit Honors Economics, ½ credit Economics, 1 credit Advanced Placement Economics, or 1 credit Marketing.</p>	



- ~~2.1.~~ The District will provide access to honors, advanced placement, and post-secondary courses in accordance with state law requirements.
- ~~3.2.~~ Summer school credit is awarded on the basis of one-half (0.5) credit for each class successfully completed based on standards. Prior approval by the principal is required to earn credit for summer school courses taken outside of the District.
- ~~4.3.~~ Credit deficient students who are at least 17 years of age who have been in a high school cohort group for more than three years (a student with a summer birthday would be able to take the exam with the spring testing group if they attended high school for more than three years with their peers) and are current residents of the District may be issued a District diploma if they satisfy the following Competency Graduation Requirements.
- a. Are enrolled members of a District cohort group, which means that students must have been enrolled members of a particular Kenosha Unified School District graduating class. Eligible students must have been enrolled in the District prior to the end of their cohort year graduation date. Non-KUSD cohort students 18 yrs of age or older whose graduation year has expired will not be eligible to participate in the program.
  - b. Score at or above the fourth stanine on all predetermined subtests including core areas of the District's adopted standardized achievement tests.
  - c. Demonstrate competency in writing, which can be accomplished by reaching a Readiness Level of "Close" or above on three of five subtests for the Grade 10 ACT Aspire assessment or ACT Aspire/ACT Plus Writing Equivalent or scoring at a level 3.0 or higher on the WorkKeys writing assessment/**approved equivalent**.
  - d. Complete consumer education/economics, health, government and politics, or approved comparable courses.
  - ~~d.e.~~ **Complete the minimum 10 hours of community service.**
  - ~~e.f.~~ Meet employability standards in one of the following ways:
    - 1. Successful employment for a six-month period of time and can provide validation; or
    - 2. Meet an employability component established by the District in the form of a work readiness portfolio.
  - ~~f.g.~~ Students will be required to assume any associated costs for the administration and scoring of District adopted standardized assessments.
- ~~5.4.~~ Students who have successfully completed the graduation requirements of the Wisconsin National Guard Challenge Academy, including reaching proficiency on assessed content, may earn a District diploma. Challenge Academy students must reach content proficiency either by meeting the proficiency standards on the Challenge Academy content assessments or the KUSD competency diploma assessments.
- ~~6.5.~~ Standards of a Quality Online Learning Course:  
A high quality online course is defined as a structured learning environment that utilizes technology, consistently and regularly (lasting 10 hours or more) throughout the course. Students do not need to take a completely virtual course. Each building administration will maintain and communicate a list of courses that aligns to this expectation. Students have multiple options to complete this endorsement within or outside of their primary assigned school.

An online component involves the use of a variety of media. This includes Intranet and Internet based tools and resources as delivery methods<sup>85</sup> for the following: instruction, research, assessment,

communication, and collaboration.

RULE 6456  
GRADUATION REQUIREMENTS  
PAGE 3

An online course/learning management system should be utilized to promote an understanding of progress monitoring systems, support universal learning opportunities, and facilitate the management of online experiences.

7.6. Accelerated/alternative high school credit attainment is an option for high school students aged 16 and above who may earn high school credit based upon satisfactory completion of individual portions of a District or state-approved criterion referenced test at 85 percent mastery or on norm referenced tests at the 4th stanine or above, normed at 12th grade, 7th month, independent of length of time required; completion of performance-based assignments, and attainment of minimum required credits.

B. Early Graduation:

To be considered for early graduation, the student and the parent/guardian shall submit a written request to the principal no later than the end of the first marking period of the school year in which the student plans to graduate early.

The student's course of study, earned grades in such courses, grade point average, and other performance indicators shall be made part of the student's transcript.

- C. Students enrolled in a middle school who complete high school courses may be awarded high school credit toward the overall district credit requirement, but not for the credit specified in WI State Statutes.
- D. A student may receive a diploma by successfully completing an approved Individual Education Plan (IEP), Limited Language Plan (LLP), and/or Section 504 Plan that specifically defines any graduation requirement modifications.

RULE 6456  
GRADUATION REQUIREMENTS  
Page 4

Specific 23.5 credits are required, 10 hours of community service, civics exam score of 65% or higher

or  
→

Students who successfully complete an IEP, LLP, and/or 504 Plan that specifically defines any graduation requirement modifications.

Met  
→

Diploma

and ↓

~~High School ACT Aspire/ACT/WorkKeys:  
3 out of 5 subtests at basic/close or above:  
-or meeting the equivalent benchmarks on the ACT Plus Writing~~

Met  
→

Diploma

or ↓

~~GPA: 1.5 or above on an unweighted scale through the seventh semester; i.e., January of senior year~~

Met  
→

Diploma

or ↓

Other Tests:  
~~1. ACT Assessment: 18 or above  
2. SAT I Exam: 870 or above~~  
1.

Met  
→

Diploma

or ↓

Exceptions:  
1. Complete District Competency Graduation Requirements  
or  
2. Complete Wisconsin National Guard Challenge Academy,  
including demonstration of content proficiency  
or  
3. Qualifying veterans

Met  
→

Diploma

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## RESOLUTION OF APPRECIATION TO TONY GARCIA

**WHEREAS**, Tony Garcia was elected to the Board of Education of the Kenosha Unified School District in April 2016, and served faithfully and with honor for two, three-year terms; and

**WHEREAS**, he held the positions of Vice President for two years, clerk for one year and member during his tenure on the Board; and

**WHEREAS**, during his terms on the Board he chaired the Personnel/Policy committee; as well as served on the Curriculum/Program, Planning/Facilities, and Audit/Budget/Finance committees; and

**WHEREAS**, he served as the Head Start representative from 2017-2021 and Wisconsin Association of School Boards representative from 2018-2021; and

**WHEREAS**, during his term the Board adopted a new teacher salary structure in 2016; adopted the ALiCE curriculum for all students in 2016; approved the submission of a \$900,000 school safety initiative grant that was awarded to the district in 2018; approved the renovation of the Bradford planetarium in 2018; approved new salary structures for all hourly employees in 2019; established Board Smart Goals in 2020; worked on and approved over the course of a one-and-a-half year process Policies 4111 – Employee Anti-Harassment, 5110.1 – Student Equal Opportunity and Nondiscrimination in Education, 5110.2 – Nondiscrimination Guidelines Related to Students Who Are Transgender and Students Nonconforming to Gender Stereotypes and 5111 – Bullying; approved a Commitment to Equity in 2020; navigated a global pandemic through the approval and regular review of the Return 2020 and Better Together 2021 plans; and

**WHEREAS**, he has been an advocate for the staff, students, families and all stakeholders in the Kenosha community as he worked to ensure all students were provided excellent, challenging learning opportunities and experiences that prepare each student for success.

**NOW, THEREFORE, BE IT RESOLVED**, that the Kenosha Unified School District formally acknowledges and extends profound appreciation to Tony Garcia for his years of service and continued support of educating the children of our community and supporting the staff of KUSD; and

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

\_\_\_\_\_  
*President, Board of Education*

\_\_\_\_\_  
*Interim Superintendent of Schools*

\_\_\_\_\_  
*Secretary, Board of Education*

*Members of the Board:*

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*Resolution 392  
May 24, 2022*

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## RESOLUTION OF APPRECIATION TO ATIFA ROBINSON

**WHEREAS**, Atifa Robinson was selected to fill a vacancy on the Board of Education of the Kenosha Unified School District in July 2021, and served faithfully and with honor until April 2022; and

**WHEREAS**, during her time on the Board she served on the Personnel/Policy and Curriculum/Program committees; and

**WHEREAS**, during her time the Board navigated a global pandemic through the approval and regular review of the Better Together 2021 plan; and

**WHEREAS**, she has been an advocate for the staff, students, families and all stakeholders in the Kenosha community as she worked to ensure all students were provided excellent, challenging learning opportunities and experiences that prepare each student for success.

**NOW, THEREFORE, BE IT RESOLVED**, that the Kenosha Unified School District formally acknowledges and extends profound appreciation to Atifa Robinson for her service and continued support of educating the children of our community and supporting the staff of KUSD; and

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

\_\_\_\_\_  
*President, Board of Education*

\_\_\_\_\_  
*Interim Superintendent of Schools*

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*Secretary, Board of Education*

*Members of the Board:*

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*Resolution 393  
May 24, 2022*

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## Resolution in Recognition of Juneteenth Independence Day 2022

**WHEREAS**, President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863, proclaiming all individuals enslaved in Confederate territory to be forever free, and ordered the Army and all parts of the executive branch to treat as free all those enslaved; and

**WHEREAS**, news of the end of slavery did not reach the State of Texas and other Southwestern states until months after the conclusion of the Civil War; and

**WHEREAS**, on June 19, 1865, Union soldiers, led by Major General Gordon Granger, arrived in Galveston, Texas, and enforced President Lincoln's order, freeing slaves two and a half years after it was first decreed; and

**WHEREAS**, enslaved African Americans celebrated their freedom and June 19 became known as Juneteenth Independence Day and has served as inspiration and encouragement to future generations for more than 150 years – the oldest commemoration of the abolition of history throughout the nation; and

**WHEREAS**, 46 states, the District of Columbia and countries throughout the world have designated Juneteenth Independence Day as a special day remembrance, reflection, and celebration across the state and the nation, a day to honor the elimination of slavery and to celebrate the proclamation of freedom; and

**WHEREAS**, President Joe Biden signed legislation into law making Juneteenth, or June 19, the 12<sup>th</sup> federal holiday, the latest holiday created since Martin Luther King Jr. Day was created in 1983; and

**WHEREAS**, the day honors the sacrifices made to realize freedom and educates others about the roles that African Americans have played in history and the ongoing fight for equality; and

**NOW, THEREFORE, BE IT RESOLVED** that the Kenosha Unified School Board recognizes the importance of Juneteenth Independence Day and supports the annual celebrations and the lessons they teach regarding the significant role African Americans have played in the history of the United States.

**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*

\_\_\_\_\_  
*Interim Superintendent of Schools*

\_\_\_\_\_  
*Secretary, Board of Education*

*Members of the Board:*

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*Resolution 394  
May 24, 2022*

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**May 24, 2022**

**HEAD START FEDERAL GRANT COST-OF-LIVING  
ADJUSTMENT (COLA) REQUEST**

On April 20, 2022, the Kenosha Unified School District Head Start Program received notification of a Supplemental Federal Head Start Cost-of-Living Adjustment (COLA) for \$52,297 and Quality Improvement in the amount of \$17,174 for a total award of \$69,471. Application for the separate Cost-of-Living (COLA) Adjustment and Quality Improvement Award is required to be submitted to Head Start Region V by June 1, 2022.

Approval from the Board of Education is requested to submit and implement the Supplemental Head Start Federal Cost-of-Living Adjustment (COLA) Grant for the 2022-2023 school year. The funding of this grant is \$69,471 to increase staff salaries. As stated in the program instruction memorandum, COLA funds are to be used to fund increases in staff salaries and fringe benefits. Head Start is requiring at least a 2.8% increase in salaries to retain qualified staff. KUSD Head Start will use this grant to offset the increased cost of employee salaries and benefits for the 2022-2023 school year. This grant is awarded annually.

**Grant Title**

Supplemental Head Start Federal Cost-of-Living (COLA) Grant

**Funding Source**

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

**Grant Time Period**

July 1, 2022 to June 30, 2023

**Fiscal Impact**

See attachment A: Fiscal Impact Statement.

**Program Services**

All Head Start staff are employed through the Kenosha Unified School District and follow the contract agreements for their work classification. The KUSD School Board approved a 4.7% increase in each staff salary for the 2022-2023 fiscal year. In addition, health insurance costs are estimated to increase 11% for the 2022-2023 fiscal year. The monies provided in the Supplemental Cost-of-Living (COLA) Grant will be dedicated toward the cost of these increases in salaries and benefits for the 2022-2023 school year.

**Administrative Recommendation**

Administration recommends that the school board approve the 2022-2023 Head Start Federal Cost-of-Living Adjustment in the amount of \$52,297 and Quality Improvement Award in the amount of \$17,174 for a total grant in the amount of \$69,471.

Bethany Ormseth, Ed.D  
Interim Superintendent of Schools

William Haithcock  
Chief of School Leadership

Martin Pitts  
Regional Coordinator of School Leadership

Luanne Rohde  
Director of Early Education

# Fiscal, Facilities and Personnel Impact Statement

Notes/Assistance provided in this dropdown menu

**Title:** Cost of Living Adjustment (COLA) Supplement

**Budget Year:** 2022-2023

**Department:** Head Start

**Budget Manager:** Luanne Rohde

## REQUEST

Approval from the Board of Education is requested to submit and implement the Supplemental Cost of Living Adjustment Supplement Grant for the 2022-2023 school year. Funding is \$69,471 designed to fund cost of living adjustments for salaries and benefits for Head Start staff.

## RATIONALE/ INSTRUCTIONAL FOCUS

This grant serves the academic social/emotional and health needs of low-income three and four year old children and their families. Children who qualify must reside within KUSD boundaries. Providing these children a base of strong academic skills, self-esteem, and a love of learning will lead to stronger attendance, academic performance, and higher graduation rates. The focus of this grant is to increase salaries and benefits for Head Start employees.

## IMPACT

All Head Start staff are employed through Kenosha Unified School District and follow the contract agreements for their work classification. The monies provided in this cost of living adjustment will be dedicated to offset the increased costs in salaries and health insurance benefits for Head Start staff for the 2022-2023 school year. The amount of this funding will become a permanent part of the Head Start grant funding in the future.

## BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$59,770
200's	Fringes	9,701
300's	Purchased Services	0

400's	Non-Capital Objects	0
500's	Capital Objects	0
	Indirect Cost	0
	<b>TOTAL</b>	<b>\$69,471</b>

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

### **FUNDING SOURCES**

Select Funding Sources:

Head Start Federal Grant – COLA Supplemental Grant

Kenosha Unified School District  
Kenosha, Wisconsin

May 24, 2022

BROMPTON SCHOOL CHARTER CONTRACT RENEWAL

On May 13, 1997, the initial Brompton school proposal was presented to the Board of Education. At that time, the Board approved a three-year charter contract with the Brompton School. On May 23, 2000, the School Board approved a two-year renewal charter contract with the Brompton School. The two-year contract matched the time frame of the Brompton lease with Saint Elizabeth Parish. On February 26, 2002, the School Board approved a five-year charter renewal with a lease agreement with the Baptist Tabernacle Church. On May 22, 2007, the School Board approved a five-year charter renewal with a lease agreement with The Baptist Tabernacle. On April 23, 2012, The School Board approved a five-year charter renewal with a lease agreement inside a KUSD school and allowed the Brompton School Governance Board to expand the school from a K-5 school to a K-8 school. On April 27, 2022, the School Board approved a five-year charter renewal with a lease agreement inside a KUSD school.

Administration Recommendation

The Brompton Governance Board requests that the KUSD Board of Education approve the renewal of the Brompton School charter contract for a five year period from the 1st day of July 2022 through the 30th day of June 2027.

Bethany Ormseth, Ed.D.  
Interim Superintendent of Schools

William Haithcock  
Chief of School Leadership

Tarik Hamdan  
Chief Financial Officer

Gina Greil  
Principal, The Brompton School

Kenosha Unified School District No.1  
Kenosha, Wisconsin

The Brompton School Charter Contract

This agreement is made as of the ~~23rd day of May 2017~~ **24th day of May 2022** by and between the Board of Education for the Kenosha Unified School District No. 1 (“Board” or “KUSD Board”) and The Brompton School (“Brompton”).

Term of the Contract

The term of The Brompton School Charter Contract shall be a period of five (5) years commencing on the 1st day of July ~~2017~~ **2022**.

It is understood and agreed that The Brompton School will follow all of the established District Policies and Procedures, unless stipulated differently in other provisions in this contract or provided by law.

Administrative Services

Sponsors: The sponsors of the Brompton School are ~~Suzanne Loewen~~ **Gina Greil** and the **Regional** Coordinator of Elementary **School** Leadership.

The Persons in Charge: ~~Suzanne Loewen~~ **Gina Greil** will be responsible for the operation of The Brompton School and will serve as the Principal of the school. She will seek guidance from ~~the~~ The Brompton School Governance Board (“Governance Board”) to ensure that the educational goals of the school are met. In collaboration with the Governance Board, Mrs. ~~Loewen~~ **Greil** will be responsible for implementing the terms of the Charter Contract and for financial accountability to the KUSD Board. Mrs. ~~Loewen~~ **Greil** will oversee and evaluate the educational program, instruction and staff development, including interviewing, hiring, and evaluating all Brompton staff. Mrs. ~~Loewen~~ **Greil** will oversee the administration of standardized student assessments. She will manage student discipline and oversee secretarial/clerical procedures including attendance, health records and correspondence. If the Principal should leave this position, ESC central office personnel ~~in consultation with~~ **input from** the Brompton School Governance Board **and staff** will choose a replacement. Any administrative appointments will be approved by the KUSD Board of Education based on the recommendation of a replacement from the KUSD superintendent.

The Governance Board: The Brompton Governance Board will work to support the educational philosophy of The Brompton School and will conduct all activities consistent with its mission to manage, operate, guide, direct and promote The Brompton School. The Brompton Governance Board is incorporated as a Wisconsin nonstock, nonprofit corporation (**EIN: 45-4711127**) and will establish and maintain compliance with all legal and financial requirements under federal, state and local laws (**Bylaws Appendix A**). The Brompton Governance Board oversees the



attainment of educational outcomes of The Brompton School and ensures that the school is in compliance with this charter contract and the mission of The Brompton School. The Brompton Governance Board will assist in securing grant monies and other sources of revenue to maintain and expand the capabilities of the school, approve the annual school budget, build community relations and make policies that govern the operations of the school. The Brompton Governance Board will be accountable to the KUSD Board of Education in seeing that the district policies, rules and academic standards are adhered to and maintained. The Brompton Governance Board will be independent as it relates to policies, rules and programming not required by the KUSD Board of Education policies, rules and/or directives.

The KUSD Board of Education will be the chartering agent, thus Brompton will be considered an instrumentality charter school. State exemptions for charter schools which Brompton will take advantage of are as follows: flexible school day. No charter policies or procedures will be in conflict with existing KUSD School Board policies and rules, unless stipulated in this contract, or state or federal laws or regulations. Where any of the above is silent, the Brompton Governance Board policies, rules and regulations will prevail. The Brompton School calendar will mirror the KUSD middle and high school calendar, **with flexibility to adjust the calendar to meet the needs of students and families.**

### Academic Program

The Brompton School **currently** serves students in Kindergarten through grade 8, **with the potential of adding a 4K program if space and budget allow along with KUSD approval.** Targeted enrollment for The Brompton School will be approximately 22 students in kindergarten and first grade, 24 students per grade level in grades 2-5, and 26 students per grade level in grades 6-8, for a total enrollment of approximately 218 students. The Brompton School offers a challenging, academically focused, innovative curriculum. The Brompton School program is based on project based learning with the belief that a solid foundation in reading and math is important for academic success, that students learn best by constructing solutions to real life problems, and that all students should be academically challenged.

**The Brompton School's small learning community and single track focus allows staff to collaborate in vertical teams, monitor student progress closely, and plan for the use of a variety of powerful teaching strategies. Because of this vertical alignment, The Brompton School is able to track students from Kindergarten through grade 8, allowing staff to provide a cohesive and comprehensive learning experience. Students have the same rigorous expectations across all grades, receive step by step systematic instruction, and share a common schema and vocabulary for mastering standards.** This Project based learning allows students the platform to not only secure core skills but also to apply the skills in their daily lives while enriching and extending their knowledge through differentiated, personalized learning opportunities.

Mission: Our mission is to foster curiosity, cultivate character, encourage independence, develop leadership, and nurture a love of learning. It is the philosophy of The Brompton School that we remain a single track school that holds high expectations for student achievement and a high degree of parental involvement **are as** essential components for student success. We believe success earned through hard work will develop self-worth, confidence, and will ensure future achievement; the success children achieve through their own efforts cultivates a desire to achieve

greater success. We believe students learn best when they are challenged to set high goals, are prepared to work hard to achieve their goals and experience success in attaining them. For a positive learning experience, teachers must provide a structured and systematic instruction that builds step by step. When these needs are met, students gain confidence and are motivated to accept the challenges of increasingly demanding goals.

### Methods of Attaining Educational Goals

Curriculum: The primary grade instruction focuses on development of reading and math skills. The reading program utilizes intensive phonics instruction, guided reading, differentiated and personalized instruction, project, problem and inquiry based instruction. As students advance to higher skill levels, the primary focus switches from the learning to read emphasis of the primary grades to a reading to learn emphasis. The math program allows students to build a concrete understanding of math concepts so that students develop a strong sense of numbers, how they work, and use that knowledge to solve real-life problems. The primary curriculum also includes math, science, social studies, and language arts. Students have opportunities to use their learning in all content areas to explore big ideas, complete projects, and give back through service learning opportunities. As students advance to higher skill levels, the primary focus switches from the learning to read emphasis of the primary grades to a reading to learn emphasis.

The middle school instruction focuses on exploring key concepts to develop a deep understanding of the standards. Students use what they have learned to critically think, problem solve, debate, and create. Middle school English Language Arts standards are integrated into the other content areas of Science and Social Studies, so that students understand how to comprehend texts, applying what they have learned through inquiry, projects, and Socratic Seminars, giving them a stronger understanding of the world around them. Students at The Brompton School also follow an accelerated curriculum in Math, which prepares them to take Geometry when they enter high school.

Additionally, students in grades four through eight are expected to become independent, responsible learners who practice and apply skills at grade level skills and beyond. Through collaborative learning experiences, students will apply the basic skills concepts and knowledge they have acquired in order to improve their critical thinking, problem solving and analytical skills through problem, project and inquiry based learning and a variety of other teaching and learning methods.

The focus of the instructional program will be ~~personalized~~ differentiated and individualized learning. The curriculum focus will utilize the Kenosha Unified Standards, the National Common Core Standards and the 21<sup>st</sup> Century Skills. This program will prepare Brompton students to enter any of the Kenosha Unified School District high schools equipped to enroll in honors courses in all four content areas as freshmen. Students will work in various group and individual structures through a problem, inquiry, and project based approach to learning. Service learning hours opportunities will be incorporated throughout the year in community-based, problem-based learning. Inspired by the Leader in Me curriculum, students will be empowered to use their voice. Service learning creates opportunities for students to actively apply academic and leadership skills for the benefit of others, service-learning projects can be simple or complex,

big or small, in-person or virtual, collaborative or individual. Students are encouraged to use the Leader in Me habits not only to improve their own lives, but to improve those around them.

Technology will be one instructional tool present in the courses. The instructional and logistical approach to the intermediate program is working to ensure students are well prepared for rigorous, honors level coursework in high school.

Character development is an integral part of The Brompton School. Using the Leader in Me curriculum, students learn to be leaders, taking responsibility for their own actions, thinking about the bigger picture, and prioritizing what is most important. Students also think about others by problem solving, understanding others' points of view, and coming up with solutions that all can mutually agree upon, all while working together.

Finally, The Brompton School relies heavily on its partnerships with families to support its program. The Brompton School believes that strong partnerships with families helps develop well rounded and well prepared students who challenge themselves. Collaboration with families helps staff support students both academically and socially.

Brompton will attain its educational goals through:

- Use of curriculum materials and teaching strategies that support its philosophy.
- Involving parents in all aspects of their child's educational experience at Brompton.
- Employing qualified staff that believe and support the Brompton philosophy.
- Maintaining single track status that allows for effective instruction and learning experiences while providing opportunity for individual student attention as needed.
- Maintaining high expectations for student academic progress and behavior.
- Exercising some flexibility in scheduling the school day.
- Alignment of the curriculum with the District's content academic standards as per Board Policy 6300-Curriculum Development and Improvement.

### Curriculum Materials

We offer a rigorous, academically focused curriculum that challenges our students and encourages them to put forth their best effort. Curriculum materials which reflect the philosophy of the school are chosen by the Principal and staff to support the mission and academic program of The Brompton School.

- Grammar usage and writing skills are emphasized in the language arts curriculum component.
- We use a solid, sequential presentation of math through the ~~Saxon math program~~ district-approved standards and resources in grades K-8. Students in grade 7 are enrolled in pre-algebra and students in grade 8 are enrolled in Algebra allowing them to the opportunity to enter high school prepared to take Geometry in their freshmen year, which will allow them to be on track for AP math courses in their junior year of high school, should they so choose.
- We utilize district-approved curriculum and standards as the foundation for our curriculum at the elementary level. Teachers monitor students' progress on the standards, make adjustments to the curriculum, and integrate a variety of resources to meet the

needs of students. This helps students develop a solid understanding in each of the content areas and assures students are achieving mastery in the standards.

- At the middle school level, The Brompton School uses a combination of district curriculum and the standards to create a well-rounded, rigorous curriculum in all subject areas.
- The Brompton School offers an integrated arts curriculum in addition to the general art class for K-5 and elective offering to middle school students. The fine arts teachers work collaboratively with the classroom teachers to integrate the arts program into the various classroom projects and units of instruction.
- The science curriculum is standards based and uses hands-on learning as appropriate and is integrated into projects.
- Our Social Studies program incorporates a strong geography and history emphasis with the study of government, citizenship and cultures. Social studies will also be integrated in projects.
- Formal handwriting instruction takes place in all K-3 grades. ~~We use the Zaner-Bloser modified program.~~
- Technology at Brompton is an important tool for learning. Technology will be used to support learning such as online textbook access and interactive lessons in all content areas. It will be a critical tool for implementing the inquiry process required in many of the projects students will undertake. **Students will use technology to complete assignments, research, and show their understanding and knowledge of key concepts when appropriate for content and grade level.**
- Students in Kindergarten through grade five receive instruction from our music teacher for one 45 minute class each week. Group band/instrument instruction is offered as an optional program for students in grades four through eight.
- All students grades K-5 receive up to 45 minutes of physical education instruction each week. Middle school students also take physical education as part of their elective schedule.

Electives: Students in grades 6-8 are offered opportunities to take semester long electives. The Brompton middle school staff will work in conjunction with the school principal to evaluate the electives on an annual basis and adjust the offerings to meet the needs of the enrolled students.

Character Education: Infused in the curriculum and in the expectations for student behavior, character education is delivered through use of a school-wide program. ~~The program is identified by the Principal and staff who select instructional materials and activities that help them develop and nurture character education in an age-appropriate manner. Brompton teaches good character in multiple ways throughout all grade levels. Brompton promotes the character traits all year long by doing school-wide service projects integrated with content projects.~~

The Brompton School implements the Leader in Me Program from FranklinCovey. The Leader in Me is a research-validated process designed to address social emotional needs, college and career readiness, and the development of a strong leadership culture. Staff are trained in the 7 Habits of Highly Effective People and teach students about the Habits. Students will be taught what each of the 7 Habits means and how they can use the Habits in their own lives, including using the Habits to participate in service learning opportunities. Students will also have opportunities to participate in a variety of leadership opportunities both within the classroom and at the school level. Our goal is to achieve Lighthouse Status and be identified as a school that incorporates Leader in Me throughout the entire school day, giving students the tools needed to be leaders for the rest of their lives.

#### Instructional Methods - Project Based Learning:

Instructional methods based on an inquiry based approach to instruction and student learning are used at The Brompton School. At the K-3<sup>5</sup> grade levels, basic literacy skills will be taught directly and will be reinforced ~~during afternoon project time~~ through collaborative learning opportunities. Likewise, at the middle school level, content will be taught directly. However, there will be significant efforts to integrate such content into realistic projects. Project-based learning is an approach to education which supports the belief that students learn best when they're interested in a real-world problem and then, with a teacher's skilled guidance, take ownership of the challenges involved in solving it. Solving a real world problem may, in some cases, take the student out of the classroom to observe the outdoors or community, talk with experts, and create such products as service programs, business plans, museum exhibits, or working models. Students will apply what they learn through small group activities, Leader in Me leadership activities, projects and groups, and service learning opportunities. Students who complete projects like these achieve a deep understanding of the standard curriculum, while also building lifelong learning habits and vital workplace skills. In particular, they develop 21st century skills: critical thinking, communication, collaboration, creativity, and information media literacy.

Staff pay particularly close attention to a variety of data points to monitor students' progress towards standards. Both district progress monitoring assessments, as well as curriculum assessments are used and monitored. Data is analyzed regularly and immediate adjustments are made to instructional plans to meet the needs of students, especially when students are not achieving. Teacher teams meet regularly to assess student progress and plans are made to find ways to support students so they are successful at rigorous levels. Students receive interventions quickly after the start of the school year. Students receive interventions not only in reading, but also in math and for behavior.

We believe that each student is unique, and so learning experiences must consider the abilities, interests, learning styles, and preferred ways of expression of each student. At Brompton, teachers use project based instruction to create customized, engaging lessons that encourage students to apply, deepen, and extend their learning. The teachers assign projects that are individualized to the specific student's needs and interests. Using provided online resources, teachers choose critical thinking activities, virtual field trips, independent study activities, and online activities to meet the preferred learning styles and interests of each individual student.

Brompton believes that differentiation addresses the needs of a variety of learners in the classroom through different approaches that change instruction, assignments or assessment. We also believe that learning can be easily personalized by assigning enrichment and/or intervention activities according to the student's needs and interests. Students will have multiple opportunities to showcase their work and will be required to attend school events to present their projects to The Brompton Community.

#### Special Education

Students with special needs are also eligible for enrollment at The Brompton School. They should have an updated IEP (Individualized Education Program) for enrollment. An IEP review with the parent, the principal, the special education teacher, and the program support teacher will take place to ensure the student will be successful within the charter school parameters set forth in this agreement. **The charter school will meet its obligation under the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.**

#### Methods of Measuring Student Progress

Annual Testing: Brompton students will participate in the statewide assessment program, as do all students of the District. Using the same standardized norm referenced tests that are used throughout the District will assist the Board in assessing the academic progress of Brompton students.

Student Evaluation: Student progress toward learning goals will be measured through use of both the state standardized test and through local measures. To provide local measures, teachers closely monitor student progress through written and oral quizzes on a regular basis. Brompton students are assessed informally on a daily basis and regularly take curriculum content-based tests. Due to school specific curriculum content/materials and their order of presentation, Brompton does not administer all district Common Assessments.

Report Cards: Students receive report cards at the end of each academic quarter ~~and receive a mid-term report at the middle point of each quarter.~~ Following Board policy, students in Kindergarten through grade five will not receive letter grades. Students in grades ~~three~~ six through eight will receive letter grades. The District grading scale will be followed.

~~Students are expected to successfully complete grade level work and to demonstrate that successful completion through formal and informal assessment as a condition of promotion.~~

Academic performance standards generated by the KUSD Office of Educational Accountability have been developed for Brompton as they have for all KUSD schools.

#### Governance Structure/Methods to Insure Parental Involvement

Governance Method: Brompton is an instrumentality of the Kenosha Unified School District and, as such, will be governed in accordance with the established policies and procedures of the District, unless stipulated differently in other provisions in this contract or provided by law.



Parental involvement is encouraged on many levels; involvement in the daily academic progress of their child, working in partnership with teachers and school staff, volunteer involvement and support in the classroom and in school-wide activities and programs, participation in the parent organization, and membership on its board. Positive parental support of a child's school has a strong impact upon student achievement. For the benefit of the students, a positive and mutually supportive relationship will be maintained and nurtured at Brompton through frequent parent-teacher communication and involvement. Enrollment at Brompton is completely voluntary. Parents who choose to send their children to the school are expected to support its educational philosophy. Brompton parents are active in monitoring their child's academic progress, invited to volunteer as teacher helpers and tutors, provide classroom activities that support the curriculum and monthly school-wide family social activities. Our parent organization (BCP) is a strong, active, vital part of the school community that fulfills its mission to "...Support educational opportunities, nurture social experiences for students and to foster a sense of community spirit and pride among students, parents and staff of the Brompton School." Parent involvement in all aspects of the school adds a sense of community to the student's educational experience. The Brompton School Governance Board is another opportunity for parents to become involved. Parents may also become active, contributing members of the Governance Board committees and task forces ~~as well as contribute to the Transformational Design process.~~

The Principal is responsible to the Board for implementing the terms of this contract. The Principal will meet regularly with The Brompton School Governance Board to ensure that the school remains compliant with the terms of this contract and the philosophy of the school. The Governance Board will be comprised of members who may be elected as provided by the Governance Board Bylaws. The Governance Board may, from time to time, include other parents, staff or community members as determined by the Principal and/or the Governance Board in accordance with the Governance Board Bylaws. Members of the Governance Board may serve one to three-year terms, and may be reelected or re-appointed for additional terms as provided by the Governance Board Bylaws.

### Teacher Qualifications

All Brompton staff members will meet the requirements for charter school personnel established by the State of Wisconsin and by District policy. The Brompton School Principal will lead an interviewing team **that may be** made up of Brompton staff, Brompton Governance Board members, Brompton parents and KUSD Coordinators to interview and select teacher candidates. All Brompton staff will be employees of the District and interviewed and recommended for hire by the Principal following the established hiring guidelines of the District and are entitled to all of the rights and benefits of other similar employees of KUSD following already established salary schedules and benefit programs. As a condition for working at Brompton, staff must share the philosophy of the school and work toward fulfilling its goals. ~~Appendix A contains the teacher job description used for hiring. Any teacher wishing to transfer to Brompton must agree to the philosophy and expectations as outlined in the job description.~~ The Principal must agree that the teacher can and will meet the expectations **(with the exception of the KUSD RIF process)**. Teachers will possess ~~expertise~~ **knowledge** in instructing learners with learning and behavioral disabilities in the general education classroom. Specific competencies will include

designing instruction for blended groups of learners, implementing individual accommodations or modifications provided in an Individualized Educational Program (IEP), an Individualized Academic Program (IAP), **Language Acquisition Plan (LAP)**, and implementing effective classroom and behavior management strategies. Teachers will be expected to possess skills for collaborating effectively with parents and related services professionals. Qualified and certified staff will be employed for The Brompton School. Due to the need to evaluate, modify and develop coursework, as well as perform teaching tasks, staff will be sought with a preferred 5 or more years of experience. All Brompton staff will participate in the assigned Brompton and district staff development programs, summer training sessions and attend inservices/workshops in order to be trained in the project based learning methodology. Teachers will be expected to have an aptitude for the project based learning model of teaching, ~~Teachers will be required to attend~~ and support their students during presentations of completed projects at scheduled events.

Professional Development. The Brompton staff and the Brompton Governance Board shall develop a professional development and in-service plan and schedule. These professional development sessions will include training on teaching 21<sup>st</sup> Century Skills, Project Based Learning, ~~Responsive Classroom~~ **Leader in Me**, and Literacy, **Math, and other District approved professional learning that supports student achievement both academically and socially.** The Brompton School staff shall have the autonomy to opt out of professional development offered by KUSD that is not consistent with The Brompton School mission and vision, unless required by state or federal law. The Brompton School reserves the right to opt out of additional state and federal mandates that are allowable under current charter school law.

#### Student Health and Safety

All local and state health and safety regulations will be followed including, but not limited to fire drills, safety drills and tornado safety practice. OSHA safety procedures will be in place.

#### Racial/Ethnic Balance Goals and Methods

In an effort to reach all parents of our community's diverse population, information regarding enrollment will be widely disseminated throughout the community using local media, community agencies, KUSD informational outlets, our web site and through an annual school open house. Enrollment is open to all students in the Kenosha Unified School District in grades kindergarten through grade eight. The Brompton School is nonsectarian in its programs, admission policies, employment practices and all operations.

#### Admission Requirements

Application Required: Parents must apply for admission to The Brompton School. Application requires completion of the current KUSD enrollment form, kindergarten informational form if applicable, Parent Contract, Uniform Policy agreement form for students in all grades, Immunization Card, Emergency Information form, Certificate of age form, birth certificate, proof of Kenosha residency, Permission to retain records form and release of records request if applicable. Students must meet age and residency requirements as established by law. Enrollment is open to all students of the District with the expectation that the parents/guardians



who choose Brompton agree with the philosophy of the school. Students must be Kenosha Unified School District students, reside in the Kenosha Unified School District by May 1 of the registration year or have completed an Open Enrollment application within the state window of opportunity and received KUSD approval. Parents are encouraged to consider the expectations of Brompton for academic commitment when choosing the school.

Student Acceptance: Admission will be by lottery if more students apply during the enrollment period than can be accepted. Siblings of currently enrolled students and children of staff will be admitted prior to open registration (cannot exceed 10% of the total student population as defined by law). No enrollment preferences will be made for siblings of students who attended the school in the past. A waiting list will be maintained for students who cannot be accommodated. The list will be maintained through the end of the first quarter; the sibling lottery wait list will be carried over to the next school year with students maintaining their position on the list and the open enrollment ~~the~~ waiting list will not be carried over to the next year. Since Brompton is a choice for parents, non-compliance with the contract, district policies and code of conduct will serve as considerations for transfer from Brompton.

Non-Discrimination: The Brompton School will not deny access to any student based on gender, gender expression, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, color, or physical, mental, emotional or learning disability

School Alternatives: No student will be required to attend Brompton. Students who are not admitted will follow school district attendance policies.

### Disciplining Pupils

All students have a right to receive instruction in a safe and orderly environment. The District Code of Conduct will be followed. School rules and procedures have been developed that reflect the school's high expectations for behavior. Brompton discipline practice is based on the premise that self-discipline rather than external control is the aim of true discipline. A climate of respect and understanding does much to promote discipline. Brompton will strive to maintain such a climate during discipline procedures. Discipline is handled first by the teacher or supervisor. If a child's behavior does not change because of those interventions, the Principal will meet with the teacher and/or child. The parent/guardian will be notified by the teacher/supervisor of discipline problems. Every effort will be made by the staff and Principal to resolve problems in cooperation with the student and family.

### Operations

Tuition: The Brompton School will not charge tuition. Fees collected will be the type and amount charged to similarly situated students in other District schools following the District Student Fee Schedule. Brompton will collect and expend such fees at the building level to help defray costs for instructional materials.

Budgeted Items: The cost of all salaries, benefits, rents, utilities, supplies, equipment and similar items shall be detailed and included in the approved budget of Brompton School. Brompton

budgeting practices will adhere to District and state requirements for budget preparation and administration.

~~Financial Records: All operational and personnel funds will flow through the District. Brompton will follow the same financial policies and practices required by the District for all other District schools. A record of all transactions will, therefore, be available as financial records of the District. Financial records, including an activity account, will be maintained at the Brompton School and will be available for review. All of the financial and programmatic operations of Brompton will be available for review by District staff or any outside auditor employed by the District.~~

~~Payment by KUSD: For each student enrolled at Brompton on the official third Friday in September membership count day, KUSD will credit Brompton with eighty (80%) of the current year maximum revenue per member cost as determined in the state revenue limit formula for KUSD ("Direct Cost Budget") determined by the State for the applicable school year. Carryover of funds is permitted. The remaining twenty percent (20%) of the per member cost shall be retained by KUSD for administrative and other services furnished to Brompton. In the event of District wide budget reductions, the eighty (80%) percent rate may be adjusted by a proportionate amount as part of the annual budgeting process. Any funds raised by Brompton from outside sources shall be deposited into the school's Johnson Bank checking account. Unspent allocated and discretionary funds can be carried over from one year to the next. The annual amount of the Direct Cost Budget shall be allocated by KUSD for Brompton use as follows:~~

- ~~—— Twenty-five (25) percent on the first day of July preceding the school year~~
- ~~—— Fifty (50) percent on the first day of October during the school year~~
- ~~—— Twenty-five (25) percent on the first day of January during the school year~~

~~Offsets: KUSD may offset part, or all, of the amount in the discretionary accounts against any amounts by which Brompton exceeds the Direct Cost Budget in any one school year for which KUSD is liable. Notwithstanding the foregoing, Brompton is not authorized to expend or otherwise obligate the District for any amounts in excess of the Direct Cost Budget plus any money in the discretionary accounts, without prior approval from CFO.~~

~~Purchasing: Supplies and equipment shall be requisitioned and purchased following standard financial procedures and District policy. This would include the periodic audit of the school capital assets in conformance with District policy.~~

Financial Records: All operational and personnel funds will flow through the Kenosha Unified School District and follow all KUSD policies and procedures. A record for all transactions will be available with the financial records of the district. Financial records will be maintained at The Brompton School and will be available for review. All of the financial operations of The Brompton School will be available for review by KUSD staff or any outside auditor employed by KUSD.

Funding by KUSD: Based on the official third Friday attendance, KUSD will credit The Brompton School eighty percent of the current year maximum revenue per member as

determined by the state revenue limit formula. Starting in the fall of 2017 and for subsequent years, The Brompton School will be credited with eighty (80) percent of the increases in per pupil categorical aide. Similarly, a decrease in future funding would negatively impact the funding credited to The Brompton School.

The remaining twenty percent of the maximum revenue per member and the per pupil categorical aid will be retained by KUSD as reimbursement for administrative or other services furnished to The Brompton School.

KUSD will pay and offset, against the Direct Cost Budget, all teacher and staff salaries and benefits, rents, equipment and supplies, and other miscellaneous direct expenses of The Brompton School. Expenses other than established salaries, benefits, and rents shall be paid only upon requisition to KUSD by The Brompton School.

Any funds raised by The Brompton School from outside sources shall be delivered to and maintained by KUSD in a discretionary account, following established District policy.

Unspent discretionary funds can be retained from one year to the next and will be accounted for as assigned portions of the general fund balance. Planned use of assigned fund balance must be coordinated with the KUSD CFO.

The annual amount of the Direct Cost Budget shall be periodically allocated by KUSD for the use by The Brompton School in the operation of the school.

In the event of District-wide budget reductions, a planning session will be held between KUSD and The Brompton School in order to determine how the charter school can share the burden of the overall financial loss.

Allocation of Federal Funding: The Brompton School qualifies for federal funding in the same manner as other KUSD schools. For example, special education funds and title funds are assigned to The Brompton School using the same criteria as other KUSD schools.

Offsets: KUSD may offset part or all of any amount that The Brompton School exceeds the Direct Cost Budget that it is liable for. (No charter is authorized to expend any amounts in excess of the Direct Cost Budget without prior approval of the chief financial officer.)

Purchasing: All supplies and equipment of The Brompton School shall be requisitioned and purchased following standard financial procedures and all applicable District policies relating to purchasing. (This includes notification of the KUSD Board for purchases of materials or contracts exceeding the established threshold.) This also includes the periodic audit of the school capital assets in conformance with District policy.

KUSD Services: As part of the twenty percent of per member cost, KUSD will provide agreed upon services. These include district-wide services such as textbook and software adoption, professional development, instructional consultation, federal and district breakfast / lunch program, facility repairs, and inclusion in all federal and state programs at the school's discretion.

### Description of School Facilities/Liability Insurance

Description of School Facility: The Brompton School shall be located at 8518- 22<sup>nd</sup> Avenue Kenosha, Wisconsin 53143, in Jane Vernon Elementary School. The school pays usage fees for space for 12 rooms, administrative office, cafeteria, gym, teacher lounge, and occasional use of other building areas.

Liability Insurance: Liability insurance coverage for Brompton is provided by the District and is the same as that which is provided for all District schools.

### Effect on the Liability of the School District

The Brompton School will adhere to applicable Federal, State and local laws and to the Board's insurance and risk management requirements. The KUSD Code of Ethics will be followed.

### Termination of Contract

This contract may be terminated by the Board upon happening of any of the following circumstances:

- a). Mutual Agreement: Both parties agree in writing to termination.
- b). Contract Violation: The Board has determined that Brompton has violated its contract.
- c). Educational Goals: The Board has determined that the students enrolled in Brompton School have failed to make sufficient progress toward attaining the educational goals under Wis. Stat. 118.10. If an extension of time to attain such goals is requested in writing, such a request shall include a written plan, acceptable to the District, setting out the additional steps Brompton will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of Brompton's written plan for attaining its educational goals shall be final. If the Board accepts such written or modified plan, Brompton shall be allowed reasonable time in which to correct such progress deficiencies. **The Brompton School will perform above "Fails to meet expectations" on the school report card.**
- d). Fiscal Management: The Board determines that Brompton School has failed to comply with generally accepted standards of fiscal management and Board policy.
- e). Violation of Wis. Stat. 118.40: The Board determines that Brompton School has otherwise violated Wis. Stat. 118.40 (Charter School Law).
- f). Insolvency: The Board determines that Brompton revenues are insufficient to pay its expenses as they come due. In the event of termination of this contract, the Board

will recover all funds advanced to Brompton under this contract to which Brompton School is not entitled. The decision of the Board is final.

### Notice

Whenever under this contract notice must or may be given to the other party, or whenever information may or must be provided to the other party, the party who may or must give notice or provide information shall fulfill any such responsibility under this contract if notice is given or information is provided to:

To: The Board

~~Dr. Sue Savaglio-Jarvis~~ **Bethany Ormseth, Ed.D**  
**Interim** Superintendent of Schools  
Kenosha Unified School District  
3600- 52 Street  
Kenosha, WI 53144  
Telephone: 262 359-6320  
Facsimile: 262 359-7672

To: The Brompton School

~~Suzanne Loewen~~ **Gina Greil**  
Principal  
The Brompton School  
8518 - 22nd Avenue  
Kenosha, WI 531423  
Telephone: 262 359-2191  
Facsimile: 262 359-2194

In Witness Whereof, the parties have caused this contract to be executed by their duly authorized representatives as of the date first above written.

**For the Board of Education**  
**Kenosha Unified School District:**  
**Board of Education President**

By: \_\_\_\_\_

Date: \_\_\_\_\_

For The Brompton School:  
Kenosha Unified School District  
~~Suzanne Loewen~~ **Gina Greil**  
Principal

By: \_\_\_\_\_

Date: \_\_\_\_\_

For The Brompton School  
Governance Board:  
Jennifer Nachtigal  
Chair

By: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX A

### **BYLAWS**

for the regulation, except as otherwise provided  
by the statute of its Articles of Incorporation,

of

### **THE BROMPTON SCHOOL, INC.**

a Wisconsin nonstock, nonprofit corporation

#### **I. MEMBERSHIP**

The corporation has no members. The rights which would otherwise vest in the members vest in the directors of the corporation (hereinafter "Directors") of The Brompton School ("Brompton"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Directors or approval by the Board of Directors (hereinafter "Board").

#### **II. BOARD OF DIRECTORS**

##### **A. Powers**

The Board shall conduct or direct the affairs of the corporation and exercise its powers, subject to the limitations of Chapter 181 of the Wisconsin Statutes (Wisconsin Nonstock Corporations), Ch. 118 of the Wisconsin Statutes (Wisconsin General School Operations), the Articles of Incorporation and these Bylaws. The Board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Directors.
2. To select and remove officers, agents and non-KUSD employees of the corporation, as appropriate and upon recommendation of the Principal of The Brompton School; to prescribe powers and duties for them; and to fix the compensation of non-KUSD employees.
3. To conduct, manage and control the affairs and activities of the corporation, and to make policies, rules and regulations.

4. To solicit and accept gifts, grants or other donations on behalf of The Brompton School.
5. To receive and disburse funds as necessary for the purposes of managing, operating, guiding, directing and promoting the interests of The Brompton School.
6. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of The Brompton School.
7. To act as trustee under any trust incidental to the corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust.
8. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.
9. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities.
10. To lend money and accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured.
11. To secure and maintain insurance on behalf of any of its Directors, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of Ch. 181 and Ch. 118 of the Wisconsin Statutes and the limitations noted in these Bylaws.
12. To sue and be sued in its own name.
13. To do all things necessary or convenient, not inconsistent with law, to further the activities and affairs of the corporation.

#### B. Number of Directors

The number of Directors of the corporation shall be not less than 7 nor more than 13. The Board shall set the number of Directors, within these limits, by Board resolution or amendment of the Bylaws. The Board, in its discretion, may change the number of Directors depending on the needs of the corporation and the general availability of individuals to serve, subject to the limitations noted in these Bylaws.

#### C. Election of Directors

1. Election. The Board shall elect or appoint Directors by the vote of a majority of the Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum.



2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the corporation faithfully and effectively. In addition to other candidates, the Board will consider the following nominees:

- a. A parent of an active or former student of The Brompton School.
- b. A teacher from The Brompton School.
- c. A community member with general or specific expertise in an area of interest to the Board.
- d. A former teacher or director of The Brompton School.

### 3. Term of Office

- a. The term of office of all members of the initial Board of Directors shall be one to three years.
- b. At the end of the first year, the Board shall provide for staggered terms of its Directors, by designating approximately one-third of the Trustees to one-, two- and three-year terms. Following the expiration of those designated terms, the term of each Director shall continue for three years.
- c. The term of office of a Director elected to fill a vacancy in these Bylaws begins on the date of the Director's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Director, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Directors authorized.

4. Time of Elections. The Board shall elect Directors whose terms begin on July 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

### D. Removal of Directors

The Board may remove a Director without cause as provided by Chapter 181.0808 of the Wisconsin Statutes. The Board may remove any Director who:

- 1. Has failed to attend two or more of the Board's Regular Meetings in any calendar year;
- 2. Has been declared of unsound mind by a final order of court;
- 3. Has been convicted of a felony;
- 4. Has been found by a final order or judgment of any court to have breached any duty imposed under Chapter 181 of the Wisconsin Statutes; or
- 5. For such other good causes as the Board may determine.

#### E. Resignation by Director

A Director may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice. A Director may not resign if the Director's resignation would leave the corporation without a duly elected Director in charge of its affairs.

#### F. Vacancies

A vacancy is deemed to occur on the effective date of the resignation of a Director, upon the removal of a Director, upon declaration of vacancy pursuant to these Bylaws, or upon a Director's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Directors.

#### G. Compensation of Directors

Directors shall serve without compensation. However, the Board may approve reimbursement of a Director's actual and necessary expenses while conducting corporation business.

### **III. PRINCIPAL OFFICE**

The corporation's principal office shall be at The Brompton School, 8518 22<sup>nd</sup> Ave, Kenosha, Wisconsin 53143, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

### **IV. MEETINGS OF THE BOARD**

#### A. Place of Meetings

Board Meetings shall be held at the corporation's principal office or at any other reasonably convenient place as the Board may designate.

#### B. Annual Meetings

An Annual Meeting shall be held in July of each year for the purpose of electing Directors, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting.

#### C. Regular Meetings

Regular Meetings shall be held at various times within the year as the Board determines.

#### D. Special Meetings

A Special Meeting shall be held at any time called by the Chair or by any five Directors.

#### E. Adjournment

A majority of the Directors present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place. Notice of the time and place of holding an adjourned

meeting need not be given to absent Directors if the time and place be fixed at the meeting adjourned, except if the meeting is adjourned for longer than 24 hours, notice of the adjournment shall be given as specified in these Bylaws.

#### F. Notices

Notices of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings, but appropriate notice may be provided as determined by the Directors.
2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United State mail, addressed to the recipient at the address shown for the recipient in the corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Director or to a person whom it is reasonably believed will communicate it promptly to the Director.

#### G. Waiver of Notice

Notice of a meeting need not be given to a Director who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

### **V. ACTION BY THE BOARD**

#### A. Quorum

A quorum consists of two-thirds of the number of Directors.

#### B. Action by the Board

1. Actions Taken at Board Meetings. The actions done and decisions made by a majority of the Directors present at a meeting duly held at which a quorum is present are the actions and decisions of the Board, except for purposes of electing Directors, appointing committees and delegating authority thereto, or amending the corporation's Bylaws, where the action of a majority of Directors then in office is required.

The Board may continue to transact business at a meeting at which a quorum was originally present, even though Directors withdraw, provided that any action taken is approved by at least a majority of the quorum required.

2. Board Meeting by Conference Telephone. Directors may participate in a Board meeting through use of conference telephone or similar communication equipment, so long as all Directors participating in such meeting can hear one

another, and so long as such participation is consistent with the requirements of the Wisconsin Open Meetings Law. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

### C. Committees

1. Appointment of Committees. The Board may appoint one or more Board Committees by vote of the majority of Directors. A Board Standing Committee will consist of not less than two Directors, who shall serve at the pleasure of the Board.
2. Authority of Board Committees. The Board may delegate to a Board committee any of the authority of the Board, except with respect to:
  - a. The election of Directors.
  - b. Filling vacancies on the Board or any committee which has the authority of the Board.
  - c. The amendment or repeal of any Board resolution.
  - d. The amendment or repeal of Bylaws or the adoption of new Bylaws.
  - e. The appointment of other committees of the Board, or the members of the committees.
  - f. The approval of any self-dealing transaction, as defined by Chapter 181.0831 of the Wisconsin Statutes.

Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings.

### D. Standard of Care

1. Performance of Duties. Each Director shall perform all duties of a Director, including duties on any Board Committee, in good faith, in a manner the Director believes to be in the corporation's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others. In performing the duties of a Director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
  - a. One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;

b. Legal counsel, independent accountants or other persons as to matters that the Director believes are within that person's professional or expert competence; or

c. A Board Committee on which the Director does not serve, as to matters within its designated authority, provided the Director believes the Committee merits confidence and the Director acts in good faith, after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the corporation for investment, the Board shall exercise the standard of care described above and avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to the corporation.

#### E. Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

#### F. Participation in Discussions and Voting

Every Director has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as noted below:

1. The Teacher Representative(s) shall not be present for the discussion and vote on any matter involving: (a) the performance evaluation or discipline of any administrator or faculty member; (b) administrator or faculty compensation; (c) Executive Sessions of the Board; or (d) any other matter at the discretion of a majority of the Directors then present.
2. Any Director shall be excused from the discussion and vote on any matter involving: (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Director; or (d) any other matter at the discretion of a majority of the Directors then present.

#### G. Duty to Maintain Board Confidences

Every Director has a duty to maintain the confidentiality of any information brought before the Board, consistent with its Confidentiality Policy and the Wisconsin Open Meetings Law, that may include details about children enrolled and their families, property, operations, personnel, policies and affairs of the charter school. Any Director violating this confidence may be removed from the Board.

## VI. OFFICERS

### A. Officers

The officers of the corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The corporation also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the corporation's principal office, or such other place as the Board may direct a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the corporation's Articles of Incorporation and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Director; (c) deposit or cause to be deposited the corporation's monies and other valuables in the corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the corporation's funds as the Board directs; (e) render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

### B. Election, Eligibility and Term of Office

1. Election. The Board shall elect the officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
2. Eligibility. A Director may hold any number of offices, except that neither the Secretary or Treasurer may serve concurrently as the Chair.
3. Term of Office. Each officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

### C. Removal and Resignation

The Board may remove any officer, either with or without cause, at any time. Any officer may resign at any time by giving written notice to the corporation, the resignation taking effect on receipt of the notice or at a later date specified in the notice.

## **VII. NON-LIABILITY OF DIRECTORS**

The Directors shall not be personally liable for the corporation's debts, liabilities or other obligations.

## **VIII. INDEMNIFICATION OF CORPORATE AGENTS**

The corporation shall indemnify any Director, officer, employee or other agent of this corporation, who has been successful (1) on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he/she is, or was, the corporation's agent, or (2) in defense of any claim, issue or matter therein. In such case, the corporation will provide indemnity against expenses actually and reasonably incurred by the person in connection with such proceeding.

If the corporate agent either settles any such claim or sustains a judgment against him/her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of Chapter 181.0872 and others of the Wisconsin Statutes.

## **IX. INSURANCE FOR CORPORATE AGENTS**

The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Director, officer, employee or other agent of the corporation, against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Chapter 181.0872 and others of the Wisconsin Statutes.

## **X. SELF-DEALING TRANSACTIONS**

The corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the corporation is a party in which one or more of the Directors has a material financial interest ("interested Director(s)"). Notwithstanding this definition, the following transactions are not self-dealing transactions, and are subject to the Board's general standard of care:

1. A transaction which is part of a public or charitable program of the corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Directors or their families because they are in a class of persons intended to be benefitted by the program.

## **XI. OTHER PROVISIONS**

### **A. Fiscal Year**

The fiscal year of the corporation begins on July 1 of each year and ends on June 30 of the following year.

#### B. Execution of Instruments

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the corporation by any contract or engagement, to pledge the corporation's credit, or to render it liable monetarily for any purpose or any amount.

#### C. Checks and Notes

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation may be signed by the Chair, Treasurer or The Brompton School Principal.

#### D. Construction and Definitions

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in Chapter 181 of the Wisconsin Statutes govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

#### E. Conflict of Interest

Any Director, officer, key employee, or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

1. Regular annual statements from Directors, officers, key employees to disclose existing and potential conflict in interest; and,
2. Corrective and disciplinary actions with respect to transgressions of such policies.



For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the corporation.

#### F. Interpretation of Charter

Whenever any provision of these Bylaws are in conflict with the provisions of the Charter, the provisions of these Bylaws control.

### **XII. AMENDMENT**

A majority of the Directors may adopt, amend or repeal these Bylaws or the Articles of Incorporation.

### **CERTIFICATE OF SECRETARY**

The undersigned does hereby certify that the undersigned is the Secretary of The Brompton School, Inc., a nonstock, nonprofit corporation duly organized and existing under the laws of the State of Wisconsin, that the foregoing Bylaws of said corporation were duly and regularly adopted as such by the Board of Directors of said corporation, which Directors are the only members of said corporation; and that the above and foregoing Bylaws are now in full force and effect.

\_\_\_\_\_  
**Secretary**

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

May 24, 2022

**Dimensions of Learning Academy Charter School Contract Renewal**

On April 24, 2000, the initial Dimensions of Learning Academy charter contract was presented to the Board of Education. At that time, the Board approved a five-year contract. The School Board subsequently granted five-year renewals in 2005 and 2010, a two-year renewal in 2015 and another five-year renewal in 2017. The current charter contract expires on June 30, 2022.

This current charter renewal has identified needed changes in the following areas:

- Amendments align with Wisconsin DPI Benchmarks as well as the KUSD Charter Renewal Process.

On March 7, 2022, the Dimensions of Learning Academy Governance Board voted on and approved these recommended changes to the existing contract.

**Recommendation**

The Dimensions of Learning Academy Governance Board requests that the Kenosha Unified School District Board of Education approve the renewal of the Dimensions of Learning Academy Charter Contract for a five year period from the first day of July, 2022 through the 30<sup>th</sup> day of June, 2027.

Bethany Ormseth, Ed.D.  
Interim Superintendent of Schools

Tarik Hamdan  
Chief Financial Officer

William Haithcock  
Chief of School Leadership

Barbara Villont, Ed.D.  
Principal  
Dimensions of Learning Academy

Kenosha Unified School District  
Kenosha, Wisconsin  
-- DRAFT--

## DIMENSIONS OF LEARNING ACADEMY CHARTER CONTRACT

This agreement is made as of the 27<sup>th</sup> day of ~~June~~ **May** 2017, **2022**, between the Board of Education for the Kenosha Unified School District No. 1 ("Board"), 3600 52nd Street, Kenosha, Wisconsin 53144, and the Dimensions of Learning Academy ("**DOLA**").

### Term of the Contract

The term of the Dimensions of Learning Academy Charter School Contract shall be a period of five (5) years commencing on the 1st day of July, 2017, **2022**, ~~with a revised agreement for a successive five (5) year period~~ **through the 30th day of June, 2027**.

It is understood and agreed that the Dimensions of Learning Academy will follow all of the established Kenosha Unified School District (KUSD) policies and procedures, unless stipulated differently in other provisions in this contract or provided by law.

In addition, Dimensions of Learning Academy will adhere to the principles and standards for quality charter schools established by the National Association of Charter School Authorizers (NACSA). On behalf of DOLA, the Governance Board or the Board's designee, shall exercise all oversight responsibilities as set forth in this Contract.

### I. Administrative Services

#### **A. Dimensions of Learning Academy Sponsors**

The sponsors will be ~~Diana Pearson and Lori Waters~~ **Dr. Barbara Villont** and the ~~DOLA Advisory Council~~ **Governance Board**.

#### **B. Person(s) in Charge and Administrative Services**

The person in charge of the Dimensions of Learning Academy will be ~~Diana Pearson~~ **Dr. Barbara Villont**. She will serve as full-time Principal/**Director** of the school. ~~Ms. Pearson~~ **The principal** will work closely with the ~~Advisory Council~~ **Governance Board** to ensure that the educational goals of the ~~Dimensions of Learning Academy~~ **DOLA** are met. She will be responsible to the Board of Education for meeting the terms of the contract, as well as for financial accountability, serving as an instructional leader overseeing the educational program delivery and staff development necessary to carry out the mission of the school. Other responsibilities will include serving as a building manager overseeing daily operation of the school, handling student discipline, overseeing secretarial and clerical procedures including attendance, correspondence and health records, administering assessment and evaluation programs and employment of staff. Central office personnel in consultation with ~~Dimensions of Learning Academy~~ **DOLA Advisory Council Governance Board** will be expected to follow the same hiring practice for ~~KUSD~~ **Kenosha Unified School District (KUSD)** administrators in the event of the departure of the Principal. **In alignment with KUSD School Board Policy #4330, the interview team should comprise a balanced, diverse representation of the DOLA Governance Board, staff, parents, and/or community members who may work closely with the new employee. With the hiring of a principal/director for DOLA, consideration in consultation and decision-making will be given to the DOLA Governance Board.** The KUSD

Superintendent will make the recommendation of a replacement to the KUSD Board of Education for approval.

### **C. Status**

Dimensions of Learning Academy will function as an instrumentality charter school authorized by Kenosha Unified School District (KUSD). All records of the ~~Dimensions of Learning Academy~~ DOLA shall be made available to and be made part of the records of the KUSD.

### **D. ~~Advisory Council~~ Governance Board**

Dr. Villont will work closely with the DOLA Governance Board to ensure that this charter contract and the mission of the school are fulfilled. ~~An Advisory Board~~ Governance Board made up of 7-9 members appointed by the sponsors will meet monthly to assist in developing, implementing, and effectively using school procedures and resources. ~~The Governance Board of 9-12~~ 7-11 members will be made up of the Principal, 2-3 parents, 2-3 students, 2-3 teachers, and 2-3 community members. ~~The members of the Advisory Board shall serve one (1) year terms and will be eligible for reappointment to the Advisory Board upon expiration of their term.~~

The DOLA Governance Board oversees the attainment of education outcomes of the charter school and ensures the school is in compliance with this Contract and the mission of DOLA. The Governance Board will also assist in securing grant monies and other sources of revenue to deepen the capabilities of the school, approve the annual budget for DOLA, build community relations, and make policies that govern the operations of the school.

### **E. Nonsectarian**

The Dimensions of Learning Academy is nonsectarian in its programs, admissions policies, employment practices, and all other operations. ~~The Dimension of Learning Academy~~ DOLA facility, staff, equipment, supplies, curriculum, and teaching content shall be free of all religious or other sectarian symbols or influences.

## **II. Academic Program**

### **A. Grades ~~Covered by the Dimensions of Learning Academy~~ Served**

The Dimensions of Learning Academy will educate students kindergarten through eighth grade. Smaller school size will allow for effective personalized instruction and active learning experiences. Targeted enrollment for DOLA will be approximately 22 students in kindergarten, 24 students per grade level in grades one and two, and 25 students per grade level in grades three through eight, for a total enrollment of approximately 222 students.

### **B. Mission**

The Dimensions of Learning framework is an extension of a comprehensive research-based framework on cognition and learning. The model is designed to translate research into a practical classroom application to improve teaching and learning in any content area. It will guide and inform decisions and protocols about what will take place within the ~~Dimensions of Learning Academy~~ DOLA.

### **C. Curriculum**

The curriculum will be developed based upon, at minimum, the achievement of the Academic Content Standards as established by ~~Kenosha Unified School District~~ **KUSD**. Curriculum materials and teaching strategies will be chosen by the Dimensions of Learning Academy staff in conjunction with the mission and academic program of the school and aligned with the mission of ~~the Kenosha Unified School District~~ **KUSD**. The curriculum will include reading, language arts, math, science, and social studies as the core subjects. The core subjects will be taught in an integrated manner whenever possible. In addition, music, art, physical education, world language, and health will be taught and integrated into the core subjects as appropriate. **DOLA will create a community of independent thinkers through student-centered learning, real-world experiences, projects, community connections, and integrated digital literacy.**

### **III. Methods of Attaining Educational Goals**

#### **A. Dimensions of Learning Academy Instructional Framework**

The vision for use of Dimensions of Learning on a school-wide basis can be readily implemented in a school dedicated to communicating and planning through the Dimensions of Learning model. These will provide a focus for teaching and learning **by providing the framework and model for DOLA:**

1. positive attitudes and perceptions about learning;
2. acquiring and integrating knowledge;
3. extending and refining knowledge;
4. using knowledge meaningfully; and
5. productive habits of mind.

The Dimensions of Learning framework helps educators plan instruction that takes into account all five of these critical aspects of learning using appropriate matches of methods with content. Standards-based curriculum, instruction, and assessment are used in conjunction with this framework.

There are assumptions about learning which are implicit in the Dimensions of Learning model. These assumptions describe a valuable set of instructional aims. ~~They are~~ **The assumptions are as follows:**

- Instruction must reflect the best of what we know about how learning occurs.
- Learning involves a complex system of interactive processes that include five types of thinking which are represented by the five dimensions of learning.
- Teaching should include the nurturing of attitudes, perceptions, and mental habits that facilitate learning.
- There is a need for both teacher-directed and student-directed learning.
- **Assessment should focus on students' use of knowledge and complex reasoning processes rather than on their recall of information.**

In addition to these assumptions, learner-centered principles and developmentally appropriate practices will provide guidelines for increasing student achievement. The ~~Dimensions of Learning Academy~~ **DOLA** will organize the academic program around an aligned, standards-based process for developing curriculum, instruction, and assessment. The foundation for learning is based upon a defined set of knowledge. This knowledge is organized in two categories of standards which will be integrated in a holistic approach to instruction. The curriculum will be organized around the Academic Content Standards established by ~~the Kenosha Unified School District~~ **KUSD** and around Lifelong Learning Standards (**Appendix B**). This is a rigorous curriculum well-defined by grade level specific standards. The focus is

on cumulative and spiraling acquisition of knowledge and skills in each subject. It includes a focus on thinking and communication skills.

## **B. Instructional Practice**

The Dimensions of Learning framework includes fourteen specific thinking processes which students will use in order to apply and refine knowledge (**Appendix C**). Students will be presented with the following processes with which to reason about the knowledge they acquire:

- Comparing
- Analyzing Perspectives
- Deduction
- Abstracting
- Decision Making
- Invention
- Investigation
- Classifying
- Error Analysis
- Induction
- Constructing Support
- Problem Solving
- Experimental Inquiry
- Systems Analysis

Consideration of whether standard and benchmarks are declarative or procedural will also be used to inform instructional decisions. Instructional practices with the greatest research-based effect on student achievement will be in use regularly. This instruction will include practices such as the use of graphic organizers, strong vocabulary development, homework, and student feedback about learning. Field trips which support the targeted grade level standards will be incorporated into instruction.

~~The Dimensions of Learning Academy~~ **DOLA** will use instructional materials based on the district standards. Many materials will be drawn from sources such as non-fiction and fictional works, ~~magazine articles~~, **current, primary source articles**, essays, ~~digital technology~~ **online resources**, manipulatives, and other materials. The following criteria will be used for selecting materials:

1. alignment with the school's targets for each grade;
2. subject accuracy;
3. ~~C~~larity; and
4. vocabulary and ideas that build from grade to grade.

The academic program will be implemented utilizing the following additional materials and instructional practices:

- Math manipulatives will emphasize the development of conceptual mathematical understanding as well as a balanced approach to the mastery of math computation skills.
- Hands-on learning will be based upon the complex reasoning process of experimental inquiry within themes of science, technology, engineering, art, and mathematics (STEAM).
- Students' literacy skills will be developed through the ability to apply reading, writing, vocabulary and spelling skills in tasks that involve thinking and reasoning.
- Technology ~~used~~ will be embedded within the learning process, not an end in itself (e.g. to facilitate the writing process). Technology will be used to research specific knowledge and to communicate this knowledge to others.
- Skill in accessing information will be developed through the use of ~~the Kenosha Public Library~~ **local and online resources**.

- Flexible grouping and regrouping for instruction will be based upon personalized learner needs.
- Homework will be a consistent expectation for students in all grades.

### **C. Middle School Electives**

Middle school students (students in grades 6-8) will be offered elective class options in addition to the core class offerings. Electives such as Band, Orchestra, Art and Choir Fitness will be offered. Other subject areas may be incorporated as they fit the topics of instruction and according to available resources.

### **D. School Calendar**

~~Dimensions of Learning Academy~~ DOLA will generally follow the ~~Kenosha Unified School District~~ KUSD student calendar. Instructional staff will follow the KUSD instructional staff calendar. However, the unique program of the school may necessitate flexibility in scheduling the school day. Any changes to the school calendar will be endorsed by the Governance Board with notice sent to parents and the District.

## **IV. Methods of Measuring Student Progress**

### **A. Student Evaluations**

The achievement of students is evaluated in terms of their attainment of the academic standards. Progress reports will provide ongoing evidence of progress in academic and Lifelong Learning standards over time.

### **B. Annual Testing**

~~Using the same standardized norm reference tests that are used throughout the District at each respective grade level will assist the Board of Education in assessing the success of Dimensions of Learning Academy.~~

DOLA will participate in annual state standardized assessments as well as district assessments such as the Measures of Academic Progress (MAPs).

### **C. Progress Reports**

A standards-based progress report is issued at the end of each quarter. The progress report is developed by the DOLA staff to meet the specific educational requirements of the curriculum. Grades K-5 will use progress reports without letter grades for each subject and will include a report on Lifelong Learning standards on the report card. Grades 6-8 will use letter grades for each subject and include a report on Lifelong Learning standards with the report card. ~~The progress report is developed by the Dimensions of Learning Academy staff to meet the specific educational requirements of the curriculum.~~

## **V. Governance Method/Parental Involvement**

### **A. Governance Method**

~~The Dimensions of Learning Academy~~ DOLA is an instrumentality of the ~~Kenosha Unified School District~~ KUSD No. 1 and unless otherwise acknowledged is governed in accordance with the standard policies and procedures of the District. The teachers and other staff are subject to the direction and control of the District.



The **DOLA** Governance Board **will consist of 9-12 7-9 voting members, which will be made up of include the Principal, 2-3 parents, 2-3 students, 2-3 teachers faculty/staff members, and 2-3 community members. The Governance Board will include an ex-officio member, which will be Principal/Director of the school. The members of the Advisory Board Governance Board shall serve one (1) three (3)-year terms and will be eligible for reappointment to the Advisory Board Governance Board upon expiration of their term. Terms will begin on July 1st and conclude on June 30th. Governance Board members must notify the President by January 31st if they wish to seek reappointment for an additional term.**

#### **B. Governance By-Laws**

The Dimensions of Learning Academy Governance Board, Inc., shall maintain legal status and operate in accordance with the terms of the approved by-laws (Appendix D).

#### **C. Parental Involvement**

Parents and the business community of Kenosha will be invited to participate in the process of educating the students, as well as to share ideas with the teachers and the Governance Board. As needed, other ad hoc advisory and support groups including teachers, students, parents and community members will be created to assist the teachers and the Governance Board with the development of the school procedures and programs. Volunteers from parents, business community members, and retirees will be encouraged and their work is recognized as necessary to support of the ~~Dimensions of Learning Academy~~ **DOLA** mission. Parents will sign the “Responsibility for Learning” parent agreement and by doing so signify their understanding of the expectations for parent involvement.

#### **D. Health and Safety**

All health and safety policies will be adhered to including fire and ALICE drills. OSHA safety procedures will be in place.

#### **E. Discrimination Statement**

~~Dimensions of Learning Academy~~ **DOLA** will not discriminate in admissions or deny participation in any program or activity on the basis of a person’s ~~sex~~ **gender**, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability **status**.

### **VI. Teacher Qualifications**

#### **A. Teacher Qualifications**

All Dimensions of Learning Academy ~~staff~~ **teachers, administrators, and professional staff** will meet the employment requirements for instructional personnel as set by the ~~State of Wisconsin~~ **Wisconsin Department of Public Instruction** and by District policy. In addition to instructional staff, all persons employed or working at the ~~Dimensions of Learning Academy~~ **DOLA** will be screened as required by law and by District policy. All ~~Dimensions of Learning Academy~~ **DOLA** staff will be interviewed and hired by the Principal and/or Governance Board Committee designee following the established hiring guidelines of the District.

#### **B. Employee Status**

All full-time ~~Dimensions of Learning Academy~~ **DOLA** staff shall be employees of KUSD and entitled to all of the rights and benefits of other similarly situated employees of KUSD following already established salary schedules and benefit programs.

**C. ~~Student Health and Safety~~**

All local and state health and safety regulations and building code standards will be followed, including but not limited to, fire drills held monthly and tornado procedures reviewed and practiced annually, **as well as ALICE drills**. OSHA safety procedures will be in place.

**D. Racial/Ethnic Balance Goals and Methods**

Enrollment is open to all students in ~~the covered~~ grades **kindergarten through eighth** in the **Kenosha Unified School District and those enrolled in KUSD through open enrollment**. No student will be denied admission to ~~the Dimensions of Learning Academy~~ **DOLA** based on race or ethnic heritage. ~~The Dimensions of Learning Academy~~ **DOLA** seeks a student community that reflects the greater KUSD area in racial/ethnic and gender balance. **In order to promote equal student representation, recruitment efforts will include general community outreach through newspaper and social media platforms as well as parent information meetings.**

**VII. Admission Requirements**

**A. **Lottery** Applications Required**

**Students will be selected through a random lottery system. In the month of January, parents and students are required to apply for admission submit an application to enter the lottery. The completed application requires a Student Enrollment Form completed by a parent/guardian, also a Parent Statement for Admission, and a Responsibility for Learning Parent Agreement. Parents are asked to share information about each student they are registering with regards to personal interests, strengths, and needs. They are also asked about the academic goals for improvement they have for each student. Students must complete a Student Application which allows an opportunity to share personal interests and strengths and a Responsibility for Learning Student Agreement. The application is designed to begin a positive relationship between the school learning community and each learner as well as their parent(s)/guardian(s). Clarity about expectations regarding responsibility for learning will enhance the learning environment for students.**

**Students enrolled in DOLA in the previous year do not reenter the lottery. Siblings of currently enrolled students are given preference in the lottery, dependent upon available space at each grade level.**

**Children of the school's founders, governance board members, and full-time employees may be given preference as long as this group is no larger than ten (10) percent of DOLA's total enrollment.**

**Students selected in the lottery will be given a designated time period to sign and return the DOLA acceptance letter/contract. Students who do not return that form by the designated date will be denied admission and replaced by a student on the waiting list.**

**B. Student Acceptance**

Once a student has ~~been admitted~~ **accepted the offer for admission** to the charter school through the appropriate process, he or she may remain in attendance through subsequent grades. A waiting list will be established for students who cannot be accommodated during the enrollment period and will be continued through the third Friday of September. ~~Students will be selected through a lottery system. Lottery exemptions will be made for kindergarten siblings of currently enrolled students. Specifically, the following categories of applicants may be exempted from the lottery:~~

~~(1) siblings of students already admitted to or attending Dimensions of Learning Academy; and  
(2) children of the charter school's staff.~~

Upon acceptance, parents/guardians will be asked to complete a Student Enrollment Form, a Parent Statement for Admission, and a Responsibility for Learning Parent Agreement. Parents are asked to share information about each student they are registering with regards to personal interests, strengths, and needs. They are also asked about the academic goals for improvement they have for each student. Students must complete a Student Application which allows an opportunity to share personal interests, strengths and a Responsibility for Learning Student Agreement. The application is designed to begin a positive relationship between the school learning community and each learner as well as their parent(s)/guardian(s). Clarity about expectations regarding responsibility for learning will enhance the learning environment for students.

#### **C. Discontinuance of Student Enrollment**

No **KUSD** student will be required to attend ~~Dimensions of Learning Academy~~ **DOLA**. Students will be assisted in enrolling in their attendance area school at the request of a parent. Since attendance at ~~Dimensions of Learning Academy~~ **DOLA** is contingent upon students' and parents' choice, non-compliance with the district policies and Code of Conduct will serve as basis for consideration of transfer from the academy. **DOLA will follow the KUSD policy with regard to student expulsion.**

### **VIII. Student Discipline**

#### **A. Behavior Policies**

All KUSD student behavior policies and Code of Conduct will be followed. In addition, other rules and regulations, including the establishment of a dress code, may be developed upon recommendation of the Governance Board. All students and their families will receive a copy of any rules and regulations. Due process procedures will be followed in reaching any decision for removal.

#### **B. Discipline Procedures**

Discipline rules and regulations address behavior necessary to ensure a positive learning environment and the development of Lifelong Learning habits. Responsibility for Learning Agreements will be provided and must be signed by both parent/guardian and student in order to complete the registration process.

### **IX. Financial and Programmatic Operations**

#### **A. Tuition**

The Dimensions of Learning Academy shall not charge any tuition, provided that activity and other fees similar to the type and amount charged by KUSD to similarly situated students in other District schools shall not be considered tuition. ~~Dimensions of Learning Academy~~ DOLA will collect and expend student fees at the building level for the purpose of defraying instructional materials such as workbooks, assignment notebooks, field trips, copies, student activities, competitions, subscriptions, and other allowable student expenses.

#### **B. Budgeted Items**

The cost of all salaries, benefits, rents, utilities, supplies, equipment, capital improvements, and similar items shall be detailed and included in the approved budget of the academy. The ~~Dimensions of Learning Academy~~ DOLA budgeting practices will adhere to District requirements for budget preparations.

#### **C. Financial Records**

All operational and personnel funds will flow through the Kenosha Unified School District and follow all KUSD policies and procedures. A record of all transactions will, therefore, be available as financial records of the District. Financial records, ~~including an activity account,~~ will be maintained at the ~~Dimensions of Learning Academy~~ DOLA and will be available for review by the Board, District staff or any outside auditor engaged by the District. All of the financial operations of DOLA will be available for review by KUSD staff or any outside auditor engaged by KUSD

#### **D. Funding by KUSD**

Based on the official third Friday attendance, KUSD will credit Dimensions of Learning Academy eighty (80) percent of the current year maximum revenue per member as determined by the state revenue limit formula. Starting in the fall of 2017 and for subsequent years, ~~Dimensions~~ DOLA will be credited with eighty (80) percent of the increases in per pupil categorical side aid. Similarly, a decrease in future funding would negatively impact the funding credited to ~~Dimensions~~ DOLA. In the event KUSD is facing District-wide budget reductions, a planning session will be held between KUSD and ~~Dimensions~~ DOLA in order to determine how the charter school can share the burden of the overall financial loss.

The remaining twenty percent of the maximum revenue per member and the per pupil categorical aid will be retained by KUSD as reimbursement for administrative or other services furnished to DOLA.

For ~~Preschool~~ students enrolled at ~~Dimensions of Learning Academy~~ DOLA on the official third Friday in September membership count, KUSD will credit ~~Dimensions of Learning Academy~~ DOLA with eighty percent (80%) of a prorated per member revenue determined by the State for the applicable school year. The prorated membership revenue is the per member revenue authorized by the State multiplied by the student's full time equivalency for membership purposes. The remaining twenty percent (20%) of the per member cost per student in the District shall be allocated directly to KUSD as reimbursement for administrative services furnished to the ~~Dimensions of Learning Academy~~ DOLA, and shall be otherwise unavailable to KUSD. KUSD will pay, and offset against the Direct Cost Budget, all teacher and staff salaries and benefits, rents, equipment and supplies, and other miscellaneous direct expenses for the ~~Dimensions of Learning Academy~~ DOLA. Expenses other than established salaries, benefits, and rents shall be paid only upon written requisition to KUSD by the ~~Dimensions of Learning Academy~~ DOLA. Any other funds raised by the ~~Dimensions of Learning Academy~~ DOLA from outside sources shall be delivered to and

maintained by KUSD in a separate discretionary account subject to the sole discretion of ~~DOLA~~ (“Discretionary Account”), following established District policy. Carryover of funds from one year to the next is permitted. Unspent discretionary funds can be retained from one year to the next and will be accounted for as assigned portions of the general fund balance. Planned use of assigned fund balance must be coordinated with the KUSD CFO.

The annual amount of the Direct Cost Budget shall be periodically allocated by KUSD for use by the Dimensions of Learning Academy ~~DOLA~~ in the operation of the school, as follows:

- ~~1. 25 percent of the 1st day of July immediately preceding the school year;~~
- ~~2. an additional 50 percent on the 1st day of October during the school year; and~~
- ~~3. the remaining 25 percent on the 1st day of January during the school year.~~

~~DOLA will be included in any federal or state programs on the same basis as other eligible district schools, based on the requirements and stipulations outlined by the applicable program.~~

~~DOLA shall submit its records for an annual audit by an auditing firm of KUSD’s choosing. The audit shall be conducted in accordance with Applicable Law. KUSD will assume all audit costs associated with this review. KUSD may review the financial practices of DOLA at any time and may request reasonable reports from DOLA with due notice. All financial operations of DOLA must be in accordance with Applicable Law and the KUSD’s policies, practices, and rules, unless expressly granted a waiver by the district. DOLA each year shall submit its programmatic records for an annual audit by the authorizing district.~~

~~DOLA shall provide to the District the data needed by the District for purposes of making the report to the state superintendent and the legislature required under Wis. Stat., §118.40 (3m) (f).~~

#### **Allocation of Federal Funding**

~~DOLA qualifies for federal funding in the same manner as other KUSD schools. For example, special education funds and title funds are assigned to Dimensions of Learning Academy using the same criteria as other KUSD schools.~~

#### **E. Offsets**

~~KUSD may offset part or all of any amounts in the Discretionary Account against any amounts by which the Dimensions of Learning Academy that DOLA exceeds in the Direct Cost Budget in any school year and for which KUSD is liable that it is liable for. (No charter is authorized to expend any amounts in excess of the Direct Cost Budget without prior approval of the chief financial officer). Notwithstanding the foregoing, the Dimensions of Learning Academy DOLA is not authorized to expend or otherwise obligate the District for any amounts in excess of the Direct Cost Budget plus any amounts in the Discretionary Account.~~

#### **F. Purchasing**

~~All supplies and equipment of the Dimensions of Learning Academy DOLA shall be requisitioned and purchased following standard financial procedures and District policy and all applicable District policies relating to purchasing. (This includes notification of the KUSD board for purchases of materials or contracts exceeding the established threshold.) This also includes the periodic audit of the school capital assets in conformance with District policy.~~

## **G. Student Records**

Copies of standardized testing results and all records required by Board policy or law will be maintained in the ~~Dimensions of Learning Academy~~ **DOLA Office Administration Administration Office** and student records will be maintained and available for review as permitted by Board policy and law.

## **H. Transportation**

Transportation is the responsibility of the parent(s) or guardian(s) of the student(s).

## **I. KUSD Services**

As part of the District's twenty percent (20%) portion of the per member cost, KUSD will provide agreed upon services. ~~in addition to purchasing and other services described in this Contract.~~ These include district-wide services such as inclusion in textbook and software adoption, professional development, instructional consultation, federal and district breakfast/lunch program, facilities ~~services maintenance and repairs,~~ and inclusion in all federal or state programs at the school's discretion. **(Please see appendix A "Charter Schools 20% Financing" for full explanation of financial services.)** ~~Dimensions of Learning Academy~~ **DOLA**, at the District's discretion, may also be included in other programs offered by the District.

## **J. Public School Alternatives**

No student will be required to attend ~~Dimensions of Learning Academy~~ **DOLA**. Students who are not admitted will attend their regular attendance area school in the district.

# **X. Description of School Facilities/Liability Insurance**

## **A. Description of School Facility**

The ~~Dimensions of Learning Academy~~ **DOLA** will be located at the corner of 63rd Street and 25th Avenue. ~~in the former St. Thomas Aquinas Church/School building.~~

## **B. Liability Insurance**

Liability insurance coverage for the ~~Dimensions of Learning Academy~~ **DOLA** is provided by the ~~District~~ **KUSD** and is the same as that which is provided for all ~~District~~ **KUSD** schools.

## **C. Exercise of Purchase Option**

The obligation to fully purchase the building has been met as established through ~~the Dimensions of Learning Academy~~ **DOLA**'s business plan. The school will have the right to continue using the facility for the duration of the existence of ~~Dimensions of Learning Academy~~ **DOLA** on a rent-free basis.

# **XI. Effects of Liability of the School District**

**DOLA will adhere to all federal, state, and local regulations (pertaining to liability) and to the KUSD Board's insurance and risk management requirements. DOLA and the Dimensions of Learning Academy Governance Board, Incorporated, will comply with the KUSD Code of Ethics.**

# **XII. Termination of Contract**



The ~~Dimensions of Learning Academy~~ **DOLA** Contract may be terminated by the Board of Education at any time upon the happening of any of the following circumstances:

- A. Mutual Agreement** - Both parties agree in writing to the termination.
- B. Contract Violation** - The Board determines ~~that the Dimensions of Learning Academy~~ **DOLA** has violated this contract.
- C. Educational Goals** - The Board determines that students enrolled in ~~the Dimensions of Learning Academy~~ **DOLA** have failed to make sufficient progress toward attaining the educational goal under Wis. Stat. 118.01 (the Wisconsin statute defining public school educational goals and expectations). **For example, if DOLA's state report card shows "Does Not Meet Expectations," then this would be a cause for not attaining the educational goals.** If an extension of time to attain such goals is requested in writing, such request shall include a written plan, acceptable to the District, setting out the additional steps ~~the Dimensions of Learning Academy~~ **DOLA** will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of ~~the Dimensions of Learning Academy~~ **DOLA's** written plan for attaining its educational goals shall be final. If the Board accepts such a written plan, or a modified plan, ~~the Dimensions of Learning Academy~~ **DOLA** shall be allowed a reasonable time in which to correct such progress deficiencies.
- D. Fiscal Management** - The Board determines that ~~the Dimensions of Learning Academy~~ **DOLA** has failed to comply with generally accepted accounting standards of fiscal management and Board policy.
- E. Violation of WI Stat. 118.40** - The Board determines that ~~the Dimensions of Learning Academy~~ **DOLA** has otherwise violated Wis. Stat. 118.40 (the Wisconsin statute authorizing and governing charter schools.)
- F. Insolvency** - The Board determines that ~~the Dimensions of Learning Academy~~ **DOLA** revenues are insufficient to pay its expenses as they come due. In the event of contract termination, the Board of Education shall recover all funds advanced to ~~the Dimensions of Learning Academy~~ **DOLA** under the contract to which ~~the Dimensions of Learning Academy~~ **DOLA** is not entitled. The decision of the Board shall be final.

### **XIII. Notice**

Whenever under this contract notice must or may be given to the other party, or whenever information may or must be provided to the other party, the party who may or must give notice or provide information shall fulfill any such responsibility under this contract if notice is given or information is provided to:

#### **To the Board:**

Bethany Ormseth, Ed. D.  
**Interim** Superintendent of Schools  
Kenosha Unified School District  
Educational Support Center  
3600 52nd Street  
Kenosha, WI 53144  
Telephone: 262-359-6320  
Facsimile: 262-359-7672

#### **To Dimensions of Learning Academy:**

Barbara Villont, Ed. D.  
Principal  
Dimensions of Learning Academy  
6218 25th Ave.  
Kenosha, WI 53143  
Telephone: 262-359-6849  
Facsimile: 262-359-3134

In Witness Whereof, the parties have caused this contract to be executed by their duly authorized representatives as of the date first above written.

**THE BOARD OF EDUCATION  
THE KENOSHA UNIFIED SCHOOL  
DISTRICT**

By: \_\_\_\_\_

**DIMENSIONS OF LEARNING  
ACADEMY**

By: \_\_\_\_\_



## **List of Appendices**

Appendix A: Charter School Financing

Appendix B: Lifelong Learning Standards

Appendix C: Dimensions of Learning Academy Complex Reasoning Scope and Sequence

Appendix D: Dimensions of Learning Academy Governance Board By-Laws

Appendix E: Articles of Incorporation of Dimensions of Learning Academy Governance Board, Inc.

**APPENDIX A**  
**Charter School Financing**  
**January 2018**

Each Charter school collects fees which are used to help defray costs for instructional materials. Charters also apply for grants, and participate in fundraising activities to generate additional revenue. A primary source of revenue comes from the state maximum revenue per member calculation. Eighty percent of the maximum per member revenue is allocated to Charter schools to pay for their staff (salaries, stipends and benefits), supplies and other expenses unique to their Charter. This amount is calculated each year and allocated based on September (third Friday) student counts. The remaining twenty percent is retained by the District to pay for all overhead type of expenses. These services include, but are not limited to, the following:

- Other Staff-Substitutes
  - The District will allocate the total substitute budget to all schools (including Charters) based on a percentage of FTE. The substitute budget will be utilized for substitute costs only and will be managed directly by the schools. Long-term absences for administrative leave, maternity leave, or FMLA type illnesses will also be charged to the substitute budget and not the Charter allocation.
  - A long term absence that has the ability to be filled with a certified person, that is being filled by a long term sub, will be the responsibility of the charter.
- Human Resources
  - Assistance with the hiring of personnel, personnel issues, etc.
  - Management of the Employee Handbook
  - Develop and manage all employee benefits including employee TSA's, Wisconsin Retirement contributions, federal and state taxes
  - Management of payroll software systems
  - Maintain salary, vacation and sick time data
  - Manage employee benefit choices and ensure deductions are included in payroll
  - Ensure compliance with payroll laws and regulations
  - Process and distribute payroll with W2's
  - Provide Frontline services and substitute teacher management
  - Maintain benefit, insurance and FMLA management
  - KUSD will conduct criminal background checks
  - KUSD conducting Physical/TB, drug testing and Hep B vaccination (the District may need to pay for these for all employees per statute)
- Finance and Accounting
  - Ensure that all accounting procedures comply with the requirements of state and government governing bodies
  - Maintain an effective system of internal controls
  - Maintain chart of accounts and provide guidance in recording of transactions
  - Management of accounting software systems, processes and procedures
  - Preparation and submission of financial reports to DPI
  - Facilitate the external audit process; review and respond to audit findings
  - Prepare all formal financial statements for District included in the Comprehensive Annual Report, Budget Book, and for other management discussion and analysis
  - Facilitate actuarial study for post-retirement benefits
  - Assist with budget matters and ensure that budgets and allocations are accurately reflected in the system
- ~~Finance and Accounting continued...~~
  - Implement cash handling procedures and controls
  - Management and recording of student fees
  - Monitor cash flow and District banking services
  - Identify need for short-term and long-term financing; prepare all financial reports and legal documents to secure financing; facilitate bond financing with financial consultants; assist with the bond rating process

- Facilitate the bid and request for proposal (RFP) process for major expenses
- Assist with purchasing; maintaining purchase order systems and payment of purchased items
- Set tax levy and reconcile available resources and expense revenues with the fiscal needs of the school District
- Manage all accounting and reporting for District grants
- Serve as resource for financial planning and general accounting matters
- Facility Management
  - **Provided for eSchool, KTEC East and West, Dimensions of Learning**
    - Provide in-house maintenance services for minor (under \$2,500) maintenance repairs
    - Support (provide recommendations and/or coordination as needed) other maintenance needs of the schools including minor maintenance not generally performed by in-house staff and major maintenance
    - Develop and maintain Asbestos Management plans
    - Oversee indoor air quality program
    - Provide support in the development and implementation of emergency response plans
    - Assist with moving furniture, fixtures and equipment
    - Provide training support as requested for Charter school funded cleaning staff and provide support as needed for custodial related questions the schools have
    - Provide boiler support for minor repairs under \$2,500
    - KUSD will provide Charters with the opportunity to participate in security management programs such as alarm and keyless entry systems (Charters to pay for hardware, District to provide installation at no additional cost)
    - Assist with long range planning and support through facilities including KUSD when needed
  - **Provided to Brompton and Harborside**
    - Provide all in-house maintenance services
    - Provide all in-house custodial services
    - Develop and maintain Asbestos Management plans
    - Oversee indoor air quality program
    - Provide support in the development and implementation of emergency response plans
    - Assist with moving furniture, fixtures, and equipment
  - Risk Management
    - Determine risk management needs of the District
    - Adhere to legal requirements for insurance coverage
    - File insurance claims when appropriate
    - Assess current insurance coverage and ensure the District has sufficient insurance coverage
    - Maintain and implement District safety program and emergency management plan
- Teaching and Learning
  - Support will be provided for:
    - English Learners
    - Professional learning
      - Substitute teachers for the purpose of professional development will be paid for by the charter schools.
    - Instructional technology
    - Talent development
  - Inclusion in all curriculum resource adoptions and the associated professional learning at the Charter school's discretion.
    - If Charter schools elect to participate in the District's adoption of new instructional materials, curriculum resource purchases, the district curriculum must be implemented with fidelity, and the charter must follow implementation guidelines and participate in related professional learning.
    - If substitute teachers are needed for professional learning, the expense is the responsibility of the charter school.
- Special Education/Student Support

- The district provides special education services to charter school students as specified in each student's Individualized Education Program (IEP). These services may include: specially designed instruction, educational support services, occupational therapy, physical therapy, speech therapy, assistive technology, nursing, specialized transportation and evaluation.
- Charter schools also benefit from school nursing services provided through a contract with Kenosha County.
- Response to intervention guidance
  - Purchase of intervention resources is the responsibility of the charter schools
- Educational Accountability
  - Collect and submit School Performance Report (SPR) requirements and will submit to DPI
  - Submit WISEdata entries to DPI (Count Day, Year End, Discipline, etc.)
  - Provide enrollment projections
  - Provide school/district level assessment data (Forward, ACT, ACCESS, etc.)
  - Provide data reports for school level inquiries consistent with existing boundary schools
  - Provide quarterly discipline data reports
  - Share resources and trainings related to the WI Annual School Report Card
- Information Services
  - Provide access to and curation of data for the Student Information System
  - Serve as resource guide for technology needs
  - Provide technology support for district wide assessments
  - Provide grading reports for potential failures for parental sharing
  - Provide end of year transcript/grading files for distribution
  - Provide regional technology support
  - Provide management of networks (wired/wireless)
- Communications
  - Serve as resource for website assistance
  - Cable television and internet services will be provided to Charter schools
  - Crisis communications development and support
  - Media relations
  - Garnering media coverage for events/programs
  - Social media development and support
  - Photography of events and feature stories/projects submitted for consideration via the Events/Features form
  - Videography of events and feature stories/projects submitted for consideration via the Events/Features form
  - Event/program promotions that are open to the community and/or are part of a districtwide performance (e.g., Jazz Fest, Choral Fest, etc.)
  - School Messenger support
  - Website development and support
  - Family education program development and support
  - GED classes for parents
  - ESL classes for parents
  - Branding development and support (e.g., logo updates, letterhead, vinyl graphic design, etc.)
  - Graphics support (e.g. fliers, brochures, programs for district-wide programs, etc.)
  - Video coverage for districtwide events (e.g., Jazz Fest, Band-O-Rama, etc.)
  - AODA program development and support
  - Red Ribbon program development and support
- Other Services
  - Maintain management information systems, technology and telephony
  - Administer and monitor food service operations; provide food services
  - Administer and monitor student transportation and provide services as need for special education students

- Charter schools wishing to provide summer school at their site will support it with funds from their individual Charter school budgets, otherwise their students can attend summer school at another KUSD site. (*With the exception of Harborside Academy who shares a building, and therefore a summer program with Reuther Central High School.*)
- Students at Charter schools will be allowed to participate in sports and extra-curricular activities at their attendance area school.

## APPENDIX B

### Lifelong Learning Standards

Complex Reasoning	1	2	3	4	Collaboration/Cooperation	1	2	3	4
Comparison: Identifying similarities					Works toward achievement of group goals				
Classifying: Grouping items					Demonstrates effective interpersonal skills				
Induction: Draws general conclusions from specific observations					Contributes to group maintenance				
Deductive Reasoning: Uses general statements to come to conclusions about specific information or situations					Effectively performs a variety of roles within the group				
Analyzing Errors: Finds and describes errors in own thinking or in the thinking of others					<b>Critical Thinking</b>				
Constructing Support: Building Support					Is accurate and seeks accuracy				
Abstracting: Finds and explains general patterns in information					Is clear and seeks clarity				
Analyzing Perspective: Examining multiple perspectives					Maintains an open mind				
Decision Making: Selecting from seemingly equal alternatives					Restrains impulsivity				
Investigation: Suggests/defends ways to clear up confusions about ideas or events					Takes a position when the situation warrants it				
Problem Solving: Overcoming constraints in the way of pursuing goals					Responds appropriately to others' feelings and level of knowledge				
Experimental Inquiry: Applies specific theories or rules to explain observations					<b>Creative Thinking</b>				
Invention: Develop unique products					Perseveres				
Systems Analysis: Describes how the parts of a system work together					Pushes the limits of knowledge and abilities				
<b>Information Processing</b>					Generates trust, maintains own standards of evaluation				
Effectively interprets and synthesizes information					Generates new ways of viewing a situation that is outside the boundaries of standard conventions				
Effectively uses a variety of information gathering techniques and information resources					<b>Self Regulated Thinking</b>				
Accurately assesses the value of information					Monitors own thinking				
Recognizes where and how projects would benefit from additional information					Plans appropriately				
<b>Communication</b>					Identifies and uses necessary resources				
Expresses ideas clearly					Responds appropriately to feedback				
Effectively communicates with diverse audiences					Evaluates the effectiveness of own actions				
Effectively communicates for a variety of purposes									
Creates quality products									

#### PERFORMANCE LEVEL KEY

**4 - Distinguished** The learner demonstrates in-depth applications that go beyond what was explicitly taught

**3 - Proficient** The learner independently demonstrates explicitly taught knowledge and skills.

**2 - Basic** The learner demonstrates explicitly taught knowledge and skills with support.

**1 - Below Basic** The learner is unable to demonstrate explicitly taught knowledge and skills.

**N - Not Assessed** The learner was not assessed on this skill at this time.

**APPENDIX C**  
**DIMENSIONS OF LEARNING ACADEMY**  
**Complex Reasoning Scope and Sequence**

	<b>Reasoning Process</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Frequency</b>
<b>1</b>	<b>Comparing</b>	<b>X</b>		<b>X</b>		<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>6</b>
<b>2</b>	<b>Classifying</b>	<b>X</b>		<b>X</b>				<b>X</b>	<b>X</b>	<b>X</b>	<b>5</b>
<b>3</b>	<b>Induction</b>		<b>X</b>				<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>5</b>
<b>4</b>	<b>Deduction</b>			<b>X</b>	<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>	<b>5</b>
<b>5</b>	<b>Error Analysis</b>				<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>5</b>
<b>6</b>	<b>Constructing Support</b>		<b>X</b>			<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>5</b>
<b>7</b>	<b>Abstracting</b>				<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>5</b>
<b>8</b>	<b>Analyzing Perspective</b>			<b>X</b>	<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>	<b>5</b>
<b>9</b>	<b>Decision Making</b>			<b>X</b>		<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>5</b>
<b>10</b>	<b>Investigation</b>					<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>5</b>
<b>11</b>	<b>Problem Solving</b>		<b>X</b>		<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>	<b>5</b>
<b>12</b>	<b>Experimental Inquiry</b>					<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>5</b>
<b>13</b>	<b>Invention</b>				<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>	<b>4</b>
<b>14</b>	<b>Systems Analysis</b>						<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>4</b>
		<b>2</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>14</b>	<b>14</b>	<b>14</b>	<b>69</b>

Dimensions of Learning Academy, September, 2019

## Appendix D

### Dimensions of Learning Academy ~~Advisory Council~~ Governance Board By-Laws --DRAFT--

#### SECTION I: Purpose

The Dimensions of Learning Academy (DOLA) Governance Board oversees the attainment of education outcomes of the charter school and ensures the school is in compliance with this Contract and the mission of DOLA. The Governance Board will also assist in securing grant monies and other sources of revenue to deepen the capabilities of the school, approve the annual budget for DOLA, build community relations, and make policies that govern the operations of the school.

The ~~Advisory Council's~~ Governance Board's purpose is to assist in the developing, implementing, and effectively using school procedure and resources. Parent Governance Board Members shall serve, and other members may serve, as liaisons to Dimensions Connections Committees to be assigned each year.

#### SECTION II: Membership

##### A. Members

The ~~Advisory Council~~ Governance Board shall consist of 7-9 voting members:

- 2-3 Parents
- ~~2-3 Students from Student Council~~
- 2-3-4 Faculty/Staff members including the Principal and Co-Founder
- 2-3 Community members
- and the DOLA Principal/Director as an ex-officio member.

##### B. Selection

Members shall be selected on the basis of the following:

1. A call for volunteers to form a pool of applications shall be conducted.
2. An application shall be completed by all new applicants.
3. The sitting ~~council~~ Board Members shall advise the Principal/Director of Dimensions of Learning Academy DOLA on the selection of new members.
4. The final appointment will be made by the Principal/Director based on an effort to reflect the demographics of the school and the community.

##### C. Terms of Office

1. Continuous membership for the Principal
2. The term of office of all members in the initial board formed in January 2022 shall be for 1-, 2-, and 3-year terms. The Board Members will be divided into three balanced groups, with group A members holding a 1-year term, group B members holding a 2-year term, and group C holding a 3-year term.
3. The term of each Board Member thereafter shall be a 3-year term, which will begin the first meeting in July and conclude on the day prior to the first meeting in July.
4. Terms shall be renewable for additional consecutive years. Members seeking additional terms must re-apply for a Board position.
5. ~~For all other members one year three years, renewable for two additional consecutive years~~
6. ~~Previous members can re-apply after sitting off council for a minimum of one year~~



#### **D. Removal from Membership**

1. The Board may remove a Board Member without cause as provided by WI Non-Profit provisions. The Board may remove any Board Member who:
  - a. Has failed to attend two or more meetings of the Board's Regular Meetings in any calendar year without notice. These will be unexcused absences;
  - b. Has been declared of unsound mind by a final order of court;
  - c. Has been convicted of a felony;
  - d. Has been found by a final order or judgment of any court to have breached any duty imposed by the Wisconsin Non-profit provisions; or
  - e. For such other good causes as the Board may determine.
2. ~~Council~~ Board Members shall advise the Principal/Director with the Principal/Director making the final decision for removal.
3. ~~Council~~ Board Members can request removal from membership if needed.

#### **E. Resignation by Board Member**

A Board Member may resign by giving written notice to the Principal/Director, Board President, or Secretary. The resignation is effective on the giving of notice or at any later date specified in the notice.

#### **F. Vacancies**

A vacancy is deemed to occur on the effective date of the resignation of a Board Member, upon the removal of a Board Member, upon declaration of vacancy pursuant to these By-Laws or upon a Board Member's death. A vacancy is also deemed to exist if the Board does not have the minimum number of authorized Board Members.

#### **G. Compensation of Board Members**

Board Members shall serve without compensation. However, the Board may approve reimbursement of a board member's actual and necessary expenses while conducting official school business.

### **SECTION III: Meetings**

#### **A. Meetings**

1. Meetings are ~~H~~held monthly ~~September through June~~ July through June.
2. Meetings are ~~C~~conducted by the Principal/Director ~~the Governance Board President~~.
3. Meetings are ~~O~~open to all interested parties.
4. Members shall notify the Principal/Director if unable to attend.
5. Student Council members may attend for the purpose of giving of the a report and on topics of relevance to student issues.
6. Meeting schedules will be posted on the school website and will include date, time, and format (i.e. in-person, virtual)

#### **B. Agenda**

1. The meeting agenda will be made by the Principal/Director and Board President with input from ~~council~~ Board Members
2. Any interested party may submit a possible agenda item to the Principal/Director at least ~~one week~~ 48 hours prior to the next scheduled meeting.
3. The agenda will be posted by the Principal/Director at least 24 hours prior to the next scheduled meeting.

### C. Minutes

1. ~~The meeting minutes will be taken by the council school administrative assistant or by a Board Member on a rotating basis.~~
2. ~~Upon Board review and approval, the meeting minutes will be posted in the school office on the website and available upon request.~~

### D. Guests who attend meetings

1. ~~Guests~~ can be recognized by the Principal/~~Director~~ and be given an opportunity to speak at the Principal/~~Director~~'s discretion.
2. ~~Guests~~ will not take part in the decision making process ~~and will not have voting rights.~~

## SECTION IV: ACTION BY THE BOARD

### A. Quorum. A quorum consists of 51% of the number of Board Members.

1. When a quorum is present at any meeting, the vote of the majority of the voting members present in person shall determine the decision.
2. Decisions shall be made by majority vote of Board Members present.
3. The Board will seek consensus in all votes. If consensus cannot be reached, the President will encourage further discussion, an alternative motion, or delay voting until consensus can be reached.

### B. Action by the Board

1. **Actions Taken at Board Meetings.** The action done and decisions made by a majority of the Board Members present at a meeting duly held at which a quorum is present are the actions and decisions of the Board.
2. **Actions without a Meeting.** The Board may take any required or permitted action without a meeting if all the Board Members individually or collectively consent in writing to the taking of that action. Such consent shall have the same effect as a unanimous vote of the Board, and shall be filed with the minutes of the Board proceedings.
3. **Meetings by Conference Telephone or Digital Platforms.** Board Members may participate in a Board Meeting through use of a conference telephone, virtual meeting platform, or similar communication equipment so long as all Board Members participating in such a meeting can hear one another. Participation in a meeting pursuant to this section constitutes presence in-person at such meeting.

### C. Standard of Care

1. **Performance of Duties.** Each Board Member shall perform all duties of a Board Member in good faith, in a manner the Board Member believes to be in DOLA's best interest, and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. **Reliance on Others.** In performing the duties of a Board Member, a Board Member shall be entitled to rely on information, opinions, reports, or statements including financial statements and other financial data presented by the following:
  - a. one or more employees of DOLA whom the Board believes to be reliable and competent in the manners presented;
  - b. legal counsel, independent accountants and other persons as to matters that the Board believes are within the person's professions or expert competency.

### D. Participation in Discussions and Voting. Every Board Member has the right to participate in the discussion on all issues before the Board and any Board Committee.

1. The Principal/Director is an ex-officio board member and does not participate in voting.
2. Decisions shall be made by majority vote of Board Members present.
3. Any Board Member shall be excused from the discussion and vote on any matters involving:
  - a. a self-dealing transaction,
  - b. a conflict of interest,
  - c. indemnification of that Board Member,
  - d. or any other matter at the discretion of a majority of the Board Members then present.

**E. Duty to Maintain Board Decorum.** Every Board Member has a duty to maintain decorum and discretion with respect to all Board actions, including discussions and votes. Any Board Member violating this confidence may be removed from the Board.

## **SECTION V: OFFICERS AND APPOINTMENTS**

- A. Officers.** The officers of the Board shall consist of a President, Vice President, and Secretary. The Board also may have such other officers, as the Board deems necessary.
1. **President.** Subject to Board control, the President has general supervision, direction and control of the affairs of the DOLA Board and other such powers and duties as the Board may prescribe.
  2. **Vice President.** If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all of the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.
  3. **Secretary.** The Secretary shall complete the following tasks:
    - a. keep a record of all meeting minutes of the Board, noting the time and place of the meeting, whether it was a regular or special (and if special, how authorized), the names of those present, and the proceedings;
    - b. keep or cause to be kept a copy of the Board's Articles of Incorporation and By-Laws, with amendments;
    - c. give or cause to be given notice of the Board meetings as required by the By-Laws; and
    - d. have such other powers and perform such other duties as the Board may prescribe.
- B. Appointment, Eligibility and Term of Office**
1. **Appointment.** The Board shall appoint the officers annually at the July meeting or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.
  2. **Eligibility.** A Board Member may hold any office more than once but not concurrently.
  3. **Term of Office.** Each Board Member serves at the pleasure of the Board, holding office until resignation, removal, or disqualification from service, or until his or her successor is elected.
- C. Removal and Resignation.** The Board may remove any officer, either with or without cause, at any time. An officer may resign at any time by giving written notice to the Board, the resignation taking effect on receipt of the notice or at a later date as specified on the notice.

**SECTION VI: NON-LIABILITY OF BOARD MEMBER.** The Board Members shall not be personally liable for DOLA’s debts, liabilities or other obligations.

## **SECTION VII: OTHER PROVISIONS**

**A. Fiscal Year.** The fiscal year of DOLA begins July 1st each year and ends June 30th of the following year.

**B. Execution of Instruments.** Except as otherwise provided in these By-Laws, the Board may adopt a resolution authorizing any officer or agent of DOLA to enter into any contract or execute and deliver any instrument in the name or on behalf of DOLA. Such authority may be general or confined to specific instances. Unless so authorized, no Board Member, agent or employee shall have any power to bind DOLA by any contract or engagement, to pledge DOLA credit, or to render it liable monetarily for any purpose or any amount.

**C. Conflict of Interest.** Any Board Member or key employee having an interest in a contract, other transaction, or program presented to or discussed by the Board for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such persons about the contract or transaction which might reasonably be construed to be adverse to DOLA’s interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, said contract or transaction (other than to present information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest or policies requiring:

1. regular annual statements from Board, key employees to disclose existing and potential conflicts of interest, and
2. corrective and disciplinary action with respect to transgressions of such policies.

For the purposes of this section, a person shall be deemed to have a “interest” in a contract or other transaction if he or she is party (or one of the parties) contracting with or dealing with DOLA, or has a significant financial interest in the entity contracting or dealing with DOLA.

**D. Interpretation of Charter.** Whenever any provision of these By-Laws are in conflict with the provisions of DOLA’s charter, the provision of these By-Laws control.

**SECTION VIII: AMENDMENT.** A majority of the Board may adopt, amend, or repeal these By-Laws.

## **Certification of Board**

The undersigned does hereby certify that the undersigned is the Dimensions of Learning Academy By-Laws of Dimensions of Learning Academy were duly and regularly adopted as

such by the Board which Board Members are the only members of Dimensions of Learning Academy and that the above and foregoing By-Laws are now in full force and effect.

_____ President	_____ Date
_____ Vice President	_____ Date
_____ Secretary	_____ Date
_____ Board Member	_____ Date
_____ Board Member	_____ Date
_____ Board Member	_____ Date
_____ Board Member	_____ Date
_____ Board Member	_____ Date
_____ Board Member	_____ Date

## **Appendix E**

### **ARTICLES OF INCORPORATION of DIMENSION OF LEARNING ACADEMY GOVERNANCE BOARD, INC.**

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For the purpose of forming a corporation under the Wisconsin Nonstock Corporation Law, Chapter 181 of the Wisconsin Statutes, the undersigned executes the following Articles of Incorporation.

#### **ARTICLE 1 NAME**

The name of the Corporation is Dimensions of Learning Academy Governance Board, Inc., hereinafter referred to as the "Corporation."

#### **ARTICLE 2 EXISTENCE**

The Corporation is created as a nonprofit, nonstock Wisconsin corporation under Chapter 181 of the Wisconsin Statutes. The period of the Corporation's existence is perpetual.

#### **ARTICLE 3 PURPOSES**

3.1 The Corporation is organized and operated exclusively for charitable and educational purposes under 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The specific purposes shall include holding the charter for Dimensions of Learning Academy, an instrumentality of the Kenosha Unified School District in Kenosha, Wisconsin, and to provide financial support to the public charter school. Dimensions of Learning Academy's vision is to nurture students so that they learn to think for themselves. They are encouraged to do their own research, analyze what they have found, and come to their own conclusions. We are committed to teaching students to think, not simply to memorize and then forget.

3.2 The Corporation is expressly prohibited from engaging in any activity that would be inconsistent with the status of an educational and charitable organization as defined in Section 501(c)(3) of the Code.

#### **ARTICLE 4 POWERS**

The Corporation has all powers now or in the future given by law to nonstock corporations organized under the laws of Wisconsin; provided, however, that such powers may be exercised only to further the purposes stated in Article 3 above, and further provided that:

4.1 No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers or other private persons, except that the Corporation is authorized and empowered to pay reasonable compensation for services rendered

and to make payments and distributions in furtherance of the purposes set forth in Article 3 above;

4.2 No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation;

4.3 The Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office; and,

4.4 Notwithstanding any other provision of this document, the Corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under Section 501(c)(3) of the Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under Section 170(c)(2) of the Code.

#### **ARTICLE 5** **MEMBERSHIP**

The Corporation shall not have members.

#### **ARTICLE 6** **BOARD OF DIRECTORS**

The affairs of the Corporation shall be managed by a board of directors. The method of electing directors of the Corporation shall be stated in the bylaws of the Corporation. The number of directors shall be fixed by the bylaws of the Corporation, but the number of directors shall not be fewer than three.

#### **ARTICLE 7** **DISSOLUTION**

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation exclusively for the purposes of the Corporation in such manner and to such organization or organizations that are organized and operated exclusively for exempt purposes under section 501(c)(3) of the Code, or corresponding provisions of any subsequent federal tax laws, or to a State or a political subdivision of a State as defined in section 170(c)(1) of the Code.

#### **ARTICLE 8** **PRINCIPAL OFFICE AND REGISTERED AGENT**

8.1 The mailing address of the principal office of the Corporation is:

6218 25th Avenue  
Kenosha, WI 53143





For Office



**State of Wisconsin**  
**Department of Financial Institutions**

***Endorsement***

**ARTICLES OF INCORPORATION**  
**DIMENSIONS OF LEARNING ACADEMY GOVERNANCE BOARD, INC.**

**Received Date: 2/17/2022**

**Filed Date: 2/18/2022**

Filing Fee: \$35.00

Expedited Fee: \$25.00

**Total Fee: \$60.00**

Entity ID#: D072046



**Kenosha Unified School District  
Kenosha, Wisconsin**

**May 24, 2022**

**ENGLISH AS A SECOND LANGUAGE PROGRAM PLAN**

Kenosha Unified School District's Language Acquisition Program supports the linguistic and academic success of all culturally and linguistically diverse students. English as a Second Language services are provided through a personalized, enriching, and trusting multicultural environment so that English learners acquire 21<sup>st</sup> Century skills essential to be lifelong learners who participate in a global society. More than 1800 ELs are students in the District and the most frequently used home languages include: Spanish, Albanian, Arabic, Cambodian and Urdu.

The Wisconsin Department of Public Instruction, in collaboration with Wisconsin school districts developed the [ESL Policy Handbook](#) to support districts as they navigate state and federal policies, procedures and practices. The current English Language Program Plan was developed in 2015 and this guidance has affirmed many of our current practices as well as indicating areas in which updates were required. Below is an overview of continued and updated services for ELs:

- All KUSD students are members of an age-appropriate regular education classroom.
- All EL students with an English Language Proficiency Level (ELP) of 1.0 to 4.9 have a Language Development Plan (LDP) that guide supplemental language service.
- All EL students level 4.0-4.9 will have a transition plan meeting to develop LDP goals focused on exiting the language program in the coming year.
- All EL students level 4.5-4.9 can potentially be reclassified with a detailed observation process. Students who are NOT reclassified in the observation process will participate in a transition plan meeting.
- Students who achieved a composite of 5.0 or beyond are automatically reclassified to 6.1 for the start of the following academic year and are monitored for two consecutive years after.
- Decisions for EL services occur at the building level with guidance and oversight from the Coordinator of Language Acquisition Programs.
- EL students are clustered in classrooms by grade level and/or content courses.
- ESL teachers collaborate with grade or course instructional teams.
- The EL student to ESL teacher ratio is approximately 35 to 1.

Kenosha Unified School District's ESL Program Plan (Appendix A) aligns to the policy and procedure for ELs as per the Wisconsin Department of Public Instruction guidance.

### **KUSD ESL Program Plan Updates**

<b>Topic</b>	<b>Page (s) in ESL Program Plan</b>	<b>Rationale</b>
Home Language Survey (Appendix B)	1-3	The home language survey was updated to reflect the amount of time the student uses or is exposed to a second language at home.
Screening Process	3-4	<p>A virtual screening option is available for K-12 students if in-person screening is not an option.</p> <p>Students in Kindergarten through 1st semester of 1st Grade will complete Listening and Speaking portions only.</p> <p>Students in the second semester of 1st Grade through 12th will complete Listening, Speaking, Reading and Writing portions.</p>
Misclassification Process	7-8	<p>Process changes including parent meeting and/or communication.</p> <p>Misclassification paperwork is collected and monitored by the Language Acquisition Department.</p>
Plan of Services	9-10	<p>This section outlines the language levels and the definition of ELD.</p> <p>Newcomer materials are available to teachers as needed.</p>
Manual Reclassification Process	16-17	The Multiple Indicator Protocol Rubric (Appendix C), referred to as a “MIP”, is a tool used by ESL teachers to review student participation in areas of listening, interaction, speaking, and reading in the general classroom setting. An EL with a comprehensive score of 4.5-4.9 may meet the manual reclassification criteria outlined in the rubric to exit the ESL program.

Creating a Transition Plan	16-19	A transition plan meeting is held to develop LDP goals focused on the student exiting the ESL program within the coming school year for ELs with a comprehensive score of 4.5-4.9 who do not meet the MIP criteria. The ESL teacher, parent and student collaboratively develop the transition goals.
Dual Identified Students	12, 19	ESL and SPED teachers collaborate to develop program services for students identified as both EL and SPED.  Translation and interpretation services are available for all languages as requested by the parent/guardian.

This is an informational report.

Bethany Ormseth, Ed.D.  
Interim Superintendent of Schools

Julie Housaman  
Chief Academic Officer

Sarah Shanebrook Smith  
Coordinator of Language Acquisition Programs



# ESL PROGRAM PLAN



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# INTRODUCTION

The Kenosha Unified School District is the third largest public school system in the state of Wisconsin covering an 85 square mile area that includes the residents of Kenosha, Pleasant Prairie, and Somers. The district enrolls over 19,000 students in 40 K-12 schools. Over 50% of the students meet the federal criteria to qualify for free or reduced meals.

# STUDENT DEMOGRAPHICS

The data shown below is based on the data from the September 17, 2021 Third Friday count.

19,620  
STUDENTS

Caucasian .....	46.7%
Hispanic.....	30.2%
Black or African American .....	13.8%
Two or More Races .....	7.4%
Asian .....	1.7%
American Indian or Alaskan .....	0.2%
Native Hawaiian/Pacific Islander .....	0.1%

# HOME LANGUAGE SURVEY

The Kenosha Unified School District attempts to identify all new students who may enter its Language Acquisition Program (LAP) through the initial online registration process on Infinite Campus (IC). When a student registers in Kenosha Unified School District, the family will complete an electronic enrollment form. Embedded in this online document is the Home Language Survey (HLS), a critical component in identifying potential English learner (EL) students. Kenosha Unified School District conducts a home language survey for every newly enrolled student.

The HLS is designed to help identify students for whom a limited exposure to English may serve as a barrier to academic success. The HLS does not make a final determination of EL status. It is the first step in the process, designed to identify whether or not the prevalence of languages other than English in a student’s life could possibly rise to a level where the student’s development of English proficiency may not be sufficient to succeed academically.

Kenosha Unified School District ensures the validity of the information provided on the HLS, completed for every student during initial enrollment in school, through use of the following checklist:

- ☐ Completed ONE time per student enrolling in the school district
- ☐ Translated or interpreted (as appropriate) into a language understood by parents
- ☐ Signed (electronically or on paper) and dated by the parent or guardian
- ☐ Results captured within the student’s educational record

## Potential ELs Below 5K

Students enrolling for the first time in a Kenosha Unified-sponsored early childhood education program such as 4K will be administered an HLS at the time of enrollment. However, there are currently no valid English Language Proficiency (ELP) screeners for students in this age range. For this reason, students are not identified as ELs before their 5K enrollment.

# MAKING AN EL DETERMINATION

## English Language Proficiency Screening

During registration, if a parent indicates that another language is spoken in the home, the student’s name will appear on a “Potential to Test” report from Infinite Campus. The ESL teacher is required to run the report daily for the first month of school and then weekly for the remainder of the school year. The English as a Second Language (ESL) teacher will then administer the WIDA Screener to determine the student’s English language proficiency level to make an EL determination. KUSD has 30 calendar days from the first day of enrollment to determine the EL status of new students.

## English Language Proficiency Screening (continued)

For ELs enrolled prior to or at the start of the school year, parents must be notified within 30 days from the start of the school year that an EL determination has been made. If enrollment occurs at any other point during the school year, the screening process must take place within 30 days of that enrollment date. For students enrolling mid-year, parents must be notified within 2 weeks after an EL determination has been made. If further information is needed in order to determine EL status, the Multiple Indicator Protocol (MIP) may be completed by observing the student in the classroom setting.

Translation of this information into the family's home language must be made. If written translation is not provided, an oral interpretation of this information should be provided.

English as a Second Language (ESL) teachers will use the WIDA Screener online for grades 1-12 and the W-APT for Kindergarten. Please use the chart below for appropriate screener information. For example, a student who is in the first semester of first grade would still take the Kindergarten screener. A student who is in the first semester of sixth grade would still take the 4-5 screener.

GRADE	1		2		3		4		5		6		7		8		9		10		11		12	
SEMESTER	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
GRADE CLUSTER FORM	K	GRADE 1 TEST	GRADE 2-3 TEST				GRADE 4-5 TEST				GRADE 6-8 TEST				GRADE 9-12 TEST									

All ESL staff administering the screeners must complete and pass the certification tests. Certification testing will take place yearly starting in July of each year and needs to be completed by staff prior to the beginning of the school year.

Students scoring a 4.5-4.9 will be considered borderline proficient and a MIP may be performed to determine English proficiency. This MIP process is described later in this document. The MIP can not be used to override the definitive screener score but may be used to make a final determination for students with near proficient scores. If the MIP is used and it is determined that the student is still not proficient, the student will be an EL that still qualifies for services. Students scoring a 1.0-4.4 will be considered not proficient in English and will be an EL that qualifies for services. An Infinite Campus update form will be submitted for all of the students mentioned in this paragraph.

Students scoring 5.0-6.0 on the WIDA screener will be considered English Proficient and be coded as 7B. A 7B is defined as a student who has been identified as an EL but scored as English proficient on the WIDA MODEL.

The following scores are eligible to be assessed with a MIP for a final ELP determination.

### ELP Screener Borderline Proficient Scores

GRADES	SCREENER	SCORE(S)
KINDERGARTEN	K W-APT	HIGH
KINDERGARTEN	K MODEL	5.0-5.5
1-12	WIDA SCREENER	4.5-4.9

Students scoring below these levels are ELs and should receive an ELP level in Infinite Campus that matches their screener score. Students scoring above these levels are non-ELs and should receive an ELP of 7B in Infinite Campus.

Students should only be administered the screener once. There are some circumstances where an exception may be made.

1. There was a test abnormality when administering the screener the first time.
2. A student was screened and identified as EL, but left the district before the ACCESS for English Language Learners (ELLs) test window opened and did not take the test and is now returning to the district. In this case, re-screen a returning student if they have not been administered a screener or ACCESS for ELLs in another district in the last 12 months<sup>1</sup>.
3. A student was screened and identified as EL, but did not take ACCESS for ELLs within the last 12 months.
4. An EL who has taken the ACCESS for ELLs for ELLs returns to your district and has not taken the ACCESS for ELLs for at least 12 months.
5. If a student in the two year monitoring period may be returning to EL status, a screener may be used to determine re-entry eligibility and placement.

## Determination and Notification

Any student who qualifies as an EL will have parent communication stating that the screener was given and their child qualifies for EL services. This communication must include the following information:

1. The process of identification, and the assessments, data, and/or observations used to make the EL determination. This should include the student's ELP score and a summary of any MIP observations.
2. The specific Language Development Plan (LDP) written for the student, the method of instruction in the LDP, and information on how the program might differ in content, instructional goals, and use of English and a native language in instruction.
3. What EL status means and how the EL program can meet the educational strengths and needs of the child including specifically how the program will help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
4. The specific exit requirements for the EL program and information regarding the monitoring of the student's progress after their exit.
5. The guarantee to offer programming in the general education classrooms to ensure grade level instruction per LDP.
6. In the case of a student with a disability, how the program will meet the objectives of the individualized education plan (IEP) of the child.
7. Information pertaining to parental/guardian rights that includes:
  - a. The right to remove their child immediately from an EL program at the parent/guardian request;
  - b. The options that parents have to decline to enroll their child in an EL program.
8. The allowable language supports and accommodations available to the student should the parents/guardians accept or deny language support services for their students. This will be done using the [Parent Approval Form](#).
9. The school district's obligation to support this student's academic needs should a parent accept or deny services.
10. The requirement to annually assess the student's English language proficiency until the student reaches proficiency, whether the parents accept or deny EL services.
11. A student's EL status is viewed as confidential information within school data collection and notification.

## Data and Reporting

As part of the ESSA requirements to create a consistent statewide EL entry procedure, KUSD must maintain records of all EL-related data. This includes:

- HLS results for every student, including the Screen/Do not Screen determination
- For students identified as needing ELP screening:(IC Update Form)
  - ELP screener used
  - Date ELP screener was administered
  - Screener result coded as ELP 1-5, 7
  - Date of parental notification of screener administration.
- For students with a screener result of ELP 1-5
  - Date of parental notification of student's EL status
  - Parental consent/denial of service
  - Parental choice of language for school communications
  - Student native language code
  - LDP program type

# INCOMING STUDENTS TO KUSD

## School Enrollment

Students are eligible to attend school within the district in which they reside, except students who have reached the age of twenty-one or who have successfully completed all requirements from an accredited secondary school. This is especially important for students with a limited formal education, as they may need additional time to build critical skills.

Students coming from some countries may finish compulsory education in their mid-teens, and may have a certificate or diploma stating this. Students should not be excluded from an education due to these differences within educational systems.

For the purposes of enrolling students, we work within the Kenosha Unified School District enrollment policy and their required documentation demonstrating proof of residency. A school district may not ask about a child's citizenship or immigration status to establish residency within the district, nor may a school district deny a homeless child (including a homeless child who is undocumented) enrollment because he or she cannot provide the required documents to establish residency.

## Transfers from Private Schools to Public Schools

For students transferring from private schools which administer ACCESS for ELLs, their ELP level and EL status should transfer to the public school, should that information be available. If the information is not available, the student will be evaluated following the ESL screening process.



## Students Moving into KUSD from Another State

If a student moves to Kenosha Unified School District from another state, they will complete the HLS as part of the registration process.

- If the student's academic record is available and includes an ELP assessment result or other information regarding the student's English proficiency:
  - If there is documentation that the student has met the prior state's exit criteria, has been monitored for 2 years, and is classified as a Former EL, code them as ELP 6.3
  - If a student has been exited but has not been monitored for 2 years, treat them as a newly reclassified student and code them as a 6.1.
  - If the student comes with an ACCESS for ELLs test record from the previous school year, use that record for the student's starting ELP level if they have not yet been reclassified as Former EL.
  - If the student comes with a non-ACCESS ELP score which indicates they are not proficient, their ACCESS for ELLs test record is more than a year old, or if there is no information regarding their English proficiency, administer the WIDA Screener to determine EL eligibility and placement.
- If the student's academic record is not available or does not include any ELP assessment results or other information regarding the student's English proficiency, use the HLS results to determine whether or not to administer an ELP Screener, and make an EL determination as you would for any newly enrolling student.
- Once ELP has been determined, continue with the EL determination and notification process.

## Newcomer Students

Newcomer students are recently arrived English Learners who have been enrolled in U.S. schools for less than 12 cumulative months. These students are granted some flexibility with regard to federally mandated testing. Newcomer students may be given a one-time exemption on the English/Language Arts sections of any federally mandated assessments.

## Refugees

Refugee status is a form of protection that may be granted to people who meet the definition of a refugee and who are of special humanitarian concern to the United States. Refugees are generally people outside of their country who are unable or unwilling to return home because they fear serious harm.

## Students with Limited or Interrupted Formal Education

Abbreviated both SLIFE and SIFE, a working definition (not a formal federal definition) defines SLIFE students as newcomers to U.S. schools, above the age of seven, who have missed more than six consecutive months of formal schooling prior to enrolling in a U.S. school, and/or who are more than two years below grade level in content due to limited educational opportunities.

Students with Limited or Interrupted Formal Education (SLIFE) also face challenges that other ELs do not. These challenges may derive from the specific circumstances of a student's academic background beyond English language proficiency, including, but not limited to:

- general lack of access to school
- lack of access to school due to:
  - natural disasters, civil unrest, widespread disease or illness
- different curriculum
- exposure to non-western education settings
- different school behavior/cultural expectations
- limited exposure to technology

Social and emotional challenges can also arise from the conditions that caused the student to have interrupted schooling; consideration should be given to the unique socio-emotional needs (poverty, post-traumatic stress disorder, family separation or reunification, etc.) of SLIFE students.

SLIFE students, especially in the higher grades, may be below grade level in some or all subjects when they enter a school district. In order to ensure that SLIFE students have the opportunity to meet grade-level standards within a reasonable period of time, KUSD creates a specialized LDP with services to meet their needs. This may include additional services not typically provided to other English learners. The content of this program must relate to the core curriculum, be credit-bearing toward graduation or promotion requirements, and be able to demonstrate students' ability to catch up to age-appropriate standards.

SLIFE students may not be placed in a school that does not instruct students of their age. Students need learning programs that address their unique academic and socio-emotional needs. School staff should consult the ESL teachers to craft a schedule that addresses all areas of need, and in the case of high school students, create a long term plan that addresses credit accrual and graduation.

Once the schedule is created, it must be flexible to meet the changing academic, language development, and interests of the student. Along with the schedule creation, schools should interview students and their families to identify and support their specific needs.

If the student is struggling, the ESL and classroom teachers will meet to discuss next steps and adjust plans of support for the student accordingly. If the student is still not progressing, ESL teacher may initiate a Collaborative Student Intervention (CSI) meeting that includes other staff members to work together to adjust plan to support the student. This is not intended to start the special education evaluation process. Along with these collaborative meetings, ESL teacher will regularly update parents/guardians about the student and their progress.

## Students who are Homeless

Kenosha Unified School District ensures that homeless children and youth have access to a high-quality education. This includes access to the school which is in the child's best interest, transportation, and access to all programs and services for which they are eligible. Homeless students must have equal access to the same educational supports as non-homeless students, including Special Education services, preschool, school nutrition programs, language assistance for English Learners, career and technical education, gifted and talented programs, magnet schools, charter schools, summer learning, online learning, and before- and after-school care.

Additionally, unaccompanied youth must be accorded specific protections, including immediate enrollment in school without proof of guardianship.

## Unaccompanied children

Unaccompanied children have all the rights to a free and equal education as other children, and this includes access to special education and ESL services. ESL teachers and if necessary, district representatives, should work closely with the sponsors of unaccompanied children, as both may be learning who the child is, and what their specific needs are. Collaboration will be essential to fully support the child, and ensure that they can thrive in the school environment.

## Exchange Students

Exchange students are citizens of another country who have traveled to the U.S. for a short period of time as part of a cultural exchange, and they are viewed as immigrants while attending school in the US.

Students required to be proficient in English are not considered ELs, and should be enrolled as non-EL, ELP 7. If identified as an EL, programming for exchange students should be based on the needs of their unique circumstances, with an understanding of the requirements of their home country and length of time in U.S. schools. Decisions about programming and scheduling may be made in consultation with the most appropriate individuals, which can include the student's home family, host family, and the exchange services organization. Exchange students who are ELs must be annually assessed.

# MISCLASSIFICATIONS

## Students Misidentified as ELs

While it is very unlikely that a non-EL would be 1) identified as a possible EL on their HLS, 2) be screened and identified as an EL, and 3) take the ACCESS for ELLs and score below a 5.0, it could conceivably happen. It is also possible that a student who is a non-EL is tested inadvertently.

KUSD has a formalized process to gather and document information about the misclassification, in consultation with the student's parents. If a student has been misclassified, the Coordinator of Language Acquisition will complete all necessary paperwork and file it with the Office of Educational Accountability.

If a parent/guardian or the district believes that the initial identification of EL was made in error, the student may be reevaluated, with parental consent. To ensure uniformity in statewide procedures and prevent inconsistent changes to students' EL status, the following process has been devised:

1. The student's parents must be informed about the potential error and why it might have happened.
2. The parents must be informed about the significance of a change in EL status for their child, including programmatic changes and support.
3. The district must solicit and receive consent from the parents to re-evaluate the EL status of the student.

Results of this investigation must be communicated to the parents, along with the final EL determination.

## Discrepancies between HLS and Prior Data

If a new-to-district student is not identified as a potential EL on the HLS but a review of their educational history shows that the student has taken ACCESS for ELLs, districts should investigate this discrepancy.

Until a resolution to this discrepancy is found, the student should be considered an EL using the most recent ELP score from the ACCESS for ELLs. If the student's educational record is available, districts should determine how and when the error occurred. If the error occurred during the HLS process due to the parents' misunderstanding the purpose or the implications of the HLS, the district should clear up any misconceptions, potentially reassuring parents about the purpose of the HLS and informing parents of their right to refuse EL services.

In some instances, students will arrive in a school district without an educational record. Districts should communicate in a timely manner with parents/guardians, including if that requires an interpreter, to understand the student's previous school history and previous language services.

# Students Who are Potentially Misclassified Flowchart

New to KUSD	Returning to KUSD	Mismatched Previous Assessment (non WIDA) and Current ACCESS for ELLs Scores	Home Language Survey Questioned
<p>1. Review the cumulative file for the child's most recent ACCESS for ELLs score. If the cumulative file is not available or score is not found, contact the previous school for the current ACCESS for ELLs score. If necessary, contact parent/guardian for more information on child's EL services, or use WISEdash to find ACCESS for ELLs score.</p>	<p>1. Review the cumulative file for the child's most recent ACCESS for ELLs score. If the cumulative file is not available or score is not found, contact the previous school for the current ACCESS for ELLs score. If necessary, contact parent/guardian for more information on child's EL services, or use WISEdash to find ACCESS for ELLs score.</p>	<p>1. Review the cumulative file for the child's previous ACCESS for ELLs scores.</p> <p>Look for ELP assessment correlation between states.</p>	<p>1. If a student's home language is questioned by a teacher or staff member, complete a cumulative file review. Look for information regarding home language surveys, parent approvals, previous ACCESS for ELLs scores, etc. From there, call the parent and confirm the home language.</p> <p>If a parent is questioning the home language, discuss the home language survey to ensure that the parent understood the questions and determine why the student was initially classified as an English Language Learner.</p>
<p>2. a. If the student has a proficiency score that is less than 1 year old, use that score and follow the KUSD ESL Program Entrance Process.</p> <p>b. If the student has a proficiency score that is more than 1 year old, conduct the WIDA Screener. Use that score and follow the KUSD ESL Entrance Process.</p>	<p>2. a. If the student has a proficiency score that is less than 1 year old, use that score and follow the KUSD ESL Program Entrance Process.</p> <p>b. If the student has a proficiency score that is more than 1 year old, conduct the WIDA Screener. Use that score and follow the KUSD ESL Entrance Process.</p>	<p>2. If needed, contact the ESL coordinator to ask for guidance to screen.</p>	<p>2. If needed, contact the ESL coordinator to ask for guidance.</p>
		<p>3. If a student is determined misclassified, ESL teacher will contact the ESL coordinator.</p>	<p>3. If a student is determined misclassified, ESL teacher will contact the ESL coordinator.</p> <p>For various reasons, we are not encouraging the use of the Multiple Indicator Protocol (MIP). When students are new or returning, the WIDA Screener will be used to establish a score if one is not found or is more than 1 year old.</p>

# EL PROGRAMMING

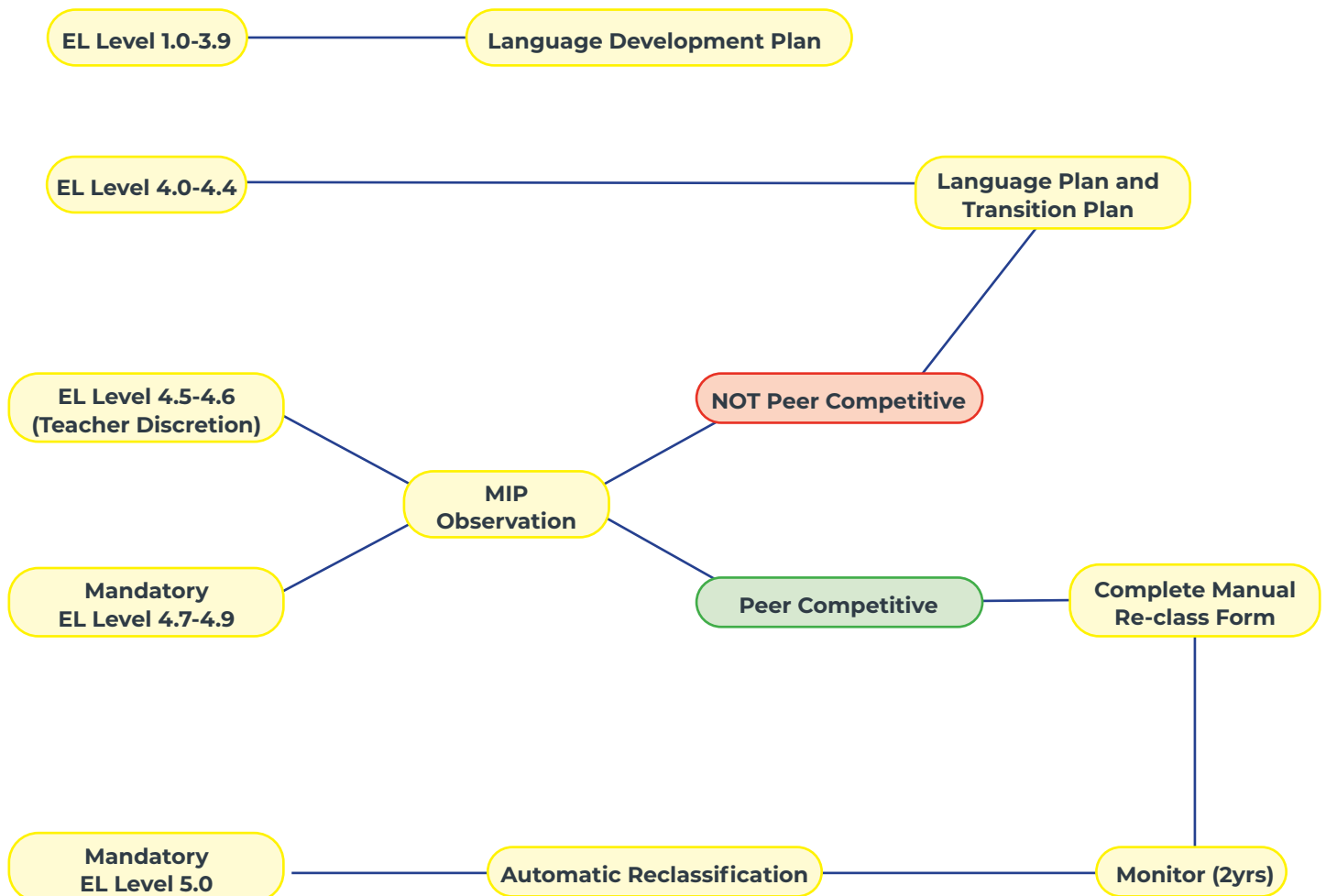
## Program of Services

The district uses the State of Wisconsin English Learner Policy Handbook to govern its program of services. A detailed language development plan (LDP) is constructed for each student receiving English as a Second Language (ESL) services. These principles and programs are outlined in this section.

## Guiding Practices

1. Kenosha Unified School District adheres to a neighborhood school model.
2. All Kenosha Unified School District students are members of an age-appropriate regular education classroom.
3. All EL students level 1.0 to 4.9 have an LDP that guides supplemental language service.
4. All EL students level 4.0-4.9 will have a transition plan, along with the LDP.
5. All EL students level 4.5-4.9 can potentially be reclassified with the MIP observation process. Students who are NOT reclassified in the MIP observation process will continue to have a transition plan and an LDP.
6. Students who achieved a composite of 5.0 or beyond are automatically reclassified to 6.1 for the start of the following academic year.
7. Decisions for EL services occurs at the building level and is principal centered with guidance and oversight from the Language Acquisition Coordinator at the Educational Support Center.
8. EL students are clustered in classrooms by grade level and/or content courses.
9. ESL teachers are assigned to instructional teams. Instructional teams allow for maximum use of teacher skills, licensure, and experience.
10. The EL student to ESL teacher ratio is approximately 35 to 1.
11. School administration is responsible for all final decisions of clusters, ESL teacher schedules, and other EL service needs including the scheduling of ELD with the assistance of the Coordinator of Language Acquisition.

## EL PROGRAM FLOWCHART



## Language Development Plans and Transition Plans

A Language Development Plan (LDP) is developed for all EL students in the Kenosha Unified School District with an English Language Proficiency (ELP) level of 1.0-4.9. The LDP is used by general education teachers to indicate an EL's current language proficiency level in each of four language domains: listening, speaking, reading, and writing. Information included within the LDP assists general education teachers in understanding what each EL should be able to produce in English with appropriate support. LDPs are developed and maintained by ESL teachers using ELLevation software. The LDPs are shared with general education teachers in the fall and are updated each semester at minimum.

Transition plans are utilized when an EL reaches an Overall Composite Proficiency level between 4.0 and 6.2. Transition plans should include specific supports needed to exit and their pathway to fluency for the coming years.

### Parent/Teacher Collaboration of the LDP and Transition Plan

A copy of the LDP will be emailed to parents. A printed copy will be provided upon request. If a parent/guardian has concerns regarding the LDP, the ESL teacher will work with the parent/guardian to resolve their concerns. If the parent/guardian concerns are not resolved the ESL teacher will contact the building administrator.

Following the receipt of each year's ACCESS for ELLs scores, ESL teachers will communicate with parents of students who scored 4.0-4.9 about their Transition Plan in their preferred mode of communication. This conversation will be documented in the "meeting" tab of the students LDP. A copy of the Transition Plan will be emailed to parents. A printed copy will be provided upon request.

## General Education Classroom Support

Meaningful access to and engagement with the core curriculum is an essential component in ensuring that EL students acquire the tools to succeed in general education classrooms within a reasonable length of time. KUSD holds all students to challenging academic standards. However, in the case with English learners, it is understood that there will be accommodations needed depending on English proficiency level. They must ensure access to the core curriculum with appropriate language support, to give students the opportunity to attempt material of increasing complexity, in either content or language, as their skills increase.

The Kenosha Unified School District (KUSD) provides support to its English Learners (ELs) in a variety of ways. As EL students spend most of the day with their classroom teacher, it is imperative that the Tier 1 instruction in the classroom meets their needs. The ESL Department is working to build the competency of classroom teachers by providing professional development on language plans, WIDA standards, and best practices for teaching ELs in the Tier 1 setting.

## Grading

The expectations for ELs are the same as for non-ELs, although ELs may need help in communicating their knowledge. Grading of EL students should therefore reflect daily instructional and testing accommodations, and should not penalize the student for not being English proficient. ELs must receive grades based on accommodations or alternative assignments appropriate to the student's language proficiency level, and receive the same report card that is used for students in general education. ELs cannot be penalized for missing work in the general education classroom if they are pulled from class for ESL services and testing. Accommodations and modifications for grading will be noted in the Language Development Plan.

## Credit Accrue ment & Graduation

Schools must identify pathways for graduation that are age-appropriate and consider mechanisms for students to receive appropriate credit for work completed in other countries. For students in high school, KUSD must provide for these students to acquire English and academic content within a four-year time period, as ELs are entitled to equitable educational opportunities, including graduation and post-secondary opportunities.

## Identifying Credit and Student Placement

KUSD understands the landscape of education in the student's country of origin, and works to find information about coursework and credits to ensure proper placement of students. KUSD works with individual students and plans for how the student will meet graduation requirements.

## Description of Program of Services

A student's academic career is segmented into four periods: preschool, elementary school (kindergarten through fifth grade), middle school (sixth to eighth grade), and high school (ninth through twelfth grade). At each period, the program of services identifies appropriate English language development as well as content learning and standards-based curriculum. The program of services given to EL students by the Kenosha Unified School District is detailed in the chart below.

## ELD

All schools within KUSD will offer explicit English language instruction for students through an English Language Development (ELD) class. Students in the ELD class will be participating in activities that provide instruction in the domains of reading, listening, speaking, and writing along with building background knowledge and academic vocabulary that will be used in other content areas. Students are placed into appropriate ELD classes based on their most recent ACCESS for ELLs scores and the ESL teacher's discretion.

ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
<p><b>K-5 ELD</b></p> <p>Listed below are the available resources for elementary ELD:</p> <ul style="list-style-type: none"> <li>• Reach A/Green</li> <li>• Reach B/Orange</li> <li>• Reach C/Purple</li> </ul> <p>The levels that are utilized at each school will be at the ESL teacher's discretion based on the needs of the ELs in their building. This will be reassessed yearly and adjusted to meet students' needs.</p> <ul style="list-style-type: none"> <li>• AlphaChant: Used with K-2 at teacher's discretion</li> <li>• Reach Into Phonics: Additional supplement to build phonics primarily in K-2 with ELD mentioned about</li> </ul>	<p><b>MS ELD</b></p> <p>Separate by grade levels Impact levels Intro through IV</p> <p><b>REACH Level A (Arctic Fox)</b> (2.5-3.9 ELP)</p>	<p><b>9-12 ELD</b></p> <p><b>ELD I (World English: Intro)</b> (EDGE LEVEL A) (1.0-2.4 ELP)</p> <p><b>ELD II (World English I)</b> (EDGE LEVEL B) (2.5-3.4 ELP)</p> <p><b>ELD III (World English III)</b> (EDGE LEVEL C) (3.5-4.9 ELP)</p>
	<p><b>ELD Summer School</b></p> <p>EDGE Fundamentals Outgoing 8th Graders (1.0-2.2 ELP)</p>	<p><b>ELD Summer School</b></p> <p>EDGE Fundamentals (1.0-2.2 ELP)</p>

## Resource Room\*

The resource room option is available for middle school and high school EL students based on building plan. This is not meant to replace Tier 1 instruction, it is to be utilized during work time only. Some of the supports available in the resource room include, but are not limited to:

MIDDLE SCHOOL	HIGH SCHOOL
Pre teach material	Pre teach material
Catch up on missed material	Catch up on missed material
Assessment completion/make-up	Assessment completion/make-up
Testing with accommodations/test completion	Testing with accommodations/test completion
Re-teach material	Re-teach material
Individual/small group work on student projects	Individual/small group work on student projects
Placement screening/ACCESS make-ups	Placement screening/ACCESS make-ups
Translation	Translation
Use of technology/ skills	Use of technology/skills
	Credit recovery
	ACT prep
	College and career readiness
	ITED practice and testing

## Push In Support

In class support, modification of materials (all materials as needed), translation of materials (all materials as needed), facilitate groups / group work, support instruction and participate as needed.

## Pull Over Support

Please see Resource room.

## Support in Private or Nonpublic Schools

EL status will be determined by a home language survey and/or a previous ELP level. KUSD will work with the private schools in the city of Kenosha to provide EL services to their students.

## Support During Virtual Learning

In the event of a health emergency or other event that would require the district to close all schools for a considerable length of time, all learning may be moved to a virtual format. ESL teachers will evaluate their students' LDPs and make plans to support them in a virtual learning environment. In this scenario, ESL staff will receive more details from the Coordinator of Language Acquisition regarding the shift in services.

## Serving ELs Opted-out of EL Programming

Parents may opt out of EL services for their student at any time, provided that they are knowingly and voluntarily choosing to do so. This does not exempt the student from taking the annual ACCESS for ELLs test. The student will remain an EL until they reach the exit criteria of a 5.0 or higher on the ACCESS for ELLs test or have a score of 4.5-4.9 and are observed through the MIP process as proficient.



# ACCOMMODATIONS AND SUPPORTS

## Requirements

Instructional supports and accommodations should be determined individually for each EL by the ESL teacher. It is critical that individuals with experience in second language acquisition strategies be involved in these decisions. Most students will be able to describe the supports most helpful to them but may not be able to name them. Accommodations and language related supports should be used in both instruction and assessment as much as feasible. As ELs grow in fluency, their needs will change so supports will be reviewed annually and more frequently as needed by the individual EL.

## Choosing Appropriate Supports and Accommodations

When choosing supports and accommodations for ELs on assessments, ESL teachers will consider the following factors.

1. What is the student's level of proficiency in each language domain, both in English and their native language?
2. What is the student's level of comfort with the school system?
3. What kinds of supports does the student currently use in the classroom?

## First Language Supports

For students proficient in their native or first language, translation may allow them to better understand what is being asked of them and to demonstrate what they know and can do. However, if the student has not received literacy instruction in that language, translation may create a barrier to their ability to access the content. In this case, oral interpretation or first language glossaries may better serve the student if they lack literacy in their first language.

## Assessment Support

ELs are required to be assessed in a valid way. This includes providing appropriate accommodations so that they are able to participate in state-mandated assessments. There are many accommodations, deemed acceptable by the state. KUSD is required to provide ELs access to these assessments while maintaining validity of them. Test administration guides and accommodation guides may be helpful in making this determination. If there are questions, you are encouraged to reach out to a more knowledgeable individual, such as your building test coordinator or the Office of Educational Accountability.

## Documentation

Supports and accommodations for ELs will be documented in the individual student's Language Development Plan which is updated annually. ELs who have IEPs must have their EL supports and accommodations captured in an LDP as well as in the specific I-7 worksheet for a statewide assessment, and this supplemental document should be referenced in their IEP.

# MULTI LEVELED SYSTEMS OF SUPPORT (MLSS)

Each school within Kenosha Unified School District has created a Multi-Level System of Support (MLSS) to provide targeted support in a systematic way to meet their students' needs, including the needs of English learners. While students may receive interventions through their school's MLSS, their path includes additional considerations before moving them forward to formal Tier 2 and Tier 3 interventions with progress monitoring. MLSS is an opportunity for our students to gain skills and support their growth in language to help them perform at the same level as their native English speaking peers. The ESL teacher serves as an advocate for ELs to receive adequate and appropriate support while also working so they are not identified for special education at a higher rate than their native English speaking peers.

## Collaborative Student Intervention (CSI)

When there is a concern regarding an English learner and their academic progress, a classroom teacher should first consult with the ESL teacher to determine a plan of action. The ESL teacher will work directly with the classroom teacher to provide strategies and in some cases provide more support directly to the student. If the student continues to struggle, a CSI may be scheduled. If a CSI is scheduled for any EL level 1.0-6.2, the ESL teacher must be invited. During the CSI, the first question should be whether language is a contributing factor for academic concerns. If the student is between level 1.0-4.9, a review of current language services should be done. If a student is not currently enrolled in ELD, that may be determined by the team as an appropriate additional support. The team may also explore class placement for more support from ESL teacher as well as more teacher-student time. If the student is a 6.1 or 6.2, the ESL should utilize the MIP Observation Protocol to determine language proficiency. If the ESL teacher determines that they are not proficient, students will move back to previous language proficiency or if the latest ACCESS for ELLs score is 5.0, they will be placed at 4.9 to prevent automatic reclassification. If language is not a contributing factor, the team may move forward with other interventions. All language services should be exhausted before discussing the special education evaluation process.

A general education teacher, ESL teacher, or Speech and Language teacher may request a language assessment of a student not previously identified as an official EL or who was previously identified as a 7B. The staff member must follow the Collaborative Student Intervention (CSI) process when this occurs, which must include the participation of the ESL teacher. Upon completing the CSI procedure and determining that the student should be assessed or reassessed for language proficiency, the Parent Notification Form will be completed and all appropriate signatures will be obtained.



## Procedure for Identifying Students with 7B

- Staff members complete the CSI Request Form. This form begins the process by notifying other members of the CSI team of the student's current academic strengths, weaknesses and test scores.
- CSI members, including the general education teacher, parents, and school support staff, conduct an initial meeting and complete the initial meeting forms.
- Members consider all factors and discuss if language is a possible factor affecting academic learning.
- If language is determined to be a possible factor, contact the building ESL teacher.
- Parent Notification Forms are completed by the ESL teacher and will be sent to the parents via the student or mail. Three attempts (face to face, virtual, phone call, letter, or email) will be made to reach the parents. If parents do not return a signed permission form, then the student will not be tested. The CSI process will continue as if the student is proficient in English.
- The ESL teacher will administer the screener, upon receiving parental consent.
- A follow-up meeting with the ESL teacher and parents will be scheduled within 14 days of the CSI meeting date to review screener information and determine enrollment in the ESL program.
- If a student is identified as an EL and the parent accepts ESL services, progress monitoring cannot begin until after ESL services have been provided and language proficiency is determined as a non-factor. If there is still a skill deficiency, then progress monitoring can begin.
- The ESL teacher will provide follow-up information to the CSI team.
- At the end of each school year, CSI members complete the Year-End Summary Form to record the intervention and determine the intervention status

## SPECIAL EDUCATION

### ESL /Special Education Teacher Collaboration

It is the ESL teachers' responsibility to create and share Language Development Plans with all special education staff who work with EL students. Dual identified students receive services from both ESL and Special Education teachers. The team should work collaboratively to create additional accommodations or modifications as needed on Individualized Education Plans (IEPs). Decisions about whether to use accommodations, and what accommodations to use, should be made on an individual student basis and consider each student's needs and past and present level of performance. It is the responsibility of the ESL teacher to review and ensure completion of the I-7 form in collaboration with the special education teacher. It is also mandatory that the ESL teacher participate in the IEP meeting. If the ESL teacher is unable to attend, the language acquisition program coordinator or ELD consultant will attend in their place.

### Enrollment Beyond Age Eighteen

Students who have not graduated may attend school until the end of the semester in which they turn twenty-one. For students in Special Education, they may attend school until the end of the semester in which they turn twenty-two. A district must enroll a student meeting the above criteria, even if it may be difficult for the student to gain sufficient credits to graduate prior to the close of the semester of their twenty-first birthday.

Students who are enrolled beyond age eighteen in a public secondary school and who have not yet exited EL status are still considered ELs and are still expected to take the annual ACCESS for ELLs. This includes students with disabilities in a transition program, unless such a program is an enrollment which is separate and distinct from the secondary school, or the student has graduated but is still receiving services.

The STEP program is specifically designed for students who have been identified as Special Ed. Upon entry of the STEP program, EL students who are also identified as Special Education will not be tested using ACCESS for ELLs.

## ASSESSMENTS

KUSD administers the annual ACCESS for ELLs to determine English language proficiency levels (ELP) per the state of Wisconsin. The annual testing window runs from the beginning of December until the end of January each year.

### Guidelines for who must take ACCESS for ELLs

Students with an ELP of 1.0-4.9 enrolled in primary or secondary school must take the ACCESS for ELLs annually. In general, this means students in grades 5K-12, although some students may be enrolled beyond grade 12 in transitional or other support programs except those in the STEP program, or may be enrolled in a secondary school beyond age 18 while they complete graduation requirements. Students who meet the definition above and who have not been reclassified must still take the ACCESS for ELLs annually.<sup>6</sup>

Kindergarten students take a paper version of the assessment, while students in grades 1-12 take an online version. Students in grades 1-3 handwrite their Writing responses in booklets, and any student with insufficient keyboard fluency in grades 4-12 may also be offered this response mode. ACCESS for ELLs is also available in paper form for students with disabilities who have an accommodation need that can't be met by the online platform. This is a national assessment therefore the mode may vary depending on decisions made by WIDA and the federal government.

## State Statute Regarding Test Participation

There are no statutory provisions allowing families to opt-out of the English language proficiency assessment (ACCESS for ELLs or Alternate ACCESS for ELLs).

## Alternate ACCESS for ELLs information

The Alternate ACCESS for ELLs is the alternate ELP assessment Wisconsin uses for students in grades 3-12 with the most significant cognitive disabilities. These are students who are taught to the state's alternate standards, the Essential Elements, and who take or will take the alternate content assessment, Dynamic Learning Maps (DLM). Only these students are eligible to take the Alternate ACCESS for ELLs. Students who have reached Alternate ACCESS for ELLs levels P2 and P3 may transition to the regular ACCESS for ELLs, if appropriate.

## Students Unable to Access One or Two Domains

In rare cases, a student with a disability may not be able to access one or two domains on an ELP assessment (Screener or Summative). If this is clearly documented in the student's IEP, and the IEP team has found that all of the available accommodations (for both the online and paper versions of the assessment) are insufficient to allow the student to access a domain, the student may be eligible for an Alternate Overall Composite calculation.

The Alternate Overall Composite calculation is based on the scores of the language domains that a student is able to access. Students who reach the domain minimums in all domains they are able to access are likely English proficient. This means they are likely not EL if being screened, or are eligible for a reclassification determination if taking the annual ELP assessment.

Domain minimum scores are:

- Reading: 6.0
- Listening: 6.0
- Writing: 4.5
- Speaking: 4.5

For Kindergarten, minimum scores are:

- Reading: Exceptional (6)
- Listening: Exceptional (6)
- Writing: Mid (4)
- Speaking: Mid (4)

The Kindergarten scores should be interpreted as noted in the parentheses for ELP code determination.

Students meeting these domain minimums should be considered ELP 4.5 or above, and districts are also required to administer a MIP to collect additional evidence of English language proficiency. This MIP should be modified to account for the student's lack of access to all domains, and assessed.

After use of a MIP to supplement a Screener score, students who are deemed fully English proficient should receive ELP 7B in the district SIS. Students not deemed proficient should receive ELP 5.

After use of a MIP to supplement a reclassification decision, students who are deemed fully English proficient should receive ELP 6 in the district SIS. Students not deemed proficient should receive ELP 5.

Students not meeting all of the domain minimums accessible to them should receive an ELP code which is the average of those domains. Students may only be considered for reclassification if they meet the minimum in every accessible domain, regardless of their overall ELP average.

Districts must take care to appropriately modify observational protocols used for students who receive Alternate Overall Composite scores. MIPs and monitoring protocols must accommodate their disability, and support observations of their receptive and productive language use to supplement an understanding of student language use.

## Alternative School Settings

KUSD is responsible for administering the ACCESS for ELLs in a virtual or alternate-setting school. It is required to test the students within that school. District staff may travel to the students to test them. As with all state-mandated testing, it must be administered by a trained test administrator in a secure setting. The district responsible for the virtual school may not ask another district to test those students, even if the students reside in or near that other district.

## Non-Public Schools

KUSD's language acquisition department will work with the private schools in Kenosha to provide an ESL teacher to administer the ACCESS for ELLs test to the EL students in their buildings.

The ESEA equitable service participation requires school districts eligible for ESEA funding to consult with not-for-profit private schools within their jurisdiction to determine the private schools' participation in the Title III program.

Within this consultation process, the EL identification method, assessment tools, and Title III services are negotiated. Wisconsin makes available the Home Language Survey, supporting technical documentation, and WIDA screeners and assessments at no cost to private schools, provided this consultation has occurred.

## Students Enrolling During the ACCESS for ELLs Test Window

Federal law requires that an EL determination be made within 30 days of enrollment, but as ACCESS for ELLs results do not come back within 30 days, ACCESS for ELLs can't be used to make an EL determination. Students newly enrolling in WI just prior to or during the annual ACCESS for ELLs test window must go through the standard EL Identification process outlined in this plan.

If a student is identified as EL prior to the last day of the ACCESS for ELLs test window, they must take the ACCESS for ELLs during that window. If a student is identified after the window closes, they are not required to take ACCESS for ELLs until the following year. It is not required that an EL determination be rushed to allow a student to take ACCESS for ELLs during the window; it just must be completed within 30 days of enrollment.

## Training and Certification

All ACCESS for ELLs testing will be administered by KUSD ESL teaching staff. In addition, student teachers may also administer ACCESS for ELLs, with appropriate supervision and support.

Those administering ACCESS for ELLs must have completed the WIDA training modules and have passed the associated quizzes. Training is available through the [WIDA.us](http://WIDA.us) website and is completed annually.

A currently licensed educator, preferably an ESL educator, must administer paper-based Speaking tests, because they must be scored during administration. For paper-based testing, DPI recommends certified ESL teachers, because of the need to assess productive language used during the Speaking test.

Alternate ACCESS for ELLs must be administered by a licensed ESL teacher and Special Education teacher.

## Scheduling

Each building will be responsible for scheduling the administration of ACCESS for ELLs to all English learners within the designated testing window.

## Annual Training and Results Presentations

Each year prior to the testing window, the district ESL department, in conjunction with the Office of Educational Accountability, will present an overview of the ACCESS for ELLs assessment, testing procedures, and scheduling options to test coordinators, ESL teachers, and building representatives. This is updated annually to reflect changes in the assessment.

Upon receipt of ACCESS for ELLs scores, the district ESL department and Office of Education Accountability will analyze and share results with test coordinators, ESL teachers, and building representatives. This data will be used to guide instructional practices and create language development plans for the upcoming academic year.

## Scores

ACCESS for ELLs scores are available in late spring, both in paper form and electronically. Individual Score Reports (ISRs) and parental letters are available in many languages to help communicate to parents their child's results. Students receive an overall score from 1.0-6.0 as well as scores for each of the language domains (reading, writing, listening, and speaking). These results will be used to guide instructional practices and create language development plans for the upcoming academic year.

WIDA describes six English language proficiency levels, which are derived from the proficiency level scores. In most situations, unless otherwise specified, ELP refers to the Overall Composite proficiency level.

Each ELP code has a number of different descriptors, used in different programs and areas:

ELP CODE	LANGUAGE USE DESCRIPTOR	WIDA DESCRIPTOR
1	Beginning Preproduction	Entering
2	Beginning Production	Beginning
3	Intermediate	Developing
4	Advanced Intermediate	Expanding
5	Advanced	Bridging
6	Former EL, now Fully English Proficient	Reaching
7 <sup>9</sup>	Never EL, always Fully English Proficient	
7B	Never EL, more than one language at home	

District and State Assessments

KUSD follows the Wisconsin requirement for testing by administering the Forward Exam in grades 3-8, and the ACT in grade 11. Science is assessed in grades 4, 8, and 11. In addition, the Dynamic Learning Maps (DLM) is administered to students in these grades who have the most significant cognitive disabilities.

State law requires that a 9th and 10th grade assessment also be administered, and the ACT ASPIRE has been chosen to meet this requirement. ELs must be given meaningful support to enable them to participate in these assessments. The availability of these supports need to be communicated to teachers, parents, and students.

Recently Arrived EL Exemption

Recently arrived ELs are allowed a one-time exemption from the ELA sections of any mandatory statewide assessment.

A recently arrived EL must meet the following criteria. The student:

- has been enrolled in U.S. schools for less than 12 cumulative months. Note: U.S. schools are defined for this purpose as only the 50 states and Washington, D.C. Students from Puerto Rico and other U.S. territories may claim this exemption.
- has not taken the one-time exemption before

ACCOUNTABILITY (ESSA) AND PROGRAM IMPROVEMENT

The ESEA now contains a requirement for the Wisconsin Department of Public Instruction to monitor schools on the effectiveness of their language instruction education programs (LIEP) for purposes of continuous improvement. The LIEP indicator along with other indicators is part of this monitoring protocol.

The ELP assessment is designed to assist students, educators, and families in understanding their students' current level of English language proficiency along the language developmental continuum. It provides educators with information they can subsequently use to enhance instruction and learning in their LIEP. It may also provide districts with information to help them evaluate their LIEP effectiveness.

School Level Long-term ELP Goals and On-track to Proficiency

Wisconsin has set a state-level six-year goal for an 18 percentage point increase in the percentage of ELs on track to English proficiency. This necessitates a 3-point increase in the percentage of ELs on track to reach English language proficiency each year.

The determination of whether or not a student is on track will depend on their ACCESS for ELLs scale score growth as well as the number of years remaining in their target time-to-proficiency. This target time-to-proficiency differs depending on starting ELP level and grade when students first enter the Wisconsin public school system.

## Time-to-proficiency targets for English language proficiency

STARTING ELP LEVEL	STARTING GRADE											
	KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11
1.0-1.4	6	6	7	8	8	8	8	7	7	6	6	6
1.5-1.9	5	6	7	8	8	8	8	7	7	7	6	6
2.0-2.4	4	5	5	6	7	7	7	6	6	5	5	4
2.5-2.9	4	5	4	5	6	6	6	6	5	5	4	4
3.0-3.4	4	4	4	4	5	5	6	5	5	4	4	3
3.5-3.9	4	4	3	3	3	4	5	4	4	4	3	3
4.0-4.4	3	3	2	2	2	2	4	3	3	3	2	2
4.5-4.9	3	2	2	2	1	1	2	2	2	2	2	2

1-2 YEARS

3-4 YEARS

5-6 YEARS

7-8 YEARS

Students are on track if they meet or exceed their annual growth target, which is calculated as follows:

Annual Growth Target = (Goal Score – Prior Year Score) ÷ (Years Left to Reach Proficiency)

In the above formula:

- Years Left to Reach Proficiency = difference between years in school and Time-to-Proficiency.
- The Goal Score = Scale score required to reach proficiency in the grade that corresponds to the Time-to-Proficiency.

This calculation, while more complex than our previous growth model, provides the following benefits:

- Adjustment in growth target captures the normal plateau in growth (lower is faster/higher is slower) as students move towards proficiency.
- Students offered an opportunity to reach growth targets in the first year and all subsequent years.

These calculations will determine whether or not a school is in need of improvement, based on the Department of Public Instruction's criteria.

## CREATING A TRANSITION PLAN

A student who achieves at least a 4.0 Overall Composite on ACCESS for ELLs is nearing Full English Proficiency and is in need of a transition plan. This will provide a map for the student, capturing where they are in terms of proficiency and support now, and their path towards full fluency in the next few years. This plan should include specific goals (e.g., time, performance) which would indicate that the student no longer needs language support or that the student requires a change in programming. These goals should be designed to transition the student away from supports that are no longer needed, and to nurture learning in any areas of need.

Effective transition plans extend into the monitoring period after the student is reclassified as Former EL.

Keeping parents informed via their preferred form of communication and participating in the exit process allows them to see the progress their child is making and gives them the opportunity to voice any concerns.

## RECLASSIFICATION

### Process Overview

Reclassification is the process of changing a student's EL status from EL to Former EL. Former ELs are denoted as ELP 6 in Infinite Campus. This indicates that the student was once an EL, and has now reached English proficiency. A student reclassified to Former EL is expected to be able to engage with content in English and demonstrate sufficient command of English to be socially and academically successful. A reclassified student should be able to work independently, provided they have the same access to universal support as non-ELs.

# RECLASSIFICATION PROCESS

Best practice is to use multiple indicators to make educational decisions for students, Wisconsin has chosen the following exit criteria which are also the guidelines for reclassification in KUSD.

If a student scores an overall proficiency of 5.0 or higher on the ACCESS for ELLs, they will be automatically reclassified as a 6.1 for the following academic year.

If a student scores an overall proficiency of 4.5-4.6 on the ACCESS for ELLs, the ESL teacher may elect to use the Multiple Indicator Protocol and if proficiency is demonstrated, manually reclassify the student as a 6.1 for the following academic year.

If a student scores an overall proficiency of 4.7-4.9 on the ACCESS for ELLs, the EL teacher must use the Multiple Indicator Protocol and if proficiency is demonstrated, manually reclassify the student as a 6.1 for the following academic year. If proficiency is not demonstrated, then a Transition Plan will be created for the following academic year.

When a reclassification decision for a student has been made, this must be communicated to their parents, along with any changes in programming or support.

## Use of the MIP for Reclassification

The Multiple Indicator Protocol lays out two possible ways to collect evidence for reclassification. KUSD will utilize the classroom observation of student language use.

Students who are assessed for reclassification using a MIP should have the decision and information used to make this decision captured in their academic record. In addition, the student's parents must be notified of this process and the resulting determination.

## Multiple Indicator Protocol (MIP)

The [Multiple Indicator Protocol \(MIP\)](#) is a standardized tool for collecting evidence of a student's English language use within the classroom setting as supporting evidence of English proficiency. KUSD Teachers use the MIP to determine if an EL student could be successful in a variety of classroom activities without the support of an ESL teacher.

MIP evidence can be collected by a classroom observation protocol.

[Simplified A Grades K-3](#)

[Simplified B Grades 4-12](#)

The data collected should be authentic representations of the student's independent efforts demonstrating their English skills. MIP data should be collected in settings where grade-level curriculum is in use to ensure that the student is demonstrating an appropriate level of academic English.

MIP processes should be formalized, and captured in the EL students "Meeting" portion in Ellevation. MIP results will be communicated to both staff and parents. The data collected with the MIP and the resulting determination of English proficiency must be maintained as part of students' academic record. A paper copy of the MIP must be stored in the student cumulative folder. In addition, summary information should be included as part of the student's Transition Plan and/or Language Development Plan.

## Timing of Reclassification

Final reclassification decisions should happen prior to the beginning of the school year, and students who are reclassified should have their transition plans fully implemented prior to the start of school. This should include any necessary programmatic changes made to support the student's reclassification.

## Final Reclassification Steps

When a final determination to reclassify has been made, the student's ELP code should be updated 6.1 in Infinite Campus using the appropriate form to indicate their reclassification as Former EL.

## Monitoring

The student's two-year monitoring period begins the school year following the year of their reclassification. A student who is reclassified in May or June after ACCESS for ELLs results come back will begin monitoring in the fall. The purpose of this monitoring period is to ensure that students are fully English proficient.

For federal reporting purposes, students who have exited EL status in the prior 4 years are included in the EL subgroup for reporting and identifying schools for Comprehensive or Targeted support.



## Issues Identified in Monitoring

While it is anticipated that the majority of students will be able to rapidly transition away from EL support after reclassification, some students may occasionally demonstrate a need for targeted assistance. Students may continue to receive support while ESL staff work with content teachers to ensure that appropriate bridges are being made to support the transition out of EL status for the student.

If it appears that a student is not succeeding academically, the first step is to reconsider the transition plan. If the student's needs cannot be met by updating and adjusting the transition plan, the district should consider restoring EL status for the student.

Classroom teachers may alert ESL teachers of concerns regarding students who have been reclassified and are currently being monitored by indicating it on their bi-annual monitor form or by reaching out to the ESL teacher if it is not during a time when the monitoring forms are available. Prior to restoring EL status, the ESL teacher must administer the MIP (classroom observation), and assess the results of that tool.

If it is decided that restoring EL status may be the best option for a student, there are two ways to reassign ELP to that student. If they were reclassified automatically, that student should be assigned ELP 4.9 in Infinite Campus. If the student was reclassified using a MIP, they will be assigned previous ELP (4.5-4.9). Services should be given based on the student's needs.

Students who return to EL status must take ACCESS for ELLs annually, and should progress through this reclassification process the same way as any other EL when they meet the criteria after the next ACCESS for ELLs assessment, even if this occurs during the same school year.

## Reclassification and Monitoring for Students Opted out of Services

Students whose parents have opted them out of EL services follow the same process for reclassification as any other EL.

Former ELs in Need of Support

As with any student, Former ELs who have completed their 2-year monitoring period and who are struggling academically should be offered support (for example, using MLSS) to address areas of need.

## PARENT ENGAGEMENT

All parents have a right to be involved and play a role in their child's education regardless of their English language proficiency. All districts must ensure effective means of communication between teachers and parents to ensure that they can be involved in their English language development. Parents of English language learners may have a language barrier themselves and require additional support for participation in school and district events and activities.

During registration, parents are asked a series of questions, including the home primary language and the parent/home preferred language. Schools should take parents at their word about their communications needs. It is also important to keep in mind that not all parents are literate in their home language and may require interpreting services.

Examples of required translated forms from districts/buildings to families include:

- School Board Policies
- Registration and Immunization Forms
- Lunch/M Meal Forms including Free and Reduced Lunch
- Grievance procedures and notices of non-discrimination
- Language assistance programs ([ftenua@kUSD.edu](mailto:ftenua@kUSD.edu), X6303)
- Parent handbooks
- Report cards
- Gifted and talented programs (Pending updates 21.22)
- Student discipline policies and procedures
- Magnet and charter school options
- Parent-Teacher conferences
- Federal and State title reporting and notices
- Field trip and Sports Forms
- Special education and related services (IEPs)

## Effective and Regular Parent Meetings

One of the changes to the ESEA under ESSA is that districts are required to conduct effective outreach to parents of English Learners, including having regular meetings. At the "Annual ESL Parent Meeting" ESL teachers meet with parents to discuss the schools plan of services, understanding the meaning and components of the ACCESS for ELLs test and results, and how to "exit" the ESL program.

## Parental Notification of EL Services

The U.S. Department of Education has additional requirements for notification to parents of ELs. Districts must provide parents resources that communicate:

- the purpose of the Home Language Survey (HLS) and what it can and cannot be used for
- how to complete the HLS
- the steps in the identification process
- that the HLS is not used to determine legal nor immigration status
- parents' rights to translators and interpreters
- translation and interpreting services should be posted clearly in both English and the most commonly used languages within the district
- if oral interpretation is used, the interpreter should be trained and competent
- types of services and programming options available to a qualifying student within the district
- that if a child is eligible for services, a parent/guardian has the right to accept or deny EL services at any time
- the rights of ELs with disabilities, including the right to special education and EL support as appropriate
- notification of the annual English proficiency assessment

## Translators and Interpreters

School districts are required, to the extent practicable, to communicate with parents in a language they can understand. If a written translation is not provided, an oral interpretation should be made available whenever needed. KUSD has a contract with ARGO language services to ensure that all parents have equal access to district and building information in a language they can understand. This service is also used for ALL special education related meetings throughout the school year.

These guidelines should be followed when providing language services for parents:

- Language assistance must be free and provided by appropriate and competent staff, or through appropriate and competent outside resources.
- School districts should ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality. KUSD has a contract with ARGO language services to ensure that all parents have equal access to district and building information in a language they can understand.
- It is not sufficient for the staff member merely to be bilingual. For example, a staff member who is bilingual may be able to communicate directly with limited English proficient parents in a different language, but may not be able to interpret in and out of that language, or to translate documents.
- Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for parents.

Federal law requires that parents receive information in a language they can understand and access. Translation services from the language acquisition department are used specifically for EL parents for the following:

- Communication of building and district activities
- Communication of school systems and technology ssan
- Family engagement activities
- Communication of Language Development Plans (LDPs)
- Parent/Teacher conferences for ELs

Teachers have access to the request forms on the District website. The language acquisition department also has access to an interpreter service that can be used at the building level by contacting the ESL teacher.

The department of Special Education provides translation and interpretation services through an online interpretation service for Individualized Education Plans (IEPs) and IEP meetings.



Kenosha Unified School adheres to federal and state guidelines for the support and instruction of English Languages Learners. These include guidelines in regard to accommodations, language plans, parent communication in home language, equal access to all school activities and sports, and parent choice to participate in services or waive services. At this time, there is no option for parents to opt their students out of the annual EL assessment (ACCESS for ELLs).

The legal requirements for identifying, supporting, and reclassifying ELs comes from several sources, including federal law and the associated regulatory guidance, court cases, and state law. Guidance for how to meet these requirements is also published by the U.S. Department of Education's Office of Civil Rights.

The core federal law which governs how districts must support ELs is the Elementary and Secondary Education Act (ESEA). The ESEA was enacted in 1965, and contained the first federal language defining equal access to education as a civil rights issue.

The ESEA has been amended several times since it was first signed into law, most notably by the No Child Left Behind Act (NCLB) of 2001, which codified many of the EL-specific rules that we continue to follow today. In 2015 the ESEA was amended by the Every Student Succeeds Act (ESSA), which further clarified our responsibilities as they pertain to ELs.

## Title I and Title III Services

Through the ESEA, students may be eligible for supplemental support services. Title I and Title III provide funds for supplemental support services to English Learners to help students learn English, meet age-appropriate academic achievement standards, and graduate. Under both Title I and Title III, districts are required to notify parents if their student is eligible for supplemental services. Parents' decisions on their child's participation (or lack thereof) in these programs must be knowing and voluntary. Districts may not withhold information about supplemental services, nor push parents to accept or deny services for their child.

Communication to parents about supplemental Title I and/or Title III services extends beyond the required language education programming notification letter provided to parents during initial identification and for the continuation of fundamental language education programming. Title I/Title III services are supplemental to the required language education services a district is required to provide to English Learner students.

## Equal Rights Under the Law

Students who are immigrants have all the same rights as U.S. born students to a free and equal public education. In addition, they receive certain protections to ensure that policies and procedures, which are not barriers for U.S. born students, do not impact their ability to receive the same high-quality education.

The ESEA defines immigrant children and youths as individuals who:

- are aged 3 through 21;
- were not born in any state (defined as each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and
- have not been attending one or more schools in any one or more states for more than 3 full academic years. (Months counted for schooling need not be consecutive.)

Individuals who meet the above definition are immigrants. Immigrants may or may not be ELs depending upon the languages spoken in the student's home, the language of schooling in the student's country of origin, and their level of English proficiency.

The term immigrant as used in Title III is not related to an individual's legal status in the United States.

# GLOSSARY

**7B:** Indicates that a student was previously screened for ESL services and obtained a score denoting English proficiency. This student has not received ESL services.

**ACCESS FOR ELLS:** Assessing Comprehension and Communication in English developed by WIDA. State standardized assessment of ELs used in Wisconsin to determine English proficiency level as required by Title III.

**ACCOMMODATIONS:** Accommodations are used to make content accessible for a student who is still expected to meet grade level goals and expectations.

**CSI:** Collaborative Student Intervention is the process by which students are identified for potential Special Education evaluation through progress monitoring.

**EL:** English Learner

**ELLEAVATION:** Online data management system used in KUSD for ELs. Current Language Development Plans, monitoring paperwork, and documentation are in this system that acts as a supplement to information found in the red folders of a student's cumulative record.

**ELD:** The English Language Development course was developed to support language development.

**ELL:** English Language Learner-previously used term to refer to English Learner.

**ELP:** English Language Proficiency. In Wisconsin, a student's ELP is determined by their performance on the ACCESS for ELLs Test 2.0.

**ESEA:** Elementary and Secondary Education Act of 1965

**ESL:** English as a Second Language

**ESOL:** English for Speakers of Other Languages

**ESSA:** The Elementary and Secondary Education Act of 2015 governs K-12 public education in the United States and replaces NCLB.

**FLEP:** Formerly Limited English Proficient. Some data sources use this to indicate ELs after they have exited the ESL program.

**IEP:** An Individualized Education Plan is developed for students with disabilities and addresses each student's unique educational needs.

**IDEA:** The Individuals with Disabilities Education Act of 2004 ensures that all children have access to a free appropriate public education.

**INTERPRETER:** An individual who translates oral language.

**LANGUAGE DOMAINS:** The four areas assessed by ACCESS for ELLs 2.0 are reading, writing, speaking, and listening.

**LDP:** A Language Development Plan is developed by the ESL teacher in collaboration with content teachers using ELLevation software and includes assessment data, language goals, services, and classroom/assessment accommodations.

**LEP:** The term Limited English Proficient is used in some data sources to indicate students classified as ELs.

**MAP:** The Measures of Academic Progress assessment is administered to KUSD students in grades 2-10 three times per year in the areas of reading and math.

**MODIFICATIONS:** Modifications are afforded to a student through an IEP and are changes to the content that a student is taught.

**MODEL:** Measure of Developing English Language is the screener used for students entering and during kindergarten.

**MONITORING:** Per Title III, all ELs eligible to exit active ESL services as determined by state standardized assessments must continue to be monitored academically for two years to ensure each student is peer competitive.

**ML:** (Multilingual Learner) ML refers to English Language Learner, currently a vocabulary word used in information provided by WIDA, while the federal government continues to use EL for English Learner.

**NCLB:** No Child Left Behind

**NWEA MAP READING FLUENCY:** Online reading assessment that measure foundational reading skills, with an emphasis on oral fluency

**RESOURCE:** A resource room is a standalone space that ELs can visit during the school day for support with content coursework.

**PALS:** (Phonological Awareness Literacy Screening) PALS is a research based screening, diagnostic, and progress monitoring tool given to all 4K-Grade 2 students in Wisconsin. It assesses foundational reading skills.

**PULL OUT:** During pull out instruction, a student or small group is removed from the content classroom for individualized instruction.

**PULL OVER:** During pull over instruction, a student or small group works with an ESL teacher within the content classroom.

**PUSH-IN:** During push-in instruction, ESL services provided during grade level, tier one instruction in the content classroom

**SIS:** Acronym referring to "Student Information System", for KUSD, the SIS is Infinite Campus.

**TRANSLATOR:** An individual who translates written documentation.

**W-APT:** WIDA ACCESS Placement Test that was replaced in 2017 by the WIDA Screener.

**WIDA:** Consortium of states and jurisdictions with a shared framework of standards and assessment. Further information available at WIDA.us.

**WISEDASH:** Wisconsin Information System of Education Data Dashboard allows school personnel to view student data and academic and demographic data while enrolled in their district and any previous data collected about that student throughout the state.

# APPENDICES

## Appendix A: Home Language Survey

- [English Language](#)
- [Spanish Language](#)
- Arabic language
- [Vietnamese Language](#)
- Chinese language

## Appendix B: Parent Approval Form

- [English](#)
- [Spanish](#)

## Appendix C:

- Infinite Campus Update Form

## Appendix D:

- [EL Program Flowchart](#)

## Appendix E: EL Program Exit Letter

- [English](#)
- [Spanish](#)

## Appendix F:

- [Manual Reclassification Form](#)

## Appendix G: Multiple Indicator Protocol Forms

- A: [K-3](#)
- B: [4-12](#)



# Kenosha Unified

SCHOOL DISTRICT

## The Wisconsin HLS Form

*\*For changes to this form, see HLS Modification section (above)*

### Student Information

Date:		
First Name:	Middle Initial:	Last Name:
School Name:	Grade:	Date of Birth: (mm/dd/yyyy)
District:	District ID:	
Language(s) <b>other than English</b> used by student:		

### Parent/Guardian Information

First Name:	Last Name:	Relationship to Student:
First Name:	Last Name:	Relationship to Student:

Parental/Guardian preference for languages used for school communications (may be multiple):

Parental/Guardian name: \_\_\_\_\_  
 Oral: \_\_\_\_\_  
 Written: \_\_\_\_\_

Parental/Guardian name: \_\_\_\_\_  
 Oral: \_\_\_\_\_  
 Written: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date of Administration: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Purpose

The information on this form helps us identify students who may need help to develop the English language skills necessary for success in school. Language testing may be necessary to determine if language supports are needed by your child.

Answers will not be used for determining legal status or for immigration purposes. If your child is identified as eligible for English language services, you may decline some or all of the services offered to your child.

## Section 1

1. Was the first language used by this student English?

Yes: Go to Question 2

No: Go to Question 3

2. When at home, does this student hear or use a language other than English more than half of the time?

Yes: Go to Question 4

No: Student is not eligible for ELP Screening. HLS is complete. Go to Section 2.

3. When at home, does this student hear or use a language other than English more than half of the time?

Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.

No: Go to Question 4

4. When interacting with their parents or guardians, does this student hear or use a language other than English more than half of the time?

Yes: Administer ELP Screener. Record other language(s). HLS is complete. Go to Section 2.

No: Go to Question 5

5. When interacting with caregivers other than their parents or guardians, does this student hear or use a language other than English more than half of the time?

Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.

No: Go to Question 6

6. When interacting with their siblings or other children in their home, does this student hear or use a language other than English more than half of the time?

Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.

No: Go to Question 7

7. Is this student a Native American, Native Alaskan, or Native Hawaiian?

Yes: Go to Question 8

No: Go to Question 9

8. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?

Yes: Administer ELP screener. Record other language(s). HLS is complete. Go to Section 2.  
No: Go to Question 9

9. Has this student recently moved from another school district where they were identified as an English Learner?

Yes: Rescreen the student if they meet the criteria for rescreening. See EL Policy Handbook.  
Otherwise, student's ELP should be carried over from the sending district.  
No: Student is not eligible for ELP Screening. HLS is complete. Go to Section 2.

---

## Section 2

HLS Result: **Screen** / **Do not Screen** (circle one)

1. ¿Fue inglés el primer idioma que uso este estudiante ?

Si: Vaya a la Pregunta 2

No: Vaya a la Pregunta 3

2. ¿Cuando está en casa, este estudiante oye o usa otro idioma que no es inglés, por más de la mitad del tiempo?

Si: Vaya a la Pregunta 4

No: EL estudiante no es elegible para la proyección ELP. HLS está completo. Vaya a la Sesión 2.

3. ¿Cuando está en casa, este estudiante oye o usa otro idioma que no es inglés, por más de la mitad del tiempo?

Si: Administrar la proyección ELP. Registrar otro idioma (s). HLS esta completo. Vaya a la Sesión 2.

No: Vaya a la Sesión 4

4. ¿Al interactuar con sus padres o tutores, este estudiante oye o usa otro idioma que no es inglés, por más de la mitad del tiempo?

Si: Administrar la proyección ELP. Registrar el otro idioma (s). HLS esta completo. Vaya a la Sesión 2.

No: Vaya a la Pregunta 5

5. ¿Al interactuar con otros cuidadores que no es el padre o tutor, este estudiante oye o usa otro idioma que no es inglés, por más de la mitad del tiempo?

Si: Administrar la proyección ELP. Registrar el otro idioma (s). HLS esta completo. Vaya a la Sesión 2.

No: Vaya a la pregunta 6

6. Al interactuar con hermanos (as)u otros niños en casa, este estudiante oye o usa otro idioma que no es inglés, por más de la mitad del tiempo?

Si: Administrar la proyección ELP. Registrar el otro idioma (s). HLS esta completo. Vaya a la Sesión 2.

No: Ir a la Pregunta 7

7. Es Este estudiante Americano Nativo , Nativo de Alaska, o Nativo de Hawaii?

Si: Ir a la Pregunta 8

No: Ir a la Pregunta 9

8.¿El lenguaje de este estudiante está influenciado por un idioma tribal a través de un padre, abuelo, pariente o tutor?

Si: Administrar la proyección ELP. Registrar el otro idioma (s). HLS está completo. Vaya a la Sesión 2.

No: Ir a la Pregunta 9

9. ¿Este estudiante se ha mudado recientemente de otro distrito escolar, donde se identificó como un aprendiz de inglés?

Si: Volver a evaluar al estudiante, para ver si cumple con los criterios para ser seleccionado. Ver el manual de políticas EL. De lo contrario, el ELP del estudiante debe ser transferido del distrito anterior.

No: El estudiante no es elegible para volver a ser evaluado ELP . HLS está completo. Vaya a la Sesión 2.



## Form A1-3: Grades K-3

## Classroom Observation Cover Sheet/Summary Sheet/Result

The *Classroom Observation* MIP is designed to be administered in a classroom to capture supplemental information on a student's language use to aid in EL classification. A copy of this Cover sheet should be kept in the student's academic record. This supplements the results of an ELP screener, but cannot serve as the sole measure of English proficiency.

Section 1: Demographic Information				
Student Name:		Student ID:		Date:
School:	Class:		Age:	IEP? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
L1:	ACCESS/Screener Score:	Current ELP Level:		
Observer Name:		Position:		
Section 2: Language Learning Environment				
Subject:				
Learning Goal:				
Topic:				
Linguistic Environment (mark one in each row)	<input type="checkbox"/> Teacher-directed interaction (such as modeling, debriefing)		<input type="checkbox"/> Student-directed interaction (such as presentation, debate)	
	<input type="checkbox"/> Students working independently	<input type="checkbox"/> Students working together (no or intermittent teacher facilitation)	<input type="checkbox"/> Students working together, facilitated by the teacher in large group or small group	
Learning Environment Notes: <sup>3</sup>				

<sup>3</sup>Are there any unique circumstances or potential distractions? (fire drill, disruption, special event?)

Classroom Observation Summary Scoring Sheet				
Key Use Language Category	Interaction	Listening	Speaking	Reading
Student Demonstrates Proficiency	<input type="checkbox"/> Yes <input type="checkbox"/> Additional Language Support Needed	<input type="checkbox"/> Yes <input type="checkbox"/> Additional Language Support Needed	<input type="checkbox"/> Yes <input type="checkbox"/> Additional Language Support Needed	<input type="checkbox"/> Yes <input type="checkbox"/> Additional Language Support Needed
The student must be evaluated in at least 3 of the categories listed above. <sup>2</sup> If the student scores <b>Yes</b> for proficiency in all of the Key Language Use Categories evaluated, the student has demonstrated English proficiency. If the student does not score <b>Yes</b> in all of the categories evaluated, they have not shown evidence of English proficiency. Mark the result below.				

<sup>2</sup>Key Language Use Categories for first semester Kindergarten screening are Interaction, Speaking and Listening

Classroom Observation MIP EL Determination	
<b>Student Demonstrates English Proficiency:</b>  <input type="checkbox"/> Yes  <input type="checkbox"/> No	<b>Classroom MIP Used For (mark 1 only):</b>  <input type="checkbox"/> Initial EL Determination <input type="checkbox"/> Exiting EL Designation <input type="checkbox"/> Re-designation/evaluation

WIDA. (2015). THE EARLY YEARS: Observing Language Use to Promote Dual Language Development. Board of Regents at the University of Wisconsin System. Retrieved from <https://www.wida.us/get.aspx?id=1902>.

Molle, D., Linqanti, R., MacDonald, R., & Cook, H. G. (2016). Discerning—and fostering—what English Learners can do with language: Guidance on gathering and interpreting complementary evidence of classroom language uses for reclassification decisions. Washington DC: Council of Chief State School Officers.

<http://www.ccsso.org/resource-library/discerning-and-fostering-what-english-learners-can-do-language-0>

*Specific Learning Disability Assessment and Decision-Making Technical Assistance Guide* (pp .27-28). (2003, January). Madison, WI: Wisconsin Department of Public Instruction.

## Form A4: Grades K-3

Student Name: \_\_\_\_\_

## Classroom Observation Scoring Rubric

Date: \_\_\_\_\_

Observe the student as they engage in a typical classroom activity. Make a mark in each cell for Evidence Observed when the student is observed engaging in proficient English in a Language Use Activity. Resolve any question marks (?) prior to completing the observation. After completing the observation, complete the scoring section for each category. Transfer these summary scores to Form 3: *Classroom Observation Summary Sheet*.

K e y U s e : I N T E R A C T I O N	Language Use Activity	Observed	?	Notes
	Engages in shorter social exchanges with peers, and sustains conversations with little or no structured support.			
	Uses cues and existing language frames to model responses and to further conversations that are familiar, of personal interest, or connected to everyday life.			
	Initiates social conversations and exchanges or demonstrates that they can enter into and sustain a social conversation without prompting.			
	Independently formulates ideas and opinions with precision and relates contributions skillfully to those of other speakers.			
	Uses language spontaneously, flexibly, and effectively for social and academic purposes, even when engaging on unfamiliar or uncommon topics.			
<p><i>Interaction Scoring: Student is proficient if they show evidence of proficiency in 3 of 5 Language Use Activities above.</i></p>		<p><b>Overall Interaction Proficiency:</b>  <input type="checkbox"/>Yes    <input type="checkbox"/>Needs additional language support</p>		

K e y U s e : L I S T E N I N G	Language Use Activity	Observed	?	Notes
	<b>Main Idea:</b> Understands the main points in structured speech on familiar topics in discussions with the teacher or other students.			
	Understands extended speech even when it is not clearly structured and when main idea and relationship connections are only implied and not signaled explicitly.			
	Understands common words and phrases and shows a moderate understanding of contextualized academic vocabulary.			
	Is able to derive understanding of uncommon phrases or academic vocabulary using context.			
<p><i>Listening Scoring: Student is proficient if they show evidence of proficiency in 3 of 4 Language Use Activities described above.</i></p>		<p><b>Overall Listening Proficiency:</b>  <input type="checkbox"/>Yes    <input type="checkbox"/>Needs additional language support</p>		

K e y U s e : S P E A K I N G	Language Use Activity	Observed	?	Notes
	<b>Syntax:</b> Uses short, simple sentences or phrases to talk in simple terms and connects phrases to talk about familiar topics using simple sentences.			
	Presents clear, detailed descriptions of complex topics using some variation in text structures and patterns appropriate for the grade level.			
	<b>Reasoning:</b> States opinions with contextualized reasons given for support.			
	Gives extended reasons or explanations for reactions, opinions, or plans.			
	<div> <div></div> <div> <b>Overall Speaking Proficiency:</b>  <input type="checkbox"/>Yes    <input type="checkbox"/>Needs additional language support </div> </div> <p><i>Speaking Scoring: Student is proficient if they show evidence of proficiency in 3 of 4 Language Use Activities described above.</i></p>			

K e y U s e : R E A D I N G	Language Use Activity	Observed	?	Notes
	<b>Literal language:</b> Reads very short, simple texts and can find specific, predictable information in everyday materials (such as co-constructed letters e.g.: class letter), schedules, and menus).			
	Understand texts with a familiar organization which include high- frequency content-specific language.			
	Understands longer texts and can categorize the purpose of a text. (Stories vs information, e.g.)			
	<b>Key details:</b> With supplemental text structure support ( <i>pictures, graphic organizers, or oral cues</i> ) can identify key ideas in a text, or main story elements (characters, plot, etc.)			
	Independently identifies key ideas from text or main elements.			
	Independently identifies key details from a story, and can recount the moral or message of text/story.			
	<div> <div></div> <div> <b>Overall Reading Proficiency:</b>  <input type="checkbox"/>Yes    <input type="checkbox"/>Needs additional language support </div> </div> <p><i>Reading Scoring: Student is proficient if they show evidence of proficiency in 4 of 6 Language Use Activities above.</i></p>			

\*Rubric adapted from CCSSO's [Discerning - and Fostering - What English Learners Can Do With Language](#)

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KENOSHA UNIFIED SCHOOL DISTRICT

**Diversity  
Recruitment &  
Retention:  
*May 2022 Update*  
*Presented by Christine Steiner/HR***



# Agenda

- 2021-22 New hire data
- Recruitment & Retention Plan initiatives update
  - Data
    - KUSD 2017-2022
    - Comparison Big 5 School Districts 2020-2022
  - Recruitment message
  - University/College relationships
  - Target recruitment
  - Educators Rising
  - Professional development
- Questions?



# 2021-22 New Hire Data

New hires race/ethnicity by position 8/1/21-5/5/22, FTE and Part-Time, Total 422

Race / Ethnicity	Teachers	Substitute Teachers	Administrative Supervisory, Technical	Educational Support Assistant	Part-time personnel	Noon-hour Monitor	Administrative Support	Service: custodial	TOTAL
Asian	2	4	0	0	3	0	0	0	9
Black/African American	9	6	2	6	24	1	1	0	49
Hispanic/Latinx	0	2	0	0	2	0	0	0	4
American Indian/Alaskan Native	1	1	0	0	0	0	0	0	2
Two or More races	1	4	0	1	4	1	1	0	12
White	114	78	7	24	94	11	8	4	340
Non-disclosed *	0	4	0	0	1	1	0	0	6

\* Disclosure of race is voluntary.



# Initiative: Data

## Kenosha Unified School District

### FTE Staff by Ethnicity and Gender 2017-2022

Source: WISEDash

Kenosha Unified School District(KUSD)							
Ethnicity & Gender	Year	2017	2018	2019	2020	2021	2022
American Indian or Alaska Native (I)	Female (I)	↓ 0.16%	↓ 0.16%	↑ 0.19%	↓ 0.16%	↑ 0.20%	↑ 0.20%
	Male (I)	→ 0.04%	→ 0.04%	↓ 0.04%	↑ 0.04%	↑ 0.04%	→ 0.04%
Asian (A)	Female (A)	↓ 0.46%	↓ 0.46%	↓ 0.46%	↓ 0.41%	↓ 0.41%	↑ 0.59%
	Male (A)	↑ 0.08%	↑ 0.08%	↑ 0.08%	↓ 0.04%	↓ 0.04%	↑ 0.08%
Black / African American (B)	Female (B)	↑ 2.97%	↑ 2.97%	→ 2.83%	↓ 2.72%	↓ 2.61%	→ 2.85%
	Male (B)	↑ 2.08%	↑ 2.08%	↑ 2.01%	↓ 1.71%	↓ 1.78%	↓ 1.75%
Hispanic / Latino (H)	Female (H)	↓ 3.42%	↓ 3.42%	↓ 3.64%	→ 3.80%	↑ 4.34%	↑ 4.39%
	Male (H)	↓ 1.09%	↓ 1.09%	↑ 1.27%	→ 1.24%	→ 1.19%	↑ 1.33%
Native Hawaiian / Other Pacific Islander (P)	Female (P)	0.00%	0.00%	0.04%	0.00%	0.00%	0.00%
	Male (P)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
White (W)	Female (W)	↑ 69.29%	↑ 69.29%	↑ 68.77%	↑ 68.79%	→ 68.27%	↓ 67.15%
	Male (W)	↓ 20.41%	↓ 20.41%	↓ 20.66%	→ 21.08%	→ 21.11%	↑ 21.62%
Two or More Races (T)	Female (T)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Male (T)	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%





# Initiative: Data

## Comparison KUSD – Racine Unified School District FTE Staff by Ethnicity and Gender 2020-2022

Source: WISEDash

Kenosha Unified School District(KUSD)				
Ethnicity & Gender	Year	2020	2021	2022
American Indian or Alaska Native (I)	Female (I)	↓ 0.16%	↑ 0.20%	↑ 0.20%
	Male (I)	↑ 0.04%	↑ 0.04%	→ 0.04%
Asian (A)	Female (A)	↓ 0.41%	↓ 0.41%	↑ 0.59%
	Male (A)	↓ 0.04%	↓ 0.04%	↑ 0.08%
Black / African American (B)	Female (B)	↓ 2.72%	↓ 2.61%	→ 2.85%
	Male (B)	↓ 1.71%	↓ 1.78%	↓ 1.75%
Hispanic / Latino (H)	Female (H)	→ 3.80%	↑ 4.34%	↑ 4.39%
	Male (H)	→ 1.24%	→ 1.19%	↑ 1.33%
Native Hawaiian / Other Pacific Islander (P)	Female (P)	0.00%	0.00%	0.00%
	Male (P)	0.00%	0.00%	0.00%
White (W)	Female (W)	↑ 68.79%	→ 68.27%	↓ 67.15%
	Male (W)	→ 21.08%	→ 21.11%	↑ 21.62%
Two or More Races (T)	Female (T)	0.00%	0.00%	0.00%
	Male (T)	0.00%	0.00%	0.00%

Racine Unified School District (RUSD)				
Ethnicity & Gender	Year	2020	2021	2022
American Indian or Alaska Native (I)	Female (I)	↓ 0.11%	↓ 0.13%	↓ 0.12%
	Male (I)	→ 0.07%	→ 0.04%	↓ 0.00%
Asian (A)	Female (A)	↓ 0.38%	↓ 0.31%	↑ 0.63%
	Male (A)	↓ 0.11%	↑ 0.17%	↑ 0.19%
Black / African American (B)	Female (B)	↑ 6.21%	→ 5.87%	↑ 6.50%
	Male (B)	↑ 3.56%	↑ 3.59%	→ 3.48%
Hispanic / Latino (H)	Female (H)	→ 6.77%	↑ 6.83%	↑ 7.39%
	Male (H)	→ 2.37%	↑ 2.69%	↑ 2.85%
Native Hawaiian / Other Pacific Islander (P)	Female (P)	0.00%	0.00%	0.00%
	Male (P)	0.00%	0.00%	0.01%
White (W)	Female (W)	→ 58.18%	→ 57.95%	↓ 56.48%
	Male (W)	↓ 20.55%	↓ 20.59%	↓ 20.32%
Two or More Races (T)	Female (T)	→ 1.07%	↑ 1.13%	↑ 1.24%
	Male (T)	→ 0.60%	↑ 0.70%	↑ 0.78%



# Initiative: Data

## Comparison KUSD – Milwaukee Public Schools

### FTE Staff by Ethnicity and Gender 2020-2022

Source: WISEDash

Kenosha Unified School District(KUSD)				
Ethnicity & Gender	Year	2020	2021	2022
American Indian or Alaska Native (I)	Female (I)	↓ 0.16%	↑ 0.20%	↑ 0.20%
	Male (I)	↑ 0.04%	↑ 0.04%	→ 0.04%
Asian (A)	Female (A)	↓ 0.41%	↓ 0.41%	↑ 0.59%
	Male (A)	↓ 0.04%	↓ 0.04%	↑ 0.08%
Black / African American (B)	Female (B)	↓ 2.72%	↓ 2.61%	→ 2.85%
	Male (B)	↓ 1.71%	↓ 1.78%	↓ 1.75%
Hispanic / Latino (H)	Female (H)	→ 3.80%	↑ 4.34%	↑ 4.39%
	Male (H)	→ 1.24%	→ 1.19%	↑ 1.33%
Native Hawaiian / Other Pacific Islander (P)	Female (P)	0.00%	0.00%	0.00%
	Male (P)	0.00%	0.00%	0.00%
White (W)	Female (W)	↑ 68.79%	→ 68.27%	↓ 67.15%
	Male (W)	→ 21.08%	→ 21.11%	↑ 21.62%
Two or More Races (T)	Female (T)	0.00%	0.00%	0.00%
	Male (T)	0.00%	0.00%	0.00%

Milwaukee Public Schools (MPS)				
Ethnicity & Gender	Year	2020	2021	2022
American Indian or Alaska Native (I)	Female (I)	↓ 0.38%	↓ 0.39%	↓ 0.37%
	Male (I)	↓ 0.13%	→ 0.14%	↓ 0.12%
Asian (A)	Female (A)	↑ 1.74%	↑ 1.79%	↑ 1.77%
	Male (A)	→ 0.70%	↓ 0.69%	↓ 0.66%
Black / African American (B)	Female (B)	↑ 24.52%	↑ 24.67%	↑ 24.74%
	Male (B)	→ 9.88%	→ 9.68%	↓ 9.27%
Hispanic / Latino (H)	Female (H)	↑ 8.43%	↑ 8.70%	↑ 9.01%
	Male (H)	→ 2.65%	↑ 2.73%	↑ 2.68%
Native Hawaiian / Other Pacific Islander (P)	Female (P)	↑ 0.04%	↓ 0.03%	↓ 0.03%
	Male (P)	0.00%	0.00%	0.00%
White (W)	Female (W)	↓ 36.96%	↓ 36.66%	↓ 36.77%
	Male (W)	↓ 13.78%	↓ 13.63%	↓ 13.75%
Two or More Races (T)	Female (T)	↑ 0.65%	↑ 0.71%	↑ 0.67%
	Male (T)	↑ 0.14%	↑ 0.17%	↑ 0.16%



# Initiative: Data

## Comparison KUSD – Madison Metropolitan School District FTE Staff by Ethnicity and Gender 2020-2022

Source: WISEDash

Kenosha Unified School District(KUSD)				
Ethnicity & Gender	Year	2020	2021	2022
American Indian or Alaska Native (I)	Female (I)	↓ 0.16%	↑ 0.20%	↑ 0.20%
	Male (I)	↑ 0.04%	↑ 0.04%	→ 0.04%
Asian (A)	Female (A)	↓ 0.41%	↓ 0.41%	↑ 0.59%
	Male (A)	↓ 0.04%	↓ 0.04%	↑ 0.08%
Black / African American (B)	Female (B)	↓ 2.72%	↓ 2.61%	→ 2.85%
	Male (B)	↓ 1.71%	↓ 1.78%	↓ 1.75%
Hispanic / Latino (H)	Female (H)	→ 3.80%	↑ 4.34%	↑ 4.39%
	Male (H)	→ 1.24%	→ 1.19%	↑ 1.33%
Native Hawaiian / Other Pacific Islander (P)	Female (P)	0.00%	0.00%	0.00%
	Male (P)	0.00%	0.00%	0.00%
White (W)	Female (W)	↑ 68.79%	→ 68.27%	↓ 67.15%
	Male (W)	→ 21.08%	→ 21.11%	↑ 21.62%
Two or More Races (T)	Female (T)	0.00%	0.00%	0.00%
	Male (T)	0.00%	0.00%	0.00%

Madison Metropolitan School District (MMSD)				
Ethnicity & Gender	Year	2020	2021	2022
American Indian or Alaska Native (I)	Female (I)	↓ 0.51%	↓ 0.51%	↑ 0.66%
	Male (I)	→ 0.10%	↓ 0.07%	↓ 0.05%
Asian (A)	Female (A)	→ 2.16%	↑ 2.27%	↑ 2.33%
	Male (A)	→ 0.80%	↑ 0.83%	→ 0.81%
Black / African American (B)	Female (B)	↓ 4.32%	→ 4.66%	→ 4.76%
	Male (B)	→ 3.32%	→ 3.46%	↑ 3.77%
Hispanic / Latino (H)	Female (H)	↓ 5.11%	→ 5.58%	↑ 5.92%
	Male (H)	→ 2.16%	→ 2.17%	↑ 2.41%
Native Hawaiian / Other Pacific Islander (P)	Female (P)	↑ 0.13%	↓ 0.10%	↓ 0.07%
	Male (P)	↓ 0.02%	↓ 0.03%	↓ 0.03%
White (W)	Female (W)	↑ 60.97%	→ 59.88%	↓ 58.94%
	Male (W)	→ 19.42%	→ 19.41%	↓ 18.85%
Two or More Races (T)	Female (T)	→ 0.73%	↑ 0.81%	↑ 1.04%
	Male (T)	→ 0.25%	↓ 0.23%	↑ 0.36%



# Initiative: Data

## Comparison KUSD – Green Bay Area Public School District FTE Staff by Ethnicity and Gender 2020-2022

Source: WISEDash

Kenosha Unified School District(KUSD)				
Ethnicity & Gender	Year	2020	2021	2022
American Indian or Alaska Native (I)	Female (I)	↓ 0.16%	↑ 0.20%	↑ 0.20%
	Male (I)	↑ 0.04%	↑ 0.04%	→ 0.04%
Asian (A)	Female (A)	↓ 0.41%	↓ 0.41%	↑ 0.59%
	Male (A)	↓ 0.04%	↓ 0.04%	↑ 0.08%
Black / African American (B)	Female (B)	↓ 2.72%	↓ 2.61%	→ 2.85%
	Male (B)	↓ 1.71%	↓ 1.78%	↓ 1.75%
Hispanic / Latino (H)	Female (H)	→ 3.80%	↑ 4.34%	↑ 4.39%
	Male (H)	→ 1.24%	→ 1.19%	↑ 1.33%
Native Hawaiian / Other Pacific Islander (P)	Female (P)	0.00%	0.00%	0.00%
	Male (P)	0.00%	0.00%	0.00%
White (W)	Female (W)	↑ 68.79%	→ 68.27%	↓ 67.15%
	Male (W)	→ 21.08%	→ 21.11%	↑ 21.62%
Two or More Races (T)	Female (T)	0.00%	0.00%	0.00%
	Male (T)	0.00%	0.00%	0.00%

Green Bay Area Public School District (GBAPSD)				
Ethnicity & Gender	Year	2020	2021	2022
American Indian or Alaska Native (I)	Female (I)	→ 0.27%	↑ 0.37%	↑ 0.44%
	Male (I)	→ 0.06%	↑ 0.12%	↑ 0.09%
Asian (A)	Female (A)	↑ 1.71%	→ 1.63%	↓ 1.60%
	Male (A)	↑ 0.40%	↓ 0.34%	→ 0.38%
Black / African American (B)	Female (B)	→ 0.71%	↑ 0.76%	↑ 0.77%
	Male (B)	↓ 0.53%	→ 0.66%	→ 0.63%
Hispanic / Latino (H)	Female (H)	↓ 3.13%	→ 3.41%	↑ 3.91%
	Male (H)	↑ 1.24%	→ 1.10%	→ 1.03%
Native Hawaiian / Other Pacific Islander (P)	Female (P)	↑ 0.06%	↓ 0.04%	↓ 0.04%
	Male (P)	↑ 0.06%	↑ 0.06%	↓ 0.04%
White (W)	Female (W)	→ 71.45%	→ 71.42%	↓ 70.84%
	Male (W)	↓ 19.90%	↓ 19.74%	↓ 19.80%
Two or More Races (T)	Female (T)	→ 0.35%	↓ 0.27%	→ 0.39%
	Male (T)	→ 0.11%	→ 0.07%	↓ 0.04%



# Initiative: Recruitment message

Partner: Communications & Equity team

- Highlighting the need for teachers and staff from all backgrounds
- Building awareness of Kenosha along I94 corridor between Milwaukee and Chicago
  - <https://lifebalancedkenosha.com/>

**YOUR FUTURE BEGINS HERE**

- Are you looking for a challenging career?
- Can you create an environment that promotes student growth and development?
- Are you an energetic leader?
- Do you have the courage to stand up for youth who need an advocate?
- Can you demonstrate the use of today's technology?

KUSD offers competitive salaries and excellent benefits.

**APPLY TODAY!**   
**KUSD.EDU/EMPLOYMENT**

**Why choose KUSD?**  
Scan the QR Code below.



  
Kenosha Unified  
School District



# Initiative: University/College relationships

- Have provided Education Departments at the following universities with KUSD open positions information:
  - UW Milwaukee
  - Harris-Stowe State University
  - University of Illinois - Chicago
  - Central State University, Ohio
  - As well as local colleges/universities such as Carthage and UW Parkside
- Strengthening relationships with local programs
  - Student teaching / observing
  - Accelerated Certification for Teachers
    - *Great for second careers!*
    - *Fantastic for next steps for Education Support roles*



# Initiative: Targeted Recruitment

- Attended Education Career fairs in March-April
  - Diversity in Education (online)
  - University of Illinois – Chicago (online)
  - University of Illinois – Champaign (online)
  - CESA #1 – in person
- As noted, have provided Education Departments at a number of universities with KUSD open positions information.
  - Directs audience to KUSD website and WECAN links to KUSD positions.
  - Directs audience to KABA Life Balanced site





# Initiative: Educators Rising Program

## *Partner: Teaching & Learning*

- Partnership with Carthage College and UW-Parkside
- Offered to KUSD students (10<sup>th</sup> & 11<sup>th</sup> grade)
- Course 1: Foundations of Education
- Course 2: Child and adolescent development
- Course 3: Teaching and Supporting Learners with Diverse Characteristics and Needs
- Course 4: Foundations in Urban Education

27  
Apr

## EDUCATORS RISING

Educators Rising is a program offered to 10th and 11th grade KUSD students free of charge through a partnership with Carthage College and UW-Parkside. Educators Rising allows students interested in becoming an educator to earn up to 13 college credits while simultaneously earning high school credit.

There are a total of four elective courses that must be taken in sequential order to advance through the program, with each one counting toward the total high school credit allotment.

Courses will be held virtually on Wednesday evenings from 6-9 p.m.





# Initiative: Professional Development

## Partner: Equity team & Professional Learning

- Working with the Equity team and KUSD Professional Learning to develop a sustainable equity training plan
- Building an online onboarding tool for new employees
  - Engages new employees by setting tone and providing useful information in one location
  - Working with Professional Learning to develop training specific to new employees
  - Helps new hires feel more included and valued

# THANK YOU

## Any questions?

You can find me at:  
[csteiner@kUSD.edu](mailto:csteiner@kUSD.edu)



kUSD.edu



KenoshaSchools



KenoshaSchools



KUSD



KenoshaSchools

Kenosha Unified School District  
Kenosha, Wisconsin

May 24, 2022  
Board of Education Meeting

**POLICY AND RULE 5437 - THREATS/ASSAULTS AND ADMINISTRATIVE REGULATION 5437**

**Background:**

To ensure KUSD practices and procedures align with Policy and Rule 5437 and Administrative Regulation 5437, both have been reviewed and updated.

The majority of edits include eliminating the administrative regulation and reducing repetitive statements in the current policy and rule in an effort to streamline the content for ease of reading and understanding. Additional language was added to allow the administration to assess the legitimacy of threats, as well as language to reflect threats of mass violence toward district staff, students, and/or buildings. Language was also added to ensure any other visitor to District property (e.g. contractors, volunteers, visitors, etc.) is covered by this policy.

Finally, statutory references were also updated. One addition is the reference to Wis. Stat. §947.019, which states any individual who threatens to cause the death of or bodily harm to others or to damage any person's property (including District property) under any of the circumstances enumerated in the statute is guilty of a Class I felony. This statute is relevant to include in the policy/rule because it would encompass bomb or school shooting threats. Another addition is the reference to Wis. Stat. § 175.32, which mandates that the District immediately notify law enforcement for any serious and immediate threat to the health or safety of a student, District employee, or the public. This statute also encompasses any bomb or school shooting threats.

**Administration Recommendation:**

Administration recommends that the board approve the proposed revisions to Policy and Rule 5437 - Threats/Assaults, as well as the elimination of Administrative Regulation 5437 - Threats/Assaults, as a first reading on May 24, 2022, and a second reading on June 28, 2022.

Bethany Ormseth, Ed.D  
Interim Superintendent of Schools

Tanya Ruder  
Chief Communications Officer

William Haithcock  
Interim Chief of School Leadership

Kim Fischer  
Regional Coordinator of Secondary School Leadership

Anthony Casper  
eSchool Principal and Administrative Review Chair

POLICY 5437  
THREATS/ASSAULTS

Students are prohibited from engaging in any of the following actions:

1. fighting with, physically assaulting, or threatening (through verbal, written, electronic, or other forms of communication) other students, ~~and/or District employees, and/or any other visitor to District property, including but not limited to the making of death threats;~~
2. sexually assaulting (as defined under state law) other students, ~~and/or District employees, and/or any other visitor to District property;~~
3. ~~threatening (through verbal, written, electronic, or other forms of communication) District employees, including but not limited to the making of death threats;~~
4. ~~3. physically assaulting District employees;~~
5. ~~4. knowingly conveying (through verbal, written, electronic or other forms of communication) any threat or false information, knowing such to be false, concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives or firearms;~~
6. ~~5. extortion of students, District employees, and/or any other visitor to District property students.~~

**Law enforcement contact and disciplinary action for violation of this policy is outlined in Rule 5437. In addition, s**~~Students violating this policy may be referred to law enforcement for prosecution under applicable laws and/or subject to school disciplinary action as specified under Rule 5437.~~

LEGAL REF.: Wisconsin Statutes -Chapters 940, 943, and 948

Wisconsin Statutes Sections:

48.981

120.13(1)

**175.32**

895.035

947.015

**947.019**

CROSS REF.	5111	Bullying/Harassment/Hate
	5430	Student Conduct and Discipline
	5436	Weapons
	5436.1	Fires, Fire Alarms, Explosives, Firecrackers, and Spray Devices
	5473	Suspension
	5474	Student Expulsion
	5475	Students with Disabilities

ADMINISTRATIVE REGULATIONS: None

REVISED: May 25, 1999  
November 15, 2016  
**May 24, 2022**

RULE 5437  
THREATS/ASSAULT

Students may be disciplined as provided under this Rule only if doing so is consistent with state and federal laws and regulations and established District policies, rules, and regulations, including but not limited to, those pertaining to student conduct and discipline, suspension, expulsion, and discipline of students with disabilities.

**1. Fighting With, Physically Assaulting, or Threatening Other Students, ~~and/or District Staff, and/or Any Other Visitor to District Property~~**

Students involved in fighting, physically assaulting, or threatening (through verbal, written, electronic, or other forms of communication) other students, ~~and/or District staff, and/or any other visitor to District property~~ may face disciplinary action, suspension, and/or referral to the Administrative Review Committee for -expulsion consideration, **as specified below:** ~~depending upon the seriousness of the incident.~~

- a. ~~Student fights in any area of the school building or grounds must be reported immediately to the principal/designee. The student may be required to submit, in writing, the causes of the fight and possible solutions. If a the fight was of a serious in nature or if a student is involved in the fight is repeated incidents of fighting, the student will be suspended and referred referral will be made to the Administrative Review -Committee for expulsion consideration.~~
- b. In the case of a death threat **or threat of extreme bodily harm** ~~(that is communicated through verbally, in writing, electronically, or through other forms of communication), the Administrator and/or designee will assess the legitimacy of the threat using defined District Threat Assessment procedures. Contingent on the outcome of the assessment, the student may be~~ will be suspended and referred to the Administrative Review Committee for expulsion consideration. ~~and law enforcement officials will be notified.~~
- c. Physical assault ~~on another student~~ will result in a suspension and possible referral to the Administrative Review Committee for expulsion consideration. **Criminal and/or civil action may also be taken by the school employee or student.**
- ~~e.d.~~ Any threat that compromises the health or safety of the building or its members through mass violence may result in disciplinary action, including suspension and referral to the Administrative Review Committee for expulsion consideration. **Administrator and/or designee will assess the legitimacy of the threat using defined District Threat Assessment procedures.**
- ~~d.e.~~ In all instances noted above, ~~depending on the seriousness of the offense,~~ law enforcement officials may be notified. **Additionally, criminal and/or civil action may result.** However, prosecution under state law and/or the settlement of a monetary reimbursement ~~is the responsibility of the offended.~~

**2. Sexual Assault on Another Student, ~~and/or District Employee, and/or Any Other Visitor to District Property~~**

Students who sexually assault (as defined under state law) another student, ~~and/or District employee, and/or any other visitor to District property~~ will be subject to disciplinary action, including immediate suspension and referral to the Administrative Review Committee for expulsion consideration. Children and Family Services and law enforcement officials will be notified.

**3. Threats Toward District Employees**

~~Students who threaten District employees (through verbal, written, electronic, or other forms of~~

~~communication), including but not limited to the making of death threats, will be subject to immediate suspension and referral to the Administrative Review Committee for expulsion consideration. In the case of a death threat communicated verbally, in writing, electronically, or through other forms of communication, law enforcement officials will be notified. In the case of a threat other than a death threat, law enforcement officials may be notified depending on the seriousness of the offense.~~

~~4. Physical Assault on District Employees~~

~~Students who physically assault a District employee will be subject to immediate suspension and referral to the Administrative Review Committee for expulsion consideration. Law enforcement officials will be notified. Criminal and/or civil action may also be taken by the school employee.~~

**RULE 5437**

**THREATS/ASSAULT**

**Page 2**

**5.3. Bomb and/or School Shooting Threats/Scares**

Students who knowingly convey (through verbal, written, electronic, or other forms of communication) any threat or false information, **knowing such to be false**, concerning an attempt or alleged attempt being made or to be made to destroy any school property **or to cause bodily harm to others** by means of explosives **or firearms** will be subject to immediate suspension and referral to the Administrative Review Committee for expulsion consideration.

Law enforcement officials will be notified, as **Wis. Stat. § 175.32 mandates immediate notification to law enforcement for any serious and imminent threat to the health or safety of a student, District employee, or the public. Additionally,** ~~Wis. Stat. § 947.015 makes it a Class I Felony to intentionally convey or cause to be conveyed any threat or false information, knowing such to be false, concerning an attempt or alleged attempt being made or to be made to destroy any property by the means of explosives).~~ **Additionally, Wis. Stat. § 947.019 generally states that any individual who makes real or false claims threatening to cause death or bodily harm to any person or damage to District property (which would include threats regarding shootings, bomb threats) or to cause any other bodily harm to others or District property is guilty of a Class I felony.** Restitution will be expected from the parent/guardian and/or the student to the extent permitted under the law.

**6.4. Extortion of Another Student, District Employee, or Any Other Visitor to District Property or Another Student**

A student practicing or attempting extortion of **another student, District employee, or any other visitor to District property** ~~another student~~ will be subject to immediate suspension and referral to the Administrative Review Committee for expulsion consideration. ~~Corrective action will be taken. Restitution will be expected from the parent/guardian and/or the student to the extent permitted under the law. Depending on the seriousness of the offense, law enforcement officials may be notified.~~

~~Students may be disciplined as provided under this Rule only if doing so is consistent with state and federal laws and regulations and established District policies, rules, and regulations, including but not limited to those pertaining to student conduct and discipline, suspension, expulsion, and discipline of students with disabilities.~~

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# *ADMINISTRATIVE REGULATION*

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## ADMINISTRATIVE REGULATION 5437

### THREATS/ASSAULTS

On May 25, 1999, the Board of Education revised this policy, which prohibits students from engaging in several activities, including “verbally or physically threatening students of District employees, including the making of death threats”.

The related rule for this policy further states that if the incident involves a death threat:

A(2) ~~“...the student will be referred to the Administrative Review Committee for expulsion review consideration.”~~

A(5) ~~“...law enforcement officials will be notified.”~~

The implementation of this policy requires the determination of a legitimate threat. Law enforcement officials have advised that the following considerations be made when assessing the situation:

~~Consider the intent of the communication. Was the student using a figure of speech or slang expression, or did the student intend to complete the stated action?~~

~~Consider the potential for the action to occur. What is the past experience with the student? Does the student have access to weapons, or have they mentioned a specific weapon such as “my dad’s gun” or “my friend’s hunting knife”?~~

~~Consider the overall picture of the situation. Is the threat of action made both with an intent to follow through and with the ability to carry it out?~~

School principals may use judgment in assessing student behavior to determine the legitimacy of the threat. In all cases, the principal will:

- ~~—— Investigate the threat~~
- ~~—— Consider the age of the student and the circumstances of the situation~~
- ~~—— Consider whether the student has a disability~~
- ~~—— Consider the student’s past behavior~~
- ~~—— Contact your Director or Executive Director~~
- ~~—— Contact the parent of the student who made the threat~~
- ~~—— Contact the parent of the student who received the threat~~
- ~~—— Ask parents of the student making the threat about the availability of weapons to the student~~
- ~~—— Institute disciplinary action~~
- ~~—— Refer the student making the threat to the school counselor~~

If the principal determines that a legitimate threat has been made, the following actions will be taken:

A conference will be held with the parent/guardian and student involved in making the threat  
The student will be referred to the Administrative Review Committee for possible expulsion  
The police will be notified

School principals should contact the appropriate Director or Executive Director for guidance in any situation that relates to the implementation of this policy.

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**KENOSHA UNIFIED SCHOOL DISTRICT**  
**Kenosha, Wisconsin**

**May 24, 2022**

**COURSE CHANGE PROPOSALS FOR HIGH SCHOOL MATHEMATICS**

**Background**

The Kenosha Unified School District 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. 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 proposed high school mathematics course changes are the first step in the review and adoption of instructional materials for eleventh and twelfth grade mathematics courses scheduled for implementation in the 2023-24 school year.

**Rationale for Mathematics Pathways Update and Course Changes**

Postsecondary institutions around the country, including the University of Wisconsin system, have engaged in serious efforts to reform their math requirements. Colleges are offering new pathways in areas like statistics and quantitative reasoning for students with interests outside of the science, technology, engineering, and mathematics (STEM) disciplines served by traditional math pathways and developing alternatives to noncredit-bearing remedial courses. Similarly, there is a growing movement for kindergarten through twelfth grade systems to develop mathematics course pathways better designed to serve students whose postsecondary goals do not include the study of calculus.

High school math pathways increase the opportunity for students to experience more seamless transition from eleventh grade through their first year of postsecondary education by ensuring that the mathematics courses are intentionally designed to propel students to a postsecondary option that will open the way to high-value careers. The new courses will maintain the rigor needed for postsecondary degrees and high-demand jobs while also creating new pathways for students—including those traditionally underserved—to thrive in college and realize their dreams. The 2021 Wisconsin Standards for Mathematics identify standards which should be included in mathematics curriculum in the first two years (F2Y) of high school which prepare students for a variety of options in a third and/or fourth year of mathematics designed from the remaining standards.

Over the last 3 academic years, approximately 60 percent of Kenosha Unified School District twelfth graders enrolled in a mathematics course (a key indicator of college readiness). Approximately 40 percent of students were enrolled in a course beyond Algebra 2. Students of color, students with disabilities, English learners, and students who qualify for free or reduced lunch are underrepresented in these advanced courses. The proposed new courses were intentionally selected to provide more students access to advanced mathematics, including potential dual-credit opportunities. Essential to the success of this model is the emphasis on course enrollment based on student choice according to their postsecondary goals, not on placement based on perceived ability, and the commitment to supporting all students to succeed in the course of their choosing.

### **Math Pathways Design Process**

High school mathematics fourth year courses began year 1 of the 7-year process in 2021 with the formation of a curriculum committee. In fall 2021 an invite was sent to all secondary schools requesting individuals to serve on the curriculum team. Principals were asked to identify a mathematics teacher, a guidance counselor, and an administrator from their buildings to serve on the committee.

The committee was comprised of 14 members representing three comprehensive high schools and LakeView Technology Academy and Harborside Academy (Appendix A) that met biweekly from December 2021 through March 2022. Their work began with a study of *Invigorating High School Math: Practical Guidance for Long-Overdue Transformation* by Steven Leinwand and Eric Milou and a review of a variety of position statements and policy reports and other publications related to high school math pathways (Appendix B) as well as Kenosha Unified School District twelfth grade math course enrollment data (Appendix C). Committee members also had the opportunity to meet with representatives from the University of Wisconsin—Parkside—and Gateway Technical College to understand the math pathways work that is occurring at local postsecondary institutions and the mathematics requirements at those institutions. This work informed the development of the proposed math course pathways model and new course proposals. Small subgroups of the committee created draft pathways which were shared with high school math departments and administrative teams for feedback. That feedback was used to design the final proposed pathway model (Appendix D) and the new courses.

### **Summary of Requested Course Changes**

<b>COURSE NAME</b>	<b>ADDITION/ REMOVAL</b>	<b>RATIONALE</b>
Algebra 2/ Modeling and Statistics	Addition	This course will prepare students for the relevant mathematics needed for success in postsecondary education and future careers. It provides the opportunity for students to demonstrate proficiency in working with quantities,

		functions, and probability and statistics appropriate to a third-year high school credit in mathematics. The course is intended to meet the needs of all students who have completed two years of high school mathematics, not only those on the path to calculus. Upon successful completion, students will be ready to enter follow-up courses in quantitative literacy, introductory data science, Advanced Placement Statistics, or precalculus (Appendix E).
Introduction to Data Science	Addition	This course will introduce students to data science topics and computational thinking beyond what is taught in a traditional high school statistics course. It provides the opportunity for students to demonstrate proficiency in working with data appropriate to a fourth-year high school credit in mathematics and helps them gain the skills needed for their success in postsecondary education and future careers. All students who are prepared to enroll in a fourth-year high school mathematics course can be successful in a high-quality data science course (Appendix F).
Quantitative Reasoning	Addition	Quantitative literacy is among several important twenty-first century intellectual skills all students should master, including analytic inquiry, critical and creative thinking, written and oral communication, information literacy, teamwork, and problem solving. A high school quantitative reasoning course is intended to spark student interest in mathematics by demonstrating connections to the real world with the purpose of preparing students for a posthigh school learning experience, including two-year or four-year college programs, adult career-technical education programs, an apprenticeship, and/or the military (Appendix G).
Transition to College Mathematics	Addition	The year-long transition course is intended for twelfth grade students whose academic performance prior to their senior year or performance on an accepted external college readiness measure indicates that they are not yet ready to perform entry-level college mathematics coursework. The goal of the course is to ensure that these students meet a college readiness measure by the end of their senior year and are prepared for most entry-level credit-bearing college mathematics courses, especially quantitative reasoning, statistics, or college algebra (Appendix H).
Math Applications	Removal	Math Applications has been offered as an alternative to Algebra 2, which does not lead to preparation for further study of mathematics. The newly proposed Algebra 2/ Modeling & Statistics course provides an equally rigorous

		alternative to the traditional Algebra 2 curriculum that is designed to meet the needs of <b>all</b> students who have successfully completed two years of high school mathematics, making this course obsolete (Appendix I).
Trigonometry	Removal	The concepts taught in this course are included in Precalculus and Precalculus Honors, which provide broader postsecondary mathematics preparation for students intending future study of mathematics in the algebra/calculus pathway (Appendix J).
Probability and Statistics	Removal	The concepts taught in this course are included in Introduction to Data Science, Advanced Placement Statistics, and Quantitative Reasoning, which provide broader postsecondary mathematics preparation for students intending future study of mathematics in a statistics or quantitative reasoning pathway (Appendix K).

### **Next Steps**

The timeline below describes the work that will follow approval of new courses to prepare for implementation in fall 2023.

<b>TIMEFRAME</b>	<b>ACTION STEPS</b>
Summer to fall 2022	<p>Teacher teams review and select instructional materials for new courses.</p> <p>Collaborate with the University of Wisconsin—Parkside—and Gateway Technical College to develop a plan to offer dual credit for Quantitative Reasoning.</p> <p>Develop promotional materials to help students make informed choices when selecting third- and fourth-year math courses.</p>
Winter 2022-23	Adoption of instructional materials will be submitted for approval.
Spring 2023	Students register for new courses.
Summer 2023	<p>Curriculum writing for new courses will be completed.</p> <p>Professional learning for new courses and materials will take place.</p>
Fall 2023	Initial implementation of new courses will begin.

Ongoing professional learning will be provided for instructors of new courses throughout the initial implementation

### **Recommendation**

Administration recommends that the Board of Education grant approval to the proposed high school mathematics course changes for implementation in the 2023-24 school year.

Bethany Ormseth, Ed.D.  
Interim Superintendent of Schools

Julie Housaman  
Chief Academic Officer

Jennifer Lawler  
Coordinator of Mathematics



## FOURTH YEAR MATHEMATICS CURRICULUM TEAM

TEAM MEMBER	SCHOOL	POSITION
Trent Barnhart	Harborside	Administrator
Katie Castineyra	Tremper	Math teacher
Jenni Coshun	Bradford	Counselor
Jason Creel	LakeView	Administrator
Julie Dalka	LakeView	Math teacher
Karen Duchene	Bradford	Administrator
Jen Folkers	Tremper	Administrator
Matt Kellner	Tremper	Counselor
Jenni Knight	Indian Trail	Administrator
Julie Milligan	Bradford	Math teacher
Shelley Mitchell	Indian Trail	Counselor
Joe Pitts	LakeView	Counselor
Matt St. Martin	Indian Trail	Administrator
Rebecca Schicantek	Bradford	Math teacher
Connie Wheeler	Harborside	Math teacher

	All Students		White		Black		Hispanic		Asian		Two or more races		ELL		SPED		FRL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All 12th grade	1705	100.00%	828	48.56%	258	15.13%	497	29.15%	28	1.64%	88	5.16%	107	6.28%	233	13.67%	848	49.74%
Algebra 1	20	1.12%	5	25.00%	2	10.00%	12	60.00%	0	0.00%	1	5.00%	3	15.00%	6	30.00%	15	75.00%
Geometry	33	1.85%	9	27.27%	17	51.52%	16	48.48%	0	0.00%	0	0.00%	8	24.24%	2	6.06%	29	87.88%
	53	2.97%	14	26.42%	19	35.85%	28	52.83%	0	0.00%	1	1.89%	11	20.75%	8	15.09%	44	83.02%
Algebra 2	85	4.76%	33	38.82%	11	12.94%	37	43.53%	1	1.18%	3	3.53%	11	12.94%	12	14.12%	44	51.76%
Math Applications	153	8.57%	51	33.33%	29	18.95%	61	39.87%	3	1.96%	9	5.88%	20	13.07%	22	14.38%	115	75.16%
	238	13.33%	84	35.29%	40	16.81%	98	41.18%	4	1.68%	12	5.04%	31	13.03%	34	14.29%	159	66.81%
PreCalculus	80	4.48%	48	60.00%	10	12.50%	17	21.25%	0	0.00%	5	6.25%	0	0.00%	2	2.50%	25	31.25%
PreCalculus Honors	33	1.85%	21	63.64%	1	3.03%	6	18.18%	3	9.09%	2	6.06%	0	0.00%	1	3.03%	6	18.18%
Trigonometry	55	3.08%	19	34.55%	5	9.09%	26	47.27%	1	1.82%	4	7.27%	3	5.45%	3	5.45%	25	45.45%
Prob & Stats	127	7.11%	67	52.76%	8	6.30%	40	31.50%	1	0.79%	11	8.66%	2	1.57%	3	2.36%	40	31.50%
	295	16.52%	155	52.54%	24	8.14%	89	30.17%	5	1.69%	22	7.46%	5	1.69%	9	3.05%	96	32.54%
AP Stats	195	10.92%	124	63.59%	8	4.10%	23	11.79%	12	6.15%	6	3.08%	1	0.51%	2	1.03%	37	18.97%
AP Calc AB	71	3.98%	55	77.46%	3	4.23%	7	9.86%	3	4.23%	2	2.82%	0	0.00%	0	0.00%	9	12.68%
AP Calc BC	32	1.79%	26	81.25%	1	3.13%	3	9.38%	2	6.25%	0	0.00%	0	0.00%	0	0.00%	2	6.25%
Higher Math	2	0.11%	0	0.00%	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	300	16.80%	205	68.33%	12	4.00%	33	11.00%	19	6.33%	8	2.67%	1	0.33%	2	0.67%	48	16.00%
No math	819	45.86%	370	45.18%	163	19.90%	249	30.40%	0	0.00%	45	5.49%	59	7.20%	180	21.98%	501	61.17%



**MATH COURSE ENROLLMENT**  
**2020-21**

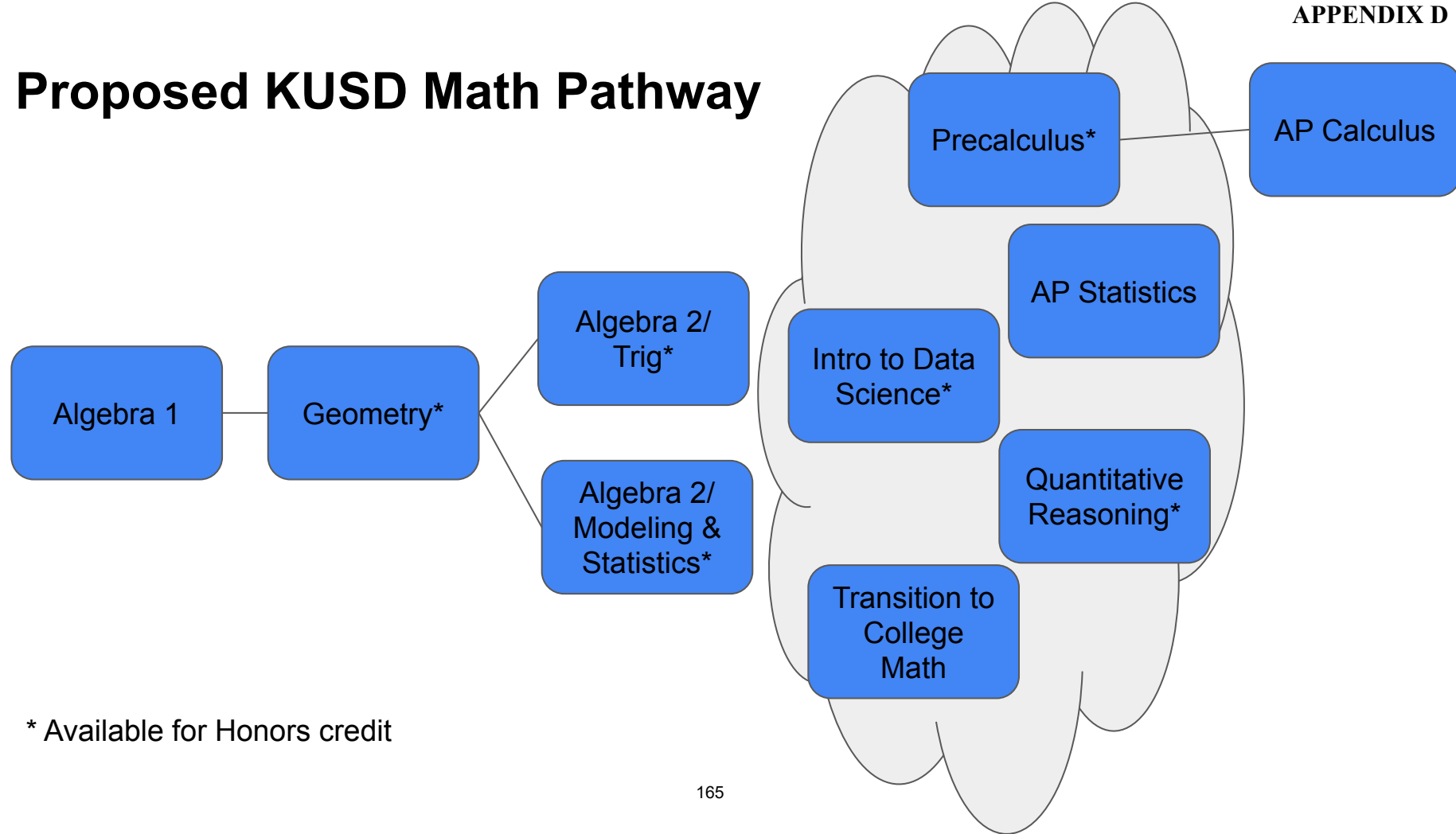
	All Students		White		Black		Hispanic		Asian		Two or more races		ELL		SPED		FRL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All 12th grade	1786	100.00%	892	49.94%	282	15.79%	498	27.88%	21	1.18%	83	4.65%	107	5.99%	259	14.50%	691	38.69%
Algebra 1	36	2.02%	8	22.22%	9	25.00%	16	44.44%	0	0.00%	2	5.56%	5	13.89%	6	16.67%	20	55.56%
Geometry	58	3.25%	15	25.86%	17	29.31%	23	39.66%	0	0.00%	3	5.17%	4	6.90%	9	15.52%	29	50.00%
	94	5.26%	23	24.47%	26	27.66%	39	41.49%	0	0.00%	5	5.32%	9	9.57%	15	15.96%	49	52.13%
Algebra 2	99	5.54%	41	41.41%	15	15.15%	38	38.38%	2	2.02%	3	3.03%	9	9.09%	11	11.11%	45	45.45%
Math Applications	183	10.25%	60	32.79%	43	23.50%	72	39.34%	1	0.55%	7	3.83%	22	12.02%	33	18.03%	99	54.10%
	282	15.79%	101	35.82%	58	20.57%	110	39.01%	3	1.06%	10	3.55%	31	10.99%	44	15.60%	144	51.06%
PreCalculus	154	8.62%	95	61.69%	10	6.49%	38	24.68%	3	1.95%	6	3.90%	6	3.90%	3	1.95%	36	23.38%
PreCalculus Honors	37	2.07%	21	56.76%	2	5.41%	10	27.03%	0	0.00%	4	10.81%	0	0.00%	0	0.00%	8	21.62%
Trigonometry	96	5.38%	46	47.92%	1	1.04%	36	37.50%	0	0.00%	4	4.17%	1	1.04%	3	3.13%	31	32.29%
Prob & Stats	105	5.88%	58	55.24%	8	7.62%	37	35.24%	0	0.00%	2	1.90%	2	1.90%	3	2.86%	28	26.67%
	392	21.95%	220	56.12%	21	5.36%	121	30.87%	3	0.77%	16	4.08%	9	2.30%	9	2.30%	103	26.28%
AP Stats	195	10.92%	133	68.21%	11	5.64%	37	18.97%	6	3.08%	8	4.10%	1	0.51%	1	0.51%	32	16.41%
AP Calc AB	101	5.66%	74	73.27%	2	1.98%	12	11.88%	6	5.94%	6	5.94%	0	0.00%	0	0.00%	13	12.87%
AP Calc BC	31	1.74%	25	80.65%	0	0.00%	3	9.68%	3	9.68%	0	0.00%	0	0.00%	0	0.00%	4	12.90%
Higher Math	12	0.67%	10	83.33%	0	0.00%	0	0.00%	2	16.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	339	18.98%	242	71.39%	13	3.83%	52	15.34%	17	5.01%	14	4.13%	1	0.29%	1	0.29%	49	14.45%
No math	679	38.02%	306	45.07%	164	24.15%	176	25.92%	-2	-0.29%	38	5.60%	57	8.39%	190	27.98%	346	50.96%



**MATH COURSE ENROLLMENT**  
**2019-20**

	All Students		White		Black		Hispanic		Asian		Two or more races		ELL		SPED		FRL	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All 12th grade	1828	100.00%	937	51.26%	301	16.47%	483	26.42%	35	1.91%	67	3.67%	126	6.89%	246	13.46%	783	42.83%
Algebra 1	40	2.24%	17	42.50%	11	27.50%	11	27.50%	0	0.00%	1	2.50%	3	7.50%	4	10.00%	28	70.00%
Geometry	62	3.47%	22	35.48%	14	22.58%	23	37.10%	0	0.00%	4	6.45%	7	11.29%	7	11.29%	36	58.06%
	102	5.71%	39	38.24%	25	24.51%	34	33.33%	0	0.00%	5	4.90%	10	9.80%	11	10.78%	64	62.75%
Algebra 2	132	7.39%	61	46.21%	25	18.94%	41	31.06%	0	0.00%	3	2.27%	15	11.36%	8	6.06%	63	47.73%
Math Applications	140	7.84%	58	41.43%	23	16.43%	52	37.14%	1	0.71%	5	3.57%	20	14.29%	21	15.00%	81	57.86%
	272	15.23%	119	43.75%	48	17.65%	93	34.19%	1	0.37%	8	2.94%	35	12.87%	29	10.66%	144	52.94%
PreCalculus	131	7.33%	86	65.65%	11	8.40%	25	19.08%	2	1.53%	6	4.58%	5	3.82%	7	5.34%	44	33.59%
PreCalculus Honors	24	1.34%	17	70.83%	0	0.00%	4	16.67%	2	8.33%	1	4.17%	1	4.17%	0	0.00%	8	33.33%
Trigonometry	136	7.61%	74	54.41%	16	11.76%	38	27.94%	2	1.47%	6	4.41%	8	5.88%	3	2.21%	46	33.82%
Prob & Stats	125	7.00%	70	56.00%	14	11.20%	35	28.00%	1	0.80%	5	4.00%	7	5.60%	3	2.40%	39	31.20%
	416	23.29%	247	59.38%	41	9.86%	102	24.52%	7	1.68%	18	4.33%	21	5.05%	13	3.13%	137	32.93%
AP Stats	170	9.52%	110	64.71%	11	6.47%	39	22.94%	6	3.53%	4	2.35%	3	1.76%	1	0.59%	35	20.59%
AP Calc AB	110	6.16%	80	72.73%	4	3.64%	15	13.64%	7	6.36%	3	2.73%	0	0.00%	0	0.00%	14	12.73%
AP Calc BC	33	1.85%	29	87.88%	0	0.00%	2	6.06%	2	6.06%	0	0.00%	0	0.00%	0	0.00%	4	12.12%
Higher Math	15	0.84%	13	86.67%	0	0.00%	0	0.00%	2	13.33%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
	328	18.37%	232	70.73%	15	4.57%	56	17.07%	17	5.18%	7	2.13%	3	0.91%	1	0.30%	53	16.16%
No math	710	39.75%	300	42.25%	172	24.23%	198	27.89%	10	1.41%	29	4.08%	57	8.03%	192	27.04%	385	54.23%

# Proposed KUSD Math Pathway



**COURSE CHANGE PROPOSAL**

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 3/30/2022 Administrator's Name: Jennifer Lawler

Department and School: Mathematics

Course Name: Algebra 2—Modeling and Statistics

Request: ☒ New Course    ☐ New Course Name    ☐ Course Revision    ☐ Remove Course

Credits: 1.0    Check if honors: ☒

Recommended Prerequisites (if any): Geometry or Geometry Honors

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

This course will prepare students for the relevant mathematics needed for success in postsecondary education and future careers. It provides the opportunity for students to demonstrate proficiency in working with quantities, functions, and probability and statistics appropriate to a third-year high school credit in mathematics. The course is intended to meet the needs of **all** students who are prepared to enroll in a traditional Algebra II course, not only those on the path to calculus. Upon successful completion, students will be ready to enter follow-on courses in quantitative literacy, introductory data science, Advanced Placement Statistics, or precalculus.

Proposed Course Description: In three or four sentences, write a course overview.

This course is designed to promote reasoning, problem solving, and modeling through thematic units focused on mathematical practices while reinforcing and extending content in number and quantity, algebra functions, and statistics and probability. This course would be especially appropriate for students who:

- Anticipate a career in the arts or behavior sciences,
- Anticipate a career that emphasizes utilizing measurements or units,
- Will pursue a pathway that does not require calculus, and/or
- Enjoy hands-on collaborative work within real-world contexts.

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

This course will be aligned with the Modern Algebra II Course Framework from the Charles A. Dana Center at the University of Texas at Austin (attached) as well as applicable Wisconsin Mathematics Standards.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

To be determined pending adoption of materials

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$TBD, T&L Adoption funds

E. Professional Learning: \$TBD, T&L Adoption funds

C. Supplementary: \$0

MAY 2021

## Launch Years initiative

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# Modern Algebra II Course Framework

version 1.0

Launch Years  
*an initiative of*



The University of Texas at Austin  
Charles A. Dana Center

**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY



ASSOCIATION OF  
PUBLIC &  
LAND-GRANT  
UNIVERSITIES



Education  
Strategy  
Group

## About the Dana Center

The Charles A. Dana Center develops and scales mathematics and science education innovations to support educators, administrators, and policymakers in creating seamless transitions throughout the K–16 system for all students, especially those who have historically been underserved. We focus in particular on strategies for improving student engagement, motivation, persistence, and achievement.

The Center was founded in 1991 at The University of Texas at Austin. Our staff members have expertise in leadership, literacy, research, program evaluation, mathematics and science education, policy and systemic reform, and services to high-need populations.

## About Launch Years

Launch Years is an initiative led by the Charles A. Dana Center at The University of Texas at Austin—in collaboration with Community College Research Center, Education Strategy Group, and the Association of Public and Land-grant Universities—focused on addressing systemic barriers that prevent students from succeeding in mathematics and progressing to postsecondary and career success. Leveraging work within states, the initiative seeks to modernize math in high school through relevant and rigorous math courses as well as through policies and practices leading to more equitable outcomes for all students. Learn more at: [utdanacenter.org/launch-years](https://utdanacenter.org/launch-years).



The University of Texas at Austin  
Charles A. Dana Center

**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY



ASSOCIATION OF  
PUBLIC &  
LAND-GRANT  
UNIVERSITIES



Education  
Strategy  
Group


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For queries, please contact us at [dana-k12@austin.utexas.edu](mailto:dana-k12@austin.utexas.edu).

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Over the last 20 years, mathematics has become increasingly important to a growing number of fields of study and their related professions. In 1998, the National Science Foundation released “International Assessment of the U.S. Mathematical Sciences” (Odom Report), which listed 11 fields of study that interface with mathematics, including physics, chemistry, economics, and manufacturing. The National Research Council’s 2013 report, “The Mathematical Sciences in 2025,” expanded this number to 21 and predicted continued growth. The new fields of study added to the list were notable—entertainment, social networks, ecology, computer science, information processing, marketing, and defense.

Unfortunately, the current system of mathematics education fails to meet the needs of many of our students. **This is unacceptable.** It is reprehensible that so many students’ opportunities to succeed are limited by their race or economic class. We have a moral and a professional obligation to create the conditions necessary for every student to succeed.

The Launch Years initiative intends to create those conditions through two overarching aims.

The first is to improve learning opportunities for each student during the last two years of high school and into the transition to their postsecondary education and other future endeavors.

The second is to dismantle institutional and systemic barriers that block equitable access and opportunities to succeed in mathematics, especially for students who are Black, Latinx, or Native American, or who come from low-income communities.

The Launch Years vision is to build, scale, and sustain policies, practices, and structures that ensure that each student has equal access to, and successfully engages in:

- **mathematics courses** with rigorous, relevant, engaging, high-quality, and inclusive instruction that is responsive to the needs of individual students and that is informed by multiple measures of achievement that are economically and culturally inclusive;
- **mathematics pathways** that are well articulated from high school to and through postsecondary education and careers, that are personally and socially relevant, and that enable students to move across pathways as their interests and aspirations evolve; and
- **individualized academic, career, and other student supports** that respect and promote student and family decision making and that enable students to explore options, make strategic choices, and set and achieve informed goals.

To support the first aim of the Launch Years initiative—to improve learning opportunities for each student during the last two years of high school and into the transition to postsecondary education—the Charles A. Dana Center at The University of Texas at Austin has collaborated with stakeholders from K–12 and higher education to develop a course framework for a senior-level transition mathematics course.

A design team, comprising content experts in K–12 and higher education, worked together to develop the course framework and sought input from experts in a variety of fields to inform the design team’s work. The framework contained in this document describes a course that encompasses multiple pathways and also supports students’ social, emotional, and academic development—an often-overlooked aspect of education that research indicates is crucial to students’ ability to thrive in school, career, and life.

We recognize that simply implementing new courses is not enough. We commit to challenging and eliminating institutional and systemic barriers to students’ opportunities to access—and succeed in—mathematics. This commitment includes proactively working with partners to change institutional cultures and educator mindsets toward recognizing and building upon student assets and student strengths.

# Acknowledgments

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## Introduction and Purpose

This framework is designed to guide in the development of courses that will prepare students for the relevant mathematics needed for success in postsecondary education and future careers. It provides the opportunity for students to demonstrate proficiency in working with quantities, functions, and probability and statistics, appropriate to a third-year high school credit in mathematics. The course is intended to meet the needs of all students who are prepared to enroll in a traditional Algebra II course, not only those on the path to calculus. Upon successful completion, students will be ready to enter follow-on courses in quantitative literacy, introductory data science, AP/IB Statistics, or precalculus.

A course based on this framework requires supporting students' social, emotional, and academic development (SEAD) through explicit instruction about and development of skills and strategies needed to succeed after high school. Courses implemented from this framework should also explicitly attend to the systemic inequities in America's high schools through placement, support, and pedagogical practices. Finally, the framework requires that the courses develop students' ability to engage in important mathematical practices and processes, including:

- Working with quantitative information and mathematical and statistical concepts that use language and representations to make decisions, solving problems, formulating functions that model real-world situations, and drawing inferences from data analysis;
- Making sense of problems and developing strategies to find solutions and persevere in solving them;
- Reasoning, modeling, and making decisions with given information, including understanding and critiquing the arguments of others; and
- Selecting and using technology appropriate to a given context.



# Course Design Principles

Curricular materials and classroom instruction for this course should engage students in meaningful interactions that amplify the learning through social interaction; facilitate transfer of math and SEAD skills; and create an inclusive learning context for all learners, particularly for students who feel disconnected from mathematics and disaffected by the learning process.

The following design principles describe how curricular materials and classroom instruction for the transition course should be structured to support a coherent and engaging experience. Developers should use these standards to create curricular materials that are true to the vision of the course, and educators should also use the design principles when building a repertoire of pedagogical strategies for use in teaching the course.

We are aware that many students and teachers already engage in these behaviors. Our hope is that these design principles will be seen as reinforcing and supportive. The spirit of this framework recognizes that, at some levels, we are all learners, and are growing in our understanding of mathematics, one another, and the world around us.

## Modern Algebra II Course Design Principles

Design Principle	Students will . . .	Teachers will . . .
<b>Active Learning.</b> The course provides regular opportunities for students to actively engage in discussions and tasks using a variety of different instructional strategies (e.g., hands-on and technology-based activities, small group collaborative work, facilitated student discourse, interactive lectures).	<ul style="list-style-type: none"><li>• Be active and engaged participants in discussion, in working on tasks with classmates, and in making decisions about the direction of instruction based on their work.</li><li>• Actively support one another's learning.</li><li>• Discuss course assignments and concepts with the instructor and/or classmates outside of class.</li></ul>	<ul style="list-style-type: none"><li>• Provide activities and tasks with accessible entry points that present meaningful opportunities for student exploration and co-creation of mathematical understanding.</li><li>• Facilitate students' active learning of mathematics and statistics through a variety of instructional strategies, including inquiry, problem solving, critical thinking, and reflection, with limited time spent in "direct teach" activities.</li><li>• Create a safe, student-driven classroom environment in which all students feel a sense of belonging to the class and the discipline, are not afraid to take risks or make mistakes, and are able to make decisions about the direction for instruction through the results of their exploration of mathematics and statistics.</li></ul>

## Modern Algebra II Course Design Principles

Design Principle	Students will . . .	Teachers will . . .
<p><b>Constructive Perseverance.</b> The course supports students in developing the tenacity, persistence, and perseverance necessary for learning mathematics and statistics, for using mathematics and statistics to tackle authentic problems, and for being successful in post-high school endeavors.</p>	<ul style="list-style-type: none"> <li>• Make sense of tasks by drawing on and making connections with their prior understanding and ideas.</li> <li>• Persevere in solving problems and realize that it is acceptable to say, “I don’t know how to proceed here,” but that it is not acceptable to give up; seek help from appropriate sources to continue to move forward.</li> <li>• Compassionately help one another by sharing strategies and solution paths rather than simply giving answers.</li> <li>• Reflect on mistakes and misconceptions to improve their mathematical understanding.</li> <li>• Seek to understand and address the reasons for their struggles to help them make progress in solving problems and overcoming challenges in the course.</li> <li>• Understand that, while they may struggle at times with mathematics tasks, breakthroughs often emerge from confusion and struggle.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide instruction and information about the role of productive struggle in learning.</li> <li>• Pose tasks on a regular basis that require a high level of cognitive demand.</li> <li>• Allow students to engage in productive struggle with challenging tasks.</li> <li>• Anticipate what students might struggle with during a lesson and be prepared to support them productively through the struggle.</li> <li>• Give students time to struggle with tasks and ask questions that scaffold students’ thinking without stepping in to do the work for them.</li> <li>• Praise students for their effective efforts in making sense of mathematical ideas and for their perseverance in reasoning through problems and in overcoming setbacks and challenges in the course.</li> <li>• Help students realize that confusion and errors are a natural part of learning by facilitating discussions on mistakes, misconceptions, and struggles.</li> <li>• Provide students with low-stakes opportunities to fail and learn from failure.</li> <li>• Provide regular opportunities for students to self-monitor, evaluate, and reflect on their learning, both individually and with their peers.</li> </ul>

## Modern Algebra II Course Design Principles

Design Principle	Students will . . .	Teachers will . . .
<b>Problem Solving.</b> The course provides opportunities for students to make sense of problems and persist in solving them.	<ul style="list-style-type: none"> <li>• Apply previously learned strategies to solve unfamiliar problems.</li> <li>• Explore and use multiple solution methods.</li> <li>• Share and discuss different solution methods.</li> <li>• Be willing to make and learn from mistakes in the problem-solving process.</li> <li>• Use tools and representations, as needed, to support their thinking and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Present tasks that require students to find or develop a solution method.</li> <li>• Provide tasks that allow for multiple strategies and solution methods, including transfer of previously developed skills and strategies to new contexts.</li> <li>• Provide opportunities to share and discuss different solution methods.</li> <li>• Model the problem-solving process using various strategies.</li> <li>• Encourage and support students to explore and use a variety of approaches and strategies to make sense of and solve problems.</li> </ul>
<b>Authenticity.</b> The course presents mathematics and statistics as necessary tools to model and solve problems that arise in the real world.	<ul style="list-style-type: none"> <li>• Recognize specific ways in which mathematics is used in everyday decision making.</li> <li>• Recognize problems that arise in the real world that can be solved with mathematics or statistics.</li> <li>• Contribute meaningful questions that can be answered using mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities to solve problems that are relevant to students, both in class and on assessments, that utilize real-world—not contrived—contexts.</li> <li>• Provide opportunities for students to pose questions that can be answered using mathematics or statistics and answer them.</li> </ul>
<b>Context and Interdisciplinary Connections.</b> The course presents mathematics and statistics in context and connects mathematics and statistics to various disciplines and everyday experiences.	<ul style="list-style-type: none"> <li>• Contribute personal experiences, where appropriate, that connect to classroom experiences.</li> <li>• Actively seek connections between classroom experiences and the world outside of class.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to share their personal backgrounds and interests, including cultural values, and help make the connection between what is important in students' lives and future aspirations, and what they are learning in mathematics.</li> <li>• Provide activities and tasks that use real data, whenever possible.</li> <li>• Provide activities and tasks that illustrate authentic applications.</li> <li>• Provide activities and tasks that explore problems from a variety of academic disciplines, programs of study, and careers, and that are culturally relevant.</li> </ul>

## Modern Algebra II Course Design Principles

Design Principle	Students will . . .	Teachers will . . .
<p><b>Communication.</b> The course develops students' ability to communicate about and with mathematics and statistics in contextual situations.</p>	<ul style="list-style-type: none"> <li>• Present and explain ideas, reasoning, and representations to one another in pair, small-group, and whole-class discourse using discipline-specific terminology, language constructs, and symbols.</li> <li>• Seek to understand the approaches used by peers by asking clarifying questions, trying out others' strategies, and describing the approaches used by others.</li> <li>• Listen carefully to and critique the reasoning of peers using examples to support or counterexamples to refute arguments.</li> <li>• Justify mathematical reasoning with clarity and precision.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce concepts in a way that connects students' experiences to course content and that bridges from informal contextual descriptions to formal definitions.</li> <li>• Clarify the use of mathematical and statistical terminology and symbols, especially those used in different contexts or different disciplines.</li> <li>• Engage students in purposeful sharing of mathematical ideas, reasoning, and approaches using varied representations.</li> <li>• Support students in developing active listening skills and in asking clarifying questions to their peers in a respectful manner that deepen understanding.</li> <li>• Facilitate discourse by positioning students as authors of ideas who explain and defend their approaches.</li> <li>• Provide regular opportunities for students to write about mathematics and statistics with tasks to deepen understanding and with authentic contextual tasks that require use of mathematical or statistical concepts (e.g., writing a brief paper that interprets the results of a statistical study).</li> <li>• Scaffold instruction to support students in developing the required reading and writing skills.</li> </ul>



## Modern Algebra II Course Design Principles

Design Principle	Students will . . .	Teachers will . . .
<b>Technology.</b> The course leverages technology to develop conceptual understanding and to facilitate active learning by enabling students to directly engage with and use mathematical concepts.	<ul style="list-style-type: none"> <li>• Use technology to assist them in visualizing and understanding important mathematical concepts and as a support to problem solving.</li> <li>• Allow technology to assist investigations with problems that might otherwise be too difficult or time-consuming to explore.</li> <li>• Consider the relative usefulness of a range of tools in particular contexts.</li> <li>• Understand that the use of tools or technology does not replace the need for an understanding of reasonableness of results or how the results apply to a given context.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology to assist students in visualizing and understanding important mathematical concepts and support students' mathematical reasoning and problem solving.</li> <li>• Leverage technology as a tool that can expand the scope of mathematical ideas and problems that students can investigate.</li> <li>• Support students in using technology for more than just answer-getting and in making appropriate choices of technology to use, depending on the problem to be solved.</li> <li>• Be mindful of effective uses of technology and plan carefully for strategic use of technology.</li> </ul>





# Outcomes for Integrating Social, Emotional, and Academic Development

In order for students to acquire the knowledge and skills outlined in the Integrating SEAD objectives below, materials for the Modern Algebra II course should provide explicit instruction for each outcome, combined with opportunities for students to apply what they have learned as they engage with the mathematics content. The course should strengthen social-emotional skills and competencies critical to academic and life success, including competencies in the cognitive, social and interpersonal, and emotional domains.

To be proficient in this course, students should:

**Use collaboration and communication as a means for learning.** Recognize situations for which collaboration is an effective strategy, identify the features of collaborative work groups, and develop strategies for overcoming group work challenges. Work collaboratively with students from various cultural and ethnic backgrounds while examining alternate points of view. Accept constructive criticism and revise personal views when evidence warrants.

**Utilize resources to overcome obstacles.** Engage in productive academic behaviors, including recognizing when help is needed with a task, and developing and applying a variety of strategies and sources for seeking help; monitoring and adjusting attitudes, emotions, and thoughts when facing challenging tasks or academic setbacks; and seeking and using feedback to improve performance.

**Recognize and improve individual behaviors.** Maintain motivation and persistence through a variety of strategies, including identifying and adjusting habits and beliefs that have interfered with success; applying metacognitive awareness to plan, monitor, evaluate, and reflect on their learning; and setting and monitoring goals.

## Content Outcomes

To acquire the knowledge and skills outlined in the content outcomes, student learning should be motivated by an authentic context, and they apply their knowledge and skills to solve real-world problems appropriate for and of interest to students in high school.

Content outcomes are presented here as overarching mathematical concepts with supporting examples.

### Modeling with Quantities

**Work with quantities to make decisions, solve problems, and communicate solutions.** Students need to demonstrate an understanding of the real number system, using technology such as calculators, spreadsheets, and programming languages to perform calculations. They should be able to demonstrate relationships between numbers and interpret quantities in context. Because units are crucial to real-world situations, students should use units when presenting solutions. They should provide justification when estimating or rounding numbers, choosing a level of accuracy appropriate for reporting quantities based on limitations in measurement. They should use previously learned skills in solving problems that are grade-level appropriate. Examples of proficiency

include the ability to perform dimensional analysis in context; convert units and rates; and determine, identify, and use quantities to model a given situation, explaining why the model is appropriate.

## Modeling with Data

**Acknowledge and describe variability, and work with variability in data.** In order to describe variability, students need to be able to understand possible sources of variability. According to the GAISE Pre-K–12 report, “statistical problem solving and decision making depend on understanding, explaining, and quantifying the variability in the data withing the given context” (p. 7).<sup>1</sup> Students need to analyze data numerically and graphically to describe variability in data. Examples of proficiency include the ability to analyze a study with attention to error, use technology to calculate quantities of variability, including IQR and standard deviation, demonstrate an understanding of these quantities, and describe and model variability using distributions.

**Analyze and summarize univariate data.** Summarizing univariate data lays the foundation for multivariate thinking. Students should be able to communicate analyses of univariate data and compare multiple distributions of data in order to solve problems. Examples of proficiency include the ability to describe distributions with the same mean but different standard deviation, use the Empirical Rule to answer questions in context, and interpret and analyze key attributes of the graph of a distribution, using these attributes to compare multiple data distributions.

**Analyze and summarize multivariate data.** Many statistical analyses involve more than one variable. Students should analyze data involving two or more quantitative variables, using technology such as spreadsheets, statistical packages, or calculators. They should be able to use regression to solve problems and make decisions as part of the modeling process, and make their reasoning clear. Examples of proficiency include the ability to use technology to create scatterplots and analyze for patterns, linearity, outliers, and influential points, explaining the effect of individual data points to a data set, and interpret regression models.

**Calculate, estimate, and interpret probabilities.** Using probability to make decisions should connect to real-life events, and in doing so, students should be able to communicate the reasoning behind their decisions. Students should be conducting simulations to model real-world phenomena and estimate probabilities. Tools such as tree diagrams, Venn diagrams, and two-way tables should be utilized to organize information when determining probabilities. Opportunities to interpret real-life problems can be drawn from epidemiological data representations, and from podcasts and their related websites such as Freakonomics and FiveThirtyEight. Examples of proficiency include the ability to determine the number of ways an event may occur, determine the tool most appropriate for representing outcomes, and explain the meaning of conditional probability in contextual situations.

**Summarize statistical information.** Communicating quantitative information using statistical language in oral, written, and graphical form is key to building data acumen. After analyzing data using graphical and numerical methods, students need to show proficiency in communicating their conclusions, including summarizing results from statistical studies using appropriate statistical justifications. Examples of proficiency include the ability to use appropriate symbols, distinguishing between statistics and

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<sup>1</sup> American Statistical Association. (2020). Pre-K-12 Guidelines for Assessment and Instruction in Statistics Education II (GAISE II): A Framework for Statistics and Data Science Education. Retrieved from [https://www.amstat.org/asa/files/pdfs/GAISE/GAISEIIPreK-12\\_Full.pdf](https://www.amstat.org/asa/files/pdfs/GAISE/GAISEIIPreK-12_Full.pdf)

parameters, explain which type of graphical representation is best for summarizing data, and describe when and why the median would be a better measure of center than the mean.

## Modeling with Functions

**Understand and apply the foundations of functions.** An understanding of functions that are grounded in quantities is fundamental. Since all functions in the course should be applicable to an authentic application, students should be able to interpret units of input and resulting units of output in context, thereby recognizing attributes such as domain and range. To demonstrate this understanding, students should compare functions in different forms and use multiple representations, such as formulas, equations, graphs, and tables to highlight and investigate quantities using appropriate function notation. Students should see that members of the same function family have distinguishing attributes common to all functions within that family. The use of graphing technology, including online graphing calculators, should be routine for students when working with and analyzing functions. Examples of proficiency include the ability to explain which representation of a function is most appropriate in a given context, evaluate a function for a given value, and use various strategies to find input values for different output values.

**Understand and apply functions as relations whose quantities change in tandem.** In order to develop function reasoning, students must view a function as a relationship of two quantities that vary in tandem. That is, a function describes how a change in one quantity corresponds to a change in another. This dynamic, covariational interpretation of functions is essential, and students should frequently describe this relationship. Examples of proficiency include the ability to distinguish between dependent and independent variables, recognize and describe key features of functions and their meanings based on changes to the variables, interpret and communicate the behavior of functions, and identify constraints on domains.

**Synthesize and apply function understandings to model the real world.** The study of quantities, algebra, and functions is of most use when it is connected to describing real-world phenomena. Students must engage regularly in the modeling process to describe the world in which they live. This modeling process entails the critical skills of making and changing assumptions, assigning variables, determining whether linear, quadratic, simple rational or exponential relationships may be appropriate and finding solutions to contextual problems. The ability to read, recognize, and solve problems involving linear, quadratic, simple rational, and exponential relationships may be appropriate, but the analysis should be based on how the quantities relate to each other, not simply on the shape of the data when graphed. Students will therefore need to understand how quantities relate to justify the use of a model. Examples of proficiency include the ability to model percent change, select an appropriate function that appears to model a relationship, describe a situation based on its function type, and develop a function from a meaningful problem.

**Use functions to create new functions.** Students should recognize when and how to operate on functions. The need to apply operations may involve a context where it makes sense to add or subtract functions, combine functions, “shift” or “stretch” functions, or invert functions to serve some other need. Such transformations should be accompanied by explanations of the results in terms of the quantities, and not simply in terms of shifting shapes. Examples of proficiency include the ability to use parent functions as the basis for transformations to graph new functions, identifying and interpreting key features

of the new functions; and construct, describe, and use the inverse of a linear, quadratic, or exponential function.

**Understand algebraic structures and extend algebraic skills.** Technology can manipulate algebraic expressions and solve problems with incredible speed and accuracy. Technology should be leveraged for problem solving. However, students should also have a baseline set of understandings and algebraic and graphing skills to confirm an output from technology. Students' ability to explain why what they do in solving different types of equations works, and identify where shortcomings may arise, validates this understanding. Examples of proficiency include the ability to solve authentic linear, quadratic, and exponential equations including systems of linear equations and systems of equations, explain the meaning of a solution to an equation, assess the reasonableness of solutions, and rewrite formulas for a specified variable.





Launch Years initiative

**COURSE CHANGE PROPOSAL**

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 3/30/2022    Administrator's Name: Jennifer Lawler

Department and School: Mathematics

Course Name: Introduction to Data Science

Request: ☒ New Course    ☐ New Course Name    ☐ Course Revision    ☐ Remove Course

Credits: 1.0    Check if honors: ☒

Recommended Prerequisites (if any): Algebra 2, Algebra 2/Trig Honors, Algebra 2/Modeling & Statistics

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

This course will introduce students to data science topics and computational thinking beyond what is taught in a traditional high school statistics course. It provides the opportunity for students to demonstrate proficiency in working with data appropriate to a fourth-year high school credit in mathematics and helps them gain the skills needed for their success in postsecondary education and future careers. All students who are prepared to enroll in a fourth-year high school mathematics course can be successful in a high-quality data science course.

Proposed Course Description: In three or four sentences, write a course overview.

This course introduces students to the main ideas in data science with real data, introducing statistical, computational, and graphical tools for reasoning about the world. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more!

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

This course will be aligned with the Introduction to Data Science Course Framework from the Charles A. Dana Center at the University of Texas at Austin (attached) as well as applicable Wisconsin Mathematics Standards

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

To be determined pending adoption of materials

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

A. Teaching Staff: \$0

B. Textbooks/Kits: \$TBD, T&L Adoption funds

C. Supplementary: \$0

D. Facilities/Space: \$0

E. Professional Learning: \$TBD, T&L Adoption funds



MAY 2021

## Launch Years initiative

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# Data Science Course Framework

version 1.0

Launch Years  
*an initiative of*



The University of Texas at Austin  
Charles A. Dana Center

**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY



ASSOCIATION OF  
PUBLIC &  
LAND-GRANT  
UNIVERSITIES



Education  
Strategy  
Group

## About the Dana Center

The Charles A. Dana Center develops and scales mathematics and science education innovations to support educators, administrators, and policymakers in creating seamless transitions throughout the K–16 system for all students, especially those who have historically been underserved. We focus in particular on strategies for improving student engagement, motivation, persistence, and achievement.

The Center was founded in 1991 at The University of Texas at Austin. Our staff members have expertise in leadership, literacy, research, program evaluation, mathematics and science education, policy and systemic reform, and services to high-need populations.

## About Launch Years

Launch Years is an initiative led by the Charles A. Dana Center at The University of Texas at Austin—in collaboration with Community College Research Center, Education Strategy Group, and the Association of Public and Land-grant Universities—focused on addressing systemic barriers that prevent students from succeeding in mathematics and progressing to postsecondary and career success. Leveraging work within states, the initiative seeks to modernize math in high school through relevant and rigorous math courses as well as through policies and practices leading to more equitable outcomes for all students. Learn more at: [utdanacenter.org/launch-years](https://utdanacenter.org/launch-years).



The University of Texas at Austin  
Charles A. Dana Center

**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY



ASSOCIATION OF  
PUBLIC &  
LAND-GRANT  
UNIVERSITIES



Education  
Strategy  
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Over the last 20 years, mathematics has become increasingly important to a growing number of fields of study and their related professions. In 1998, the National Science Foundation released “International Assessment of the U.S. Mathematical Sciences” (Odom Report), which listed 11 fields of study that interface with mathematics, including physics, chemistry, economics, and manufacturing. The National Research Council’s 2013 report, “The Mathematical Sciences in 2025,” expanded this number to 21 and predicted continued growth. The new fields of study added to the list were notable—entertainment, social networks, ecology, computer science, information processing, marketing, and defense.

Unfortunately, the current system of mathematics education fails to meet the needs of many of our students. This is unacceptable. It is reprehensible that so many students’ opportunities to succeed are limited by their race or economic class. We have a moral and a professional obligation to create the conditions necessary for every student to succeed.

The Launch Years initiative intends to create those conditions through two overarching aims.

The first is to improve learning opportunities for each student during the last two years of high school and into the transition to their postsecondary education and other future endeavors.

The second is to dismantle institutional and systemic barriers that block equitable access and opportunities to succeed in mathematics, especially for students who are Black, Latinx, or Native American, or who come from low-income communities.

The Launch Years vision is to build, scale, and sustain policies, practices, and structures that ensure that each student has equal access to, and successfully engages in:

- **mathematics courses** with rigorous, relevant, engaging, high-quality, and inclusive instruction that is responsive to the needs of individual students and that is informed by multiple measures of achievement that are economically and culturally inclusive;
- **mathematics pathways** that are well articulated from high school to and through postsecondary education and careers, that are personally and socially relevant, and that enable students to move across pathways as their interests and aspirations evolve; and
- **individualized academic, career, and other student supports** that respect and promote student and family decision making and that enable students to explore options, make strategic choices, and set and achieve informed goals.

To support the first aim of the Launch Years initiative—to improve learning opportunities for each student during the last two years of high school and into the transition to postsecondary education—the Charles A. Dana Center at The University of Texas at Austin has collaborated with stakeholders from K–12 and higher education to develop a course framework for a data science course.

A design team, comprising content experts in K–12 and higher education, worked together to develop the course framework and sought input from experts in a variety of fields to inform the design team’s work. The framework contained in this document describes a course that supports students’ social, emotional, and academic development—an often-overlooked aspect of education that research indicates is crucial to students’ ability to thrive in school, career, and life.

We recognize that simply implementing new courses is not enough. We commit to challenging and eliminating institutional and systemic barriers to students’ opportunities to access—and succeed in—mathematics. This commitment includes proactively working with partners to change institutional cultures and educator mindsets toward recognizing and building upon student assets and student strengths.

# Acknowledgments

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# Introduction and Purpose

This framework, which includes design principles and learning outcomes, is intended to guide in the development of courses that will introduce students to data science topics and computational thinking beyond what is taught in a traditional high school statistics course. It provides the opportunity for students to demonstrate proficiency in working with data, appropriate to a fourth-year high school credit in mathematics, and helps them gain the skills needed for their success in postsecondary education and future careers. All students who are prepared to enroll in a fourth-year high school mathematics course can be successful in a high-quality data science course.

A course based on this framework requires supporting students' social, emotional, and academic development (SEAD) through explicit instruction about and development of skills and strategies needed to succeed after high school. Courses implemented from this framework should also explicitly attend to the systemic inequities in America's high schools through placement, support, and pedagogical practices. Finally, the framework requires that the courses develop students' ability to engage in important mathematical practices and processes, including:

- Working with quantitative information and mathematical and statistical concepts that use language and representations to make decisions, solving problems, formulating functions that model real-world situations, and drawing inferences and practical conclusions from data analysis;
- Making sense of problems and developing strategies to find solutions and persevere in solving them;
- Reasoning, modeling, and making decisions with given information, including understanding and critiquing the arguments of others; and
- Selecting and using technology appropriate to a given context.



# Course Design Principles

The design principles for the course provide guidelines for how the curricular materials and classroom instruction should support a coherent and engaging experience for students. Developers should use these principles to create curricular materials that are true to the vision of the course, and educators should also use the design principles when developing a repertoire of pedagogical strategies for use in teaching the course.

We are aware that many students and teachers already engage in these behaviors. Our hope is that these design principles will be seen as reinforcing and supportive. The spirit of this framework recognizes that, at some levels, we are all learners and are growing in our understanding of mathematics, one another, and the world around us.

## Data Science Course Design Principles

Design Principle	Students will . . .	Teachers will . . .
<b>Active Learning.</b> The course provides regular opportunities for students to actively engage in data explorations using a variety of different instructional strategies (e.g., hands-on and technology-based activities, projects, small group collaborative work, facilitated student discourse, interactive lectures).	<ul style="list-style-type: none"><li>• Be active and engaged participants in discussion, in working on data explorations with classmates, and in making decisions about the direction of instruction based on their work.</li><li>• Discuss results of their data explorations with the instructor and/or classmates in class.</li><li>• Develop and evaluate data-based arguments.</li><li>• Think critically about data and be open to changing their mind after considering data-based arguments presented in class.</li><li>• Consider the implications of their conclusions within the context and as part of a broader picture, including consideration of data ethics.</li></ul>	<ul style="list-style-type: none"><li>• Provide low-floor, high-ceiling activities and explorations that all students can access and that extend to high levels. Such activities should provide meaningful opportunities for exploration and co-creation of mathematical understanding and data literacy.</li><li>• Engage students through relevant contexts by providing local data sets and inviting students to ask questions about the data. Encourage different students to pose and investigate different questions that can be addressed by exploring data, and to come together to discuss findings.</li><li>• Ensure that all students are provided equitable opportunities to engage successfully throughout the course.</li><li>• Facilitate students' active learning of data science through a variety of instructional strategies, including inquiry, problem solving, critical thinking, and reflection.</li><li>• Create a safe, student-driven classroom environment in which all students feel a sense of belonging to the class and the discipline, are encouraged to take risks and embrace mistakes, and are able to make decisions about the direction for instruction through the results of their exploration of data science. Students' ideas are at the center of the conversation.</li></ul>



## Data Science Course Design Principles

Design Principle	Students will . . .	Teachers will . . .
<p><b>Growth Mindset.</b> The course supports students in developing the tenacity, persistence, and perseverance necessary for learning data science, for using mathematics and statistics to tackle authentic problems, and for being successful in post-high school endeavors.</p>	<ul style="list-style-type: none"> <li>• Make sense of data explorations by drawing on and making connections with their prior understanding and ideas.</li> <li>• Persevere in solving problems and realize that it is acceptable to say, “I don’t know what to do next,” but that it is not acceptable to give up.</li> <li>• Understand that productive struggle is valuable for brain growth and that times of struggle should be valued.</li> <li>• Identify productive struggle and have coping mechanisms for destructive struggle.</li> <li>• Reflect on mistakes and misconceptions to improve their mathematical understanding and data literacy.</li> <li>• Seek help from different sources to move forward in their investigations, or be willing to start from a different perspective.</li> <li>• Compassionately help one another by sharing strategies and solution paths rather than simply giving answers.</li> <li>• Develop/strengthen a growth mindset to continue to apply in mathematics, data science, and other areas of their post-high school life.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide information about and model the importance of having a growth mindset.</li> <li>• Facilitate discussions on the value of mistakes, misconceptions, and struggles.</li> <li>• Demonstrate a growth mindset and value mistakes in their own experience with students.</li> <li>• Provide students with low-stakes opportunities where they can make mistakes and learn from those mistakes.</li> <li>• Give students time to struggle with tasks and ask questions that scaffold students’ thinking without stepping in to do the work for them.</li> <li>• Provide regular opportunities for students to self-monitor, evaluate, and reflect on their learning, both individually and with their peers.</li> <li>• Encourage students to work beyond their comfort zone.</li> </ul>



## Data Science Course Design Principles

Design Principle	Students will . . .	Teachers will . . .
<b>Problem Solving.</b> The course provides opportunities for students to engage in the entire statistical problem-solving process.	<ul style="list-style-type: none"> <li>• Apply intuition, life experience, and previous learning to develop a strategy for solving unfamiliar problems.</li> <li>• Explore and use multiple solution methods.</li> <li>• Share and discuss different solution pathways and methods.</li> <li>• Use tools and representations, as needed, to support their thinking and problem solving.</li> <li>• Develop and justify their own strategies to approach new problems.</li> <li>• Be willing to make and learn from mistakes in the problem-solving process.</li> </ul>	<ul style="list-style-type: none"> <li>• Present tasks that require students to find or develop an approach that is appropriate for exploring data to reach a data-based conclusion.</li> <li>• Provide data sets that allow for multiple exploration and visualization methods, including transfer of previously developed skills and strategies to new contexts.</li> <li>• Provide opportunities to share and discuss different data analysis and visualization methods.</li> <li>• Model the problem-solving process using various strategies.</li> <li>• Encourage and support students to explore and use a variety of approaches and strategies to make sense of data and reach data-based conclusions.</li> </ul>
<b>Authenticity.</b> The course presents data explorations that allow students to address relevant questions that arise in their communities.	<ul style="list-style-type: none"> <li>• Recognize specific ways in which mathematics and data are used in everyday decision making.</li> <li>• Recognize questions that arise in the real world that can be addressed by exploring appropriate data.</li> <li>• Contribute meaningful questions that can be addressed by exploring appropriate data.</li> <li>• Identify bias and sources of bias in data, and describe the impact of bias in data on people and society.</li> <li>• Experience in the process of collecting, cleaning, analyzing, and visualizing data to answer a data-based question of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities to ask questions of data sets that are relevant to students, both in class and on assessments.</li> <li>• Provide opportunities for students to ask questions about their school, community, or world that can be addressed by exploring appropriate data.</li> <li>• Provide opportunities to investigate bias and the source(s) of bias in data and to discuss how bias impacts people and society.</li> <li>• Provide students with real data, including data that require data processing and cleaning.</li> </ul>

## Data Science Course Design Principles

Design Principle	Students will . . .	Teachers will . . .
<p><b>Context and Interdisciplinary Connections.</b></p> <p>The course presents data science in context and connect data science to various disciplines and everyday experiences.</p>	<ul style="list-style-type: none"> <li>• Contribute personal experiences, where appropriate, that connect to classroom experiences.</li> <li>• Actively seek connections between classroom experiences and the world outside of class.</li> <li>• Describe connections between personal experiences or personal aspirations and the world outside the classroom through data analysis.</li> <li>• Examine the ways in which data are collected in their day-to-day lives, and consider the ethics and consequences of collecting and using data to make decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to share their personal backgrounds and interests, including cultural and societal values, and help make the connection between what is important in students' lives and future aspirations, and what they are learning in data science.</li> <li>• Provide real and interesting data sets, including those that are local to students.</li> <li>• Invite students into data explorations that illustrate authentic applications.</li> <li>• Provide data explorations that include applications from a variety of academic disciplines, programs of study, and careers, and which are culturally sustaining.</li> </ul>



## Data Science Course Design Principles

Design Principle	Students will . . .	Teachers will . . .
<p><b>Communication.</b> The course develops students' ability to communicate insights from their data explorations and findings in varied ways, including with words, data visualizations and numbers.</p>	<ul style="list-style-type: none"> <li>• Present and explain ideas, reasoning, and representations to one another in pair, small-group, and whole-class discourse using discipline-specific terminology, language constructs, and symbols.</li> <li>• Seek to understand the approaches used by peers by asking clarifying questions, trying out others' strategies, and describing the approaches used by others.</li> <li>• Listen carefully to and critique the reasoning of peers using data to support arguments or counterexamples to refute arguments.</li> <li>• Develop the skills to communicate data-based arguments with clarity and precision.</li> <li>• Practice constructing data-based arguments with specific audiences in mind.</li> <li>• Consider matters of accessibility in designing and executing their communications.</li> <li>• Consider the pros and cons of various types of data visualizations for communicating with data in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce concepts in a way that connects students' experiences to course content and that bridges from informal contextual descriptions to formal definitions.</li> <li>• Clarify the use of data science terminology and symbols, especially those also used in different contexts or different disciplines.</li> <li>• Engage students in purposeful sharing of data explorations and approaches using varied representations.</li> <li>• Support students in developing active listening skills and in asking clarifying questions to their peers in a respectful manner that deepen understanding.</li> <li>• Facilitate discourse by positioning students as authors of ideas who explain and defend their approaches.</li> <li>• Provide regular opportunities for students to communicate with data using a variety of data visualizations.</li> <li>• Scaffold instruction to support students in developing the required reading and writing skills.</li> </ul>

## Data Science Course Design Principles

Design Principle	Students will . . .	Teachers will . . .
<b>Technology.</b> The course introduces students to current technologies appropriate for data exploration and visualization, and prepares them to learn and use new ones.	<ul style="list-style-type: none"> <li>• Use technology to visualize data and support data-based conclusions.</li> <li>• Understand the necessity of digital tools in cleaning and analyzing large data sets, and select appropriate tools for different situations.</li> <li>• Develop experience in learning new tools, which will allow them to use emerging technology tools for analyzing data in the future.</li> <li>• Explore how technology can enhance data analysis as well as creativity in data visualization.</li> <li>• Understand that the use of tools or technology does not replace the need for evaluating the reasonableness of conclusions or how the conclusions apply to a given context.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce students to various data analysis and visualization technology tools that students can use beyond the classroom and support them in understanding the best uses for each tool.</li> <li>• Facilitate student learning of technology platforms through exploration, as this will aid in transferring the knowledge to future platforms.</li> <li>• Empower students to be creative and to use technology in support of their own goals.</li> <li>• Not be experts in the use of every platform, but are willing to experiment in response to students' questions and will model good practices for seeking answers to such questions.</li> </ul>
<b>Assessment.</b> The course uses project-based assessments both as formative assessments and to evaluate student progress.	<ul style="list-style-type: none"> <li>• Assemble a collection of their work, which includes both data explorations that demonstrate understanding of the statistical problem-solving process and reflections on their learning process and their evolving understanding of the field of data science.</li> <li>• At the end of the course, have a portfolio of data science work that showcases their knowledge of data science and their technology skills. This portfolio might be shared with a potential employer or educational institution.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide students with projects through which they are exposed to new content and can demonstrate their ability to use this new content to answer questions through exploration of appropriate data. These projects will include products that demonstrate student learning and will be part of students' portfolios.</li> <li>• Evaluate student progress throughout the course by considering students' evolving portfolios as well as their reflections on their learning.</li> <li>• In the final project of the course, allow students freedom to decide the topic and methods used in their data exploration, so that they can bring together the various skills they will have developed over the course, allowing the teacher to assess student progress.</li> </ul>

# Student Outcomes

Traditional mathematics and statistics lessons that teach mathematics as a set of procedures and with a focus on procedural fluency can result in widespread disengagement as students see no relevance to their lives. The inability to see relevance in the content disproportionately impacts students of color and girls, who may also receive additional harmful messages that mathematics is not for them. Data science is an emerging STEM discipline that provides new opportunities to increase diversity in STEM and to empower students as learners. Students should frequently be reminded that data science is a field in which all people are welcome and can succeed. In addition to content, educators can offer social and emotional support to students through engaging lessons that allow students to connect with the ideas being taught.

## Social, Emotional, and Academic Development

**Use collaboration and communication.** Students should recognize situations for which collaboration is an effective strategy, identify the features of collaborative work groups, and develop strategies for overcoming group work challenges. They should work collaboratively with students from various cultural and ethnic backgrounds while examining alternate points of view, accepting constructive criticism and revising personal views when evidence warrants.

**Utilize resources to overcome obstacles.** Students should engage in productive academic behaviors, including recognizing when help is needed with a task, and developing and applying a variety of strategies and sources for seeking help; monitoring and adjusting attitudes, emotions, and thoughts when facing challenging tasks or academic setbacks; and seeking and using feedback to improve performance.

**Recognize and improve individual behaviors.** Students should maintain motivation and persistence through a variety of strategies, including identifying and adjusting habits and beliefs that have interfered with success; applying metacognitive awareness to plan, monitor, evaluate, and reflect on their learning; and setting and monitoring goals.

## Content Outcomes

**Understand the role of data in the world.** Students need to demonstrate an understanding of data and the many different types of data that exist, including nontraditional data types such as photos, text, and sounds. They should understand the ways in which data are generated and collected, recognizing that primary data are collected directly by researchers from main sources while secondary data have already been collected and are readily available for use. It is crucial that students recognize the extent of their digital footprint and that it is based on the data created by their digital lives, while also considering issues surrounding data privacy and the ethical use of data. Examples of proficiency include the ability to distinguish between different types of data and between primary and secondary data; represent, summarize, and interpret data; recognize trends in data; and reflect on implications of data privacy and data use policies.

**Ask data-based questions.** In order to understand the vast information that can come from data, students should recognize the types of questions that can be answered through data exploration and be able to formulate their own questions. Students should determine what data might be collected to answer data-based questions and consider what questions can be answered from readily available data. Performing exploratory data analysis,



drawing preliminary conclusions, and using what they have learned are key to formulating new questions for further exploration. Examples of proficiency include the ability to ask new questions based on what is learned from a data exploration and to identify the relevant data to address a data-based question of interest.

**Collect and manage data.** Sources of data are vast, so students should consider the different ways in which data might be generated, including through sampling (observational studies), experimentation (statistical experiments), and simulation, explaining the role of random selection in sample selection and the role of random assignment in statistical experiments. In order to appreciate the challenges of data collection, students should collect and organize data about their own lives and communities. They should identify bias and sources of bias in data, and describe how bias in data impacts people and society. While considering data collection, students should discuss the ethics and consequences of collecting and using data, including consideration of the bias that may be present in data collection or selection processes. Students should also acquire data in different formats and work with large, real-world, publicly available data sets. Combining two or more data sources might be necessary to investigate a question of interest. Students should become familiar with different types of data structures such as arrays, stacks, and queues, understanding that data (both traditional and nontraditional) are not always collected/shared/received in a form that is ready for analysis and often require the use of different digital tools to clean and prepare data for analysis (e.g., merge data sets, deal with incomplete data, normalize data, create new variables). Students should explore the basics of programming as needed, and be comfortable editing and documenting code, or finding the appropriate tools to transform the data to be useful in their own data analysis. Examples of proficiency include the ability to distinguish between observational studies and statistical experiments; explain why random selection is important in observational studies and why random assignment is important in statistical experiments; use data scraping to obtain data from an online source; use transformations to create new variables for analysis; and clean data sets to address extraneous, incorrect, or missing data values in preparation for analysis.

**Explore data to make sense of and represent the story that the data are telling.** Interpreting and critiquing data visualizations are fundamental skills for building data acumen. Students should use technology, and programming where appropriate, to create a variety of data visualizations to explore data and to share insights based on what the data reveal. Students should be able to look for patterns, describe data distributions, and compare distributions while examining graphical displays. They should also be able to create graphical displays, data visualizations, and tables to explore relationships. Technology should be used to explore correlation between two numerical variables visually and numerically, while tables and conditional relative frequencies should be used to explore associations between categorical variables. Interpreting graphical displays, data visualizations, and tables using more than two variables allows students the opportunity to demonstrate multivariable thinking. Examples of proficiency include the ability to draw insights from a data visualization and to communicate those insights to others; use and interpret graphical displays and tables to describe relationships between two variables; and create and interpret data visualizations that demonstrate multivariable thinking.

**Analyze data to create data-based arguments and to reach data-based conclusions.** Students need to understand the importance of communicating with data and making data-based arguments. In order to communicate with data effectively, students should use appropriate summary measures to describe data distributions and to compare data distributions. They should understand that variability is present in data and

take sampling variability into account when formulating data-based arguments or making data-based decisions. Students should combine their knowledge of probability, technology, and programming where appropriate, to construct simulations to estimate probabilities and to assess statistical significance. Since conclusions based on sample data are subject to misinterpretation, students should acknowledge potential errors and their possible consequences in the data collection process. Examples of proficiency include the ability to describe data distributions, including shape, center, variability and any unusual features for numerical data distributions; compare two or more data distributions using graphical and numerical summaries; design and implement a simulation to assess statistical significance and interpret the results of the simulation; contrast statistical significance and practical significance in a given context; describe potential errors and possible consequences of a data-based argument; and interpret a margin of error in context.

**Understand limitations of data sources and data-based conclusions.** When working with publicly available data sets, students should be able to determine if conclusions are appropriate based on the study design and the way in which the data were collected. They should evaluate and critique data-based claims and arguments, understanding that data and data-based arguments may have inherent sources of bias and they should seek to identify them. Examples of proficiency include the ability to evaluate whether a conclusion from a data analysis or exploration is appropriate given the data source and data collection method; evaluate a data-based argument and identify potential sources of bias; and critique a data-based argument.

**Use data to make predictions.** A key component in using data is the ability to make predictions accurately. Students use data to build models (including linear models, nonlinear models, and models with multiple predictor variables) to describe relationships between variables. They should evaluate the appropriateness and usefulness of prediction models, while also using models to make their own predictions. Examples of proficiency include the ability to use graphical displays to make informal predictions; fit linear and nonlinear models and evaluate the usefulness of models; and use fitted models to make predictions.

**Use data to inform decision making.** The use of probability, including conditional probability, to make decisions and to quantify uncertainty about real-world situations is necessary. Students need to be able to understand and interpret results from classification and decision tree algorithms. Examples of proficiency include the ability to calculate and interpret probabilities, including conditional probabilities; estimate probabilities empirically and by using simulation; use relevant probabilities to inform a decision; and use a given classification or decision tree to reach a decision, describing the steps in the process of reaching that decision.







COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 3/30/2022 Administrator's Name: Jennifer Lawler

Department and School: Mathematics

Course Name: Quantitative Reasoning

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: 1.0 Check if honors: ☒

Recommended Prerequisites (if any): Algebra 2, Algebra 2/Trig Honors, Algebra 2/Modeling & Statistics

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

Quantitative literacy is among several important twenty-first century intellectual skills all students should master, including analytic inquiry, critical and creative thinking, written and oral communication, information literacy, teamwork, and problem-solving. In this context, the purposes of a quantitative reasoning course are the following:

- Strengthen mathematical abilities that students will need in the classroom, in their careers, and throughout their lives;
- Engage students in a meaningful intellectual experience that offers them an in-depth understanding of a variety of concepts at a greater depth than a traditional mathematics class;
- Gain the ability to deal with quantitative information as citizens and in the workplace;
- Improve students' quantitative and logical reasoning abilities, allowing them to use a variety of mathematical strategies—breaking difficult questions into component parts, looking at questions from a variety of perspectives, and looking for patterns—in diverse settings;
- Improve the ability of students to communicate quantitative ideas orally and in writing; and
- Encourage students to take other courses in the mathematical sciences.

A high school quantitative reasoning course is intended to spark student interest in mathematics by demonstrating connections to the real world with the purpose of preparing students for a posthigh school learning experience including two-year or four-year college programs, adult career-technical education programs, an apprenticeship, and/or the military.

Proposed Course Description: In three or four sentences, write a course overview.

This course is designed to teach students mathematical skills needed for informed decision making. Its emphasis is on mathematical reasoning and its practical application in a variety of contexts.

Quantitative Reasoning develops a habit of mind, competency, and comfort in working with numerical data. Students will learn to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations, develop the ability to reason mathematically, and make and evaluate logical arguments supported by quantitative evidence.

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

This course will be aligned with the University of Wisconsin System Quantitative Reasoning Learning Outcomes as well as applicable Wisconsin Mathematics Standards (attached).

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

To be determined pending adoption of materials

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$TBD, T&L Adoption funds

E. Professional Learning: \$TBD, T&L Adoption funds

C. Supplementary: \$0

## University of Wisconsin System Math Initiative

### Gateway Quantitative Reasoning

#### Course description:

This course is designed to teach students mathematical skills needed for informed decision making. Its emphasis is on mathematical reasoning and its practical application in a variety of contexts.

Quantitative Reasoning develops a habit of mind, competency, and comfort in working with numerical data. Students will learn to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations, develop the ability to reason mathematically, and make and evaluate logical arguments supported by quantitative evidence.

#### Learning outcomes:

1. Identify appropriate models to fit scenarios described with numerical data and/or verbal descriptions, make predictions and draw conclusions in real-world contexts using a model, and recognize the limitations of mathematical models in those contexts.
2. Understand, interpret, and construct expressions and equations in various contexts.
3. Understand and be able to create and evaluate arguments supported by quantitative evidence and clearly communicate those arguments using words, tables, graphs, mathematical equations, etc., as appropriate.
4. Compare and contrast linear and exponential models in practical problems.
5. Construct and interpret graphical displays of data and understand how they can be used and misused.
6. Use measures and techniques from descriptive statistics and probability in decision-making contexts.
7. Apply proportional reasoning in a variety of sophisticated contexts.
8. Demonstrate number sense via estimation, comparisons, magnitude, and attention to appropriate accuracy in all of the above.

#### Guidelines for Quantitative Reasoning:

1. The course is a first credit bearing, college mathematics course that provides greater breadth, depth or application of mathematical knowledge, skills and abilities required in State of Wisconsin-approved high school mathematics curriculum.
2. The course may be terminal for students who do not require further math for their majors.

3. The core learning outcomes (LO) were vetted by math faculty systemwide in spring 2018 and serve as a mechanism to ensure consistency for purposes of transfer and applicability of gateway mathematics courses across the UW System. Individual institutions and faculty will continue to enjoy the freedom to utilize the modality and instructional strategies they deem most appropriate for the delivery of these courses.
4. The core learning outcomes typically reflect the content of a three- to four-credit course. The intent of the learning outcomes is that if a student successfully completes this course at one UW institution and transfers the course to another, the receiving institution will accept this course, regardless of the number of credits being transferred, as meeting an existing mathematics-related graduation requirement, unless a student's choice of degree or academic program requires another specific mathematics course(s).
5. The Math Steering Committee will develop a process to periodically review and update the gateway course descriptions and LO that honors the autonomy of each department and continues to support the intent of the Math Initiative.

**9.20.18**

**COURSE CHANGE PROPOSAL**

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 3/30/2022    Administrator's Name: Jennifer Lawler

Department and School: Mathematics

Course Name: Transition to College Mathematics

Request: ☒ New Course    ☐ New Course Name    ☐ Course Revision    ☐ Remove Course

Credits: 1.0    *Check if honors:* ☐

Recommended Prerequisites (if any): Algebra 2, Algebra 2/Trig Honors, Algebra 2/Modeling & Statistics

**Rationale:** Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

The year-long transition course is intended for twelfth grade students whose academic performance prior to their senior year or performance on an accepted external college readiness measure indicates that they are not yet ready to perform entry-level college mathematics coursework. The goal of the course is to ensure that these students meet a college readiness measure by the end of their senior year and are prepared for most entry-level credit-bearing college mathematics courses, especially quantitative reasoning, statistics, or college algebra.

**Proposed Course Description:** In three or four sentences, write a course overview.

This course is designed to prepare students for entrance into introductory college level mathematics courses. The course addresses high school mathematics concepts and skills essential for college- and career-readiness and is intended for students who have not met indicators of college readiness (ACT Math subscore of 18+ and math GPA of 3.0 or higher).

**Content Standards and Benchmarks:** List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

This course will be aligned with the Transition to College Mathematics Course Framework from the Charles A. Dana Center at the University of Texas at Austin, the University of Wisconsin System Math Fundamentals Blueprint, and applicable Wisconsin Mathematics Standards (attached).

**Scope and Sequence:** Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

To be determined pending adoption of materials

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$TBD, T&L Adoption funds

E. Professional Learning: \$TBD, T&L Adoption funds

C. Supplementary: \$0

JUNE 2020

## Launch Years initiative

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# Transition to College Mathematics Course Framework

version 2.0

Launch Years  
*an initiative of*



The University of Texas at Austin  
Charles A. Dana Center

**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER

TEACHERS COLLEGE, COLUMBIA UNIVERSITY



Education  
Strategy  
Group



ASSOCIATION OF  
PUBLIC &  
LAND-GRANT  
UNIVERSITIES



## About the Dana Center

The Charles A. Dana Center develops and scales mathematics and science education innovations to support educators, administrators, and policymakers in creating seamless transitions throughout the K–16 system for all students, especially those who have historically been underserved. We focus in particular on strategies for improving student engagement, motivation, persistence, and achievement.

The Center was founded in 1991 at The University of Texas at Austin. Our staff members have expertise in leadership, literacy, research, program evaluation, mathematics and science education, policy and systemic reform, and services to high-need populations.

## About Launch Years

Launch Years is an initiative led by the Charles A. Dana Center at The University of Texas at Austin—in collaboration with Community College Research Center, Achieve, Education Strategy Group, and the Association of Public and Land-grant Universities—focused on addressing systemic barriers that prevent students from succeeding in mathematics and progressing to postsecondary and career success. Leveraging work within states, the initiative seeks to modernize math in high school through relevant and rigorous math courses as well as through policies and practices leading to more equitable outcomes for all students. Learn more at: [utdanacenter.org/launch-years](https://utdanacenter.org/launch-years).



The University of Texas at Austin  
Charles A. Dana Center

**CCRC** COMMUNITY COLLEGE  
RESEARCH CENTER  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY



Education  
Strategy  
Group



ASSOCIATION OF  
PUBLIC &  
LAND-GRANT  
UNIVERSITIES


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For queries, please contact us at [dana-k12@austin.utexas.edu](mailto:dana-k12@austin.utexas.edu).

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Over the last 20 years, mathematics has become increasingly important to a growing number of fields of study and their related professions. In 1998, the National Science Foundation released “International Assessment of the U.S. Mathematical Sciences” (Odom Report), which listed 11 fields of study that interface with mathematics, including physics, chemistry, economics, and manufacturing. The National Research Council’s 2013 report, “The Mathematical Sciences in 2025,” expanded this number to 21 and predicted continued growth. The new fields of study added to the list were notable—entertainment, social networks, ecology, computer science, information processing, marketing, and defense.

Unfortunately, the current system of mathematics education fails to meet the needs of many of our students. **This is unacceptable.** It is reprehensible that so many students’ opportunities to succeed are limited by their race or economic class. We have a moral and a professional obligation to create the conditions necessary for every student to succeed.

The Launch Years initiative intends to create those conditions through two overarching aims.

The first is to improve learning opportunities for each student during the last two years of high school and into the transition to their postsecondary education and other future endeavors.

The second is to dismantle institutional and systemic barriers that block equitable access and opportunities to succeed in mathematics, especially for students who are Black, Latinx, or Native American, or who come from low-income communities.

The Launch Years vision is to build, scale, and sustain policies, practices, and structures that ensure that each student has equal access to, and successfully engages in:

- **mathematics courses** with rigorous, relevant, engaging, high-quality, and inclusive instruction that is responsive to the needs of individual students and that is informed by multiple measures of achievement that are economically and culturally inclusive;
- **mathematics pathways** that are well articulated from high school to and through postsecondary education and careers, that are personally and socially relevant, and that enable students to move across pathways as their interests and aspirations evolve; and
- **individualized academic, career, and other student supports** that respect and promote student and family decision-making and that enable students to explore options, make strategic choices, and set and achieve informed goals.

To support the first aim of the Launch Years initiative—to improve learning opportunities for each student during the last two years of high school and into the transition to postsecondary education—the Charles A. Dana Center at The University of Texas at Austin has collaborated with stakeholders from K–12 and higher education to develop a course framework for a senior-level transition mathematics course.

A design team, comprising content experts in K–12 and higher education, worked together to develop the course framework and sought input from experts in a variety of fields to inform the design team’s work. The framework contained in this document describes a course that encompasses multiple pathways and also supports students’ social, emotional, and academic development—an often-overlooked aspect of education that research indicates is crucial to students’ ability to thrive in school, career, and life.

We recognize that simply implementing new courses is not enough. We commit to challenging and eliminating institutional and systemic barriers to students’ opportunities to access—and succeed in—mathematics. This commitment includes proactively working with partners to change institutional cultures and educator mindsets toward recognizing and building upon student assets and student strengths.

# Acknowledgments

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# Introduction and Purpose

This year-long transition course is intended for 12th grade students whose academic performance prior to their senior year or performance on an accepted external college readiness measure indicates that they are not yet ready to perform entry-level college mathematics coursework. The goal of the course is to ensure that these students meet a college readiness measure by the end of their senior year and are prepared for most entry-level, credit-bearing college mathematics courses, especially quantitative reasoning, statistics, or college algebra.

## Content Overview

The transition course covers a variety of mathematical and statistical topics needed to prepare students for success in multiple mathematics pathways. It is expected that students enrolled in this course will have successfully completed Algebra I/Integrated Mathematics I (and any associated EOC exam) and Geometry/Integrated Mathematics II. In addition, students should have taken a third year of mathematics, such as statistics or Algebra II (or its equivalent).

In this course, students will connect and use multiple strands of mathematics to solve problems. Topics include:

- Numeracy, including facility in representing large and small numbers, fluency with arithmetic operations, and facility with estimation skills;
- Proportional reasoning in situations involving rates, ratios, percentages, and measurement;
- Manipulation and evaluation of expressions and formulas that model physical and geometric phenomena;
- Key characteristics of linear, quadratic, exponential, simple rational, and monomial functions through verbal, numerical, algebraic, and graphical interpretations;
- Linear functions and related equations, inequalities, and systems;
- Quadratic and exponential functions and related equations;
- Univariate and categorical data representation and analysis;
- Bivariate data representation and analysis;
- Probabilistic reasoning in situations involving chance or risk; and
- Evaluation of reports from statistical studies.

The transition course supports students' social, emotional, and academic development (SEAD) through explicit instruction about and development of attitudes, skills, and strategies needed to succeed in college coursework. These include:

- A growth mindset that includes an understanding that math ability can change over time through effective effort and strategies;
- Perceiving and valuing mathematical understanding as personally relevant;
- Effective collaboration;
- Building and utilizing a support network;
- Seeking help and acting on feedback;

- Self-regulation;
- Persisting through challenging tasks; and
- Setting and monitoring goals.

In addition, the course explicitly develops students' ability to engage in important mathematical practices and processes to develop and demonstrate their mathematical understanding. These include:

- Selecting and using technology (e.g., calculator, spreadsheet, computer algebra package, statistical package, dynamic geometry software) appropriate for a particular context or purpose;
- Interpreting and communicating quantitative information and mathematical and statistical concepts using language and representations appropriate to the context and intended audience;
- Making sense of problems, developing strategies to find solutions, and persevering in solving them; and
- Reasoning, modeling, and making decisions with given information, including understanding and critiquing the arguments of others.

These practices and processes describe ways in which students are expected to engage with the content. Teachers should ensure student engagement through the activities they provide and through facilitation of classroom instruction.





# Course Design Principles

Curricular materials and classroom instruction for this course should engage students in meaningful interactions that amplify the learning through social interaction; facilitate transfer of math and SEAD skills; and create an inclusive learning context for all learners, particularly for students who feel disconnected from mathematics and disaffected by the learning process.

The following design principles describe how curricular materials and classroom instruction for the transition course should be structured to support a coherent and engaging experience. Developers should use these standards to create curricular materials that are true to the vision of the course, and educators should also use the design principles when building a repertoire of pedagogical strategies for use in teaching the course.

We are aware that many students and teachers already engage in these behaviors. Our hope is that these design principles will be seen as reinforcing and supportive. The spirit of this framework recognizes that, at some levels, we are all learners, and are growing in our understanding of mathematics, one another, and the world around us.

## Transition Course Design Principles

Design Principle	Students will . . .	Teachers will . . .
<p><b>Active Learning.</b> The course provides regular opportunities for students to actively engage in discussions and tasks using a variety of different instructional strategies (e.g., hands-on and technology-based activities, small group collaborative work, facilitated student discourse, interactive lectures).</p>	<ul style="list-style-type: none"> <li>• Be active and engaged participants in discussion, in working on tasks with classmates, and in making decisions about the direction of instruction based on their work.</li> <li>• Actively support one another’s learning.</li> <li>• Discuss course assignments and concepts with the instructor and/or classmates outside of class.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide activities and tasks with accessible entry points that present meaningful opportunities for student exploration and co-creation of mathematical understanding.</li> <li>• Facilitate students’ active learning of mathematics and statistics through a variety of instructional strategies, including inquiry, problem solving, critical thinking, and reflection, with limited time spent in “direct teach” activities.</li> <li>• Create a safe, student-driven classroom environment in which all students feel a sense of belonging to the class and the discipline, are not afraid to take risks or make mistakes, and are able to make decisions about the direction for instruction through the results of their exploration of mathematics and statistics.</li> </ul>

## Transition Course Design Principles

Design Principle	Students will . . .	Teachers will . . .
<p><b>Constructive Perseverance.</b> The course supports students in developing the tenacity, persistence, and perseverance necessary for learning mathematics and statistics, for using mathematics and statistics to tackle authentic problems, and for being successful in post-high school endeavors.</p>	<ul style="list-style-type: none"> <li>• Make sense of tasks by drawing on and making connections with their prior understanding and ideas.</li> <li>• Persevere in solving problems and realize that it is acceptable to say, “I don’t know how to proceed here,” but that it is not acceptable to give up; seek help from appropriate sources to continue to move forward.</li> <li>• Help one another by sharing strategies and solution paths rather than simply giving answers.</li> <li>• Reflect on mistakes and misconceptions to improve their mathematical understanding.</li> <li>• Seek to understand and address the reasons for their struggles to help them make progress in solving problems and overcoming challenges in the course.</li> <li>• Understand that, while they may struggle at times with mathematics tasks, breakthroughs often emerge from confusion and struggle.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide instruction and information about the role of productive struggle in learning.</li> <li>• Pose tasks on a regular basis that require a high level of cognitive demand.</li> <li>• Allow students to engage in productive struggle with challenging tasks.</li> <li>• Anticipate what students might struggle with during a lesson and be prepared to support them productively through the struggle.</li> <li>• Give students time to struggle with tasks and ask questions that scaffold students’ thinking without stepping in to do the work for them.</li> <li>• Praise students for their effective efforts in making sense of mathematical ideas and for their perseverance in reasoning through problems and in overcoming setbacks and challenges in the course.</li> <li>• Help students realize that confusion and errors are a natural part of learning by facilitating discussions on mistakes, misconceptions, and struggles.</li> <li>• Provide students with low-stakes opportunities to fail and learn from failure.</li> <li>• Provide regular opportunities for students to self-monitor, evaluate, and reflect on their learning, both individually and with their peers.</li> </ul>



## Transition Course Design Principles

Design Principle	Students will . . .	Teachers will . . .
<b>Problem Solving.</b> The course provides opportunities for students to make sense of problems and persist in solving them.	<ul style="list-style-type: none"> <li>• Apply previously learned strategies to solve unfamiliar problems.</li> <li>• Explore and use multiple solution methods.</li> <li>• Share and discuss different solution methods.</li> <li>• Be willing to make and learn from mistakes in the problem-solving process.</li> <li>• Use tools and representations, as needed, to support their thinking and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Present tasks that require students to find or develop a solution method.</li> <li>• Provide tasks that allow for multiple strategies and solution methods, including transfer of previously developed skills and strategies to new contexts.</li> <li>• Provide opportunities to share and discuss different solution methods.</li> <li>• Model the problem-solving process using various strategies.</li> <li>• Encourage and support students to explore and use a variety of approaches and strategies to make sense of and solve problems.</li> </ul>
<b>Authenticity.</b> The course presents mathematics and statistics as necessary tools to model and solve problems that arise in the real world.	<ul style="list-style-type: none"> <li>• Recognize specific ways in which mathematics is used in everyday decision making.</li> <li>• Recognize problems that arise in the real world that can be solved with mathematics or statistics.</li> <li>• Contribute meaningful questions that can be answered using mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities to solve problems that are relevant to students, both in class and on assessments, that utilize real-world—not contrived—contexts.</li> <li>• Provide opportunities for students to pose questions that can be answered using mathematics or statistics and answer them.</li> </ul>
<b>Context and Interdisciplinary Connections.</b> The course presents mathematics and statistics in context and connects mathematics and statistics to various disciplines and everyday experiences.	<ul style="list-style-type: none"> <li>• Contribute personal experiences, where appropriate, that connect to classroom experiences.</li> <li>• Actively seek connections between classroom experiences and the world outside of class.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to share their personal backgrounds and interests, including cultural values, and help make the connection between what is important in students' lives and future aspirations, and what they are learning in mathematics.</li> <li>• Provide activities and tasks that use real data, whenever possible.</li> <li>• Provide activities and tasks that illustrate authentic applications.</li> <li>• Provide activities and tasks that explore problems from a variety of academic disciplines, programs of study, and careers, and that are culturally relevant.</li> </ul>

## Transition Course Design Principles

Design Principle	Students will . . .	Teachers will . . .
<p><b>Communication.</b> The course develops students' ability to communicate about and with mathematics and statistics in contextual situations.</p>	<ul style="list-style-type: none"> <li>• Present and explain ideas, reasoning, and representations to one another in pair, small-group, and whole-class discourse using discipline-specific terminology, language constructs, and symbols.</li> <li>• Seek to understand the approaches used by peers by asking clarifying questions, trying out others' strategies, and describing the approaches used by others.</li> <li>• Listen carefully to and critique the reasoning of peers using examples to support or counterexamples to refute arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce concepts in a way that connects students' experiences to course content and that bridges from informal contextual descriptions to formal definitions.</li> <li>• Clarify the use of mathematical and statistical terminology and symbols, especially those used in different contexts or different disciplines.</li> <li>• Engage students in purposeful sharing of mathematical ideas, reasoning, and approaches using varied representations.</li> <li>• Support students in developing active listening skills and in asking clarifying questions to their peers in a respectful manner that deepen understanding.</li> <li>• Facilitate discourse by positioning students as authors of ideas who explain and defend their approaches.</li> <li>• Provide regular opportunities for students to write about mathematics and statistics with tasks to deepen understanding and with authentic contextual tasks that require use of mathematical or statistical concepts (e.g., writing a brief paper that interprets the results of a statistical study).</li> <li>• Scaffold instruction to support students in developing the required reading and writing skills.</li> </ul>

# Transition Course Design Principles

Design Principle	Students will . . .	Teachers will . . .
<p><b>Technology.</b> The course leverages technology to develop conceptual understanding and to facilitate active learning by enabling students to directly engage with and use mathematical concepts.</p>	<ul style="list-style-type: none"> <li>• Use technology to assist them in visualizing and understanding important mathematical concepts and as a support to problem solving.</li> <li>• Allow technology to assist investigations with problems that might otherwise be too difficult or time-consuming to explore.</li> <li>• Consider the relative usefulness of a range of tools in particular contexts.</li> <li>• Understand that the use of tools or technology does not replace the need for an understanding of reasonableness of results or how the results apply to a given context.</li> </ul>	<ul style="list-style-type: none"> <li>• Use technology to assist students in visualizing and understanding important mathematical concepts and support students' mathematical reasoning and problem solving.</li> <li>• Leverage technology as a tool that can expand the scope of mathematical ideas and problems that students can investigate.</li> <li>• Support students in using technology for more than just answer-getting and in making appropriate choices of technology to use, depending on the problem to be solved.</li> <li>• Be mindful of effective uses of technology and plan carefully for strategic use of technology.</li> </ul>



# Sample Student Learning Outcomes

The following SEAD and mathematics outcomes provide more detail about the content described in the Content Overview section above. In order for students to acquire the knowledge and skills outlined in the SEAD outcomes, course materials should provide explicit instruction for each outcome, combined with opportunities for students to apply what they have learned as they engage with the mathematics content.

To acquire the knowledge and skills outlined in the mathematics outcomes, students should, whenever possible, engage in learning motivated by an authentic context and apply their knowledge and skills to solve real-world problems appropriate for and of interest to seniors in high school. The italicized text that follows some outcomes provides additional clarification and, in some cases, illustrative examples.

## Social, Emotional, and Academic Development

Students should develop and strengthen social-emotional skills and competencies critical to academic success, including competencies in the cognitive, social and interpersonal, and emotional domains.

Students will:

**SEAD.1** Recognize situations for which collaboration is an effective strategy, identify features of effective and productive collaborative work groups, and develop strategies for overcoming group work challenges.

**SEAD.2** Learn that intelligence is malleable and understand how purposeful engagement, persistence, and intelligence are related.

**SEAD.3** Engage in productive academic behaviors, including help-seeking, self-regulation, and utilizing feedback.

**SEAD.3a** Recognize when help is needed with a task, identify sources of help, and develop and apply a variety of strategies for seeking help.

**SEAD.3b** Monitor and adjust attitudes, emotions, and thoughts when facing challenging tasks or academic setbacks.

**SEAD.3c** Actively seek and listen to feedback and act on feedback to improve performance.

**SEAD.4** Maintain motivation and persistence through a variety of strategies, including identifying and adjusting habits and beliefs that have interfered with success; applying metacognitive awareness to plan, monitor, evaluate, and reflect on learning; and setting and monitoring goals.

## Numeric Reasoning

Students should solve authentic problems in a variety of contexts that require number sense and the ability to apply concepts of numeracy to investigate and describe quantitative relationships.

Students will:

**NR.1** Engage in problem solving that demonstrates an understanding of real numbers, including notation and operations.

**NR.1a** Recognize subsets of real numbers and the notation used to describe the subsets, including the roster method, set builder notation, and interval notation, used in contextual settings. Use a Venn diagram to describe the relationship between subsets of real numbers. Know when different sets of numbers are appropriate to use.

*For example: Recognize why the natural numbers are useful for describing terms in a sequence to model the concentration of a drug present in the blood stream at set time intervals after the initial dose. Choose and use set notation and symbols as appropriate for subsets of numbers, such as domains and ranges of functions, and sample spaces and events for chance experiments.*

**NR.1b** Engage in problem solving that demonstrates fluency with arithmetic operations on rational numbers. Use precise mathematical language when communicating about rational numbers.

*For example: Predict the effects of multiplying any real number by a rational number between 0 and 1. Represent real numbers on a number line. Use the order of operations to simplify expressions including exponents and to solve problems (e.g., to identify errors in formulas in a spreadsheet).*

**NR.1c** Engage in problem solving that uses appropriate notation for radicals in terms of rational exponents. Reason quantitatively to emphasize number sense and reasonableness when estimating the value of a radical and when distinguishing between exact and approximate values.

*For example: Approximate the value of an irrational number like  $\sqrt{52}$  or  $\sqrt[3]{10}$  using perfect squares or perfect cubes, and locate the rational number approximation of the radical on a number line. Know that the exact value of a distance found by the distance formula may be left in radical form, but an approximation of distance may be more useful in context.*

**NR.1d** Represent rational numbers in equivalent forms using fractions, decimals, and percentages. Compare the size of numbers in different forms and interpret the meaning of numbers in different forms.

*For example: Interpret the meaning of percentages greater than 100% and justify whether such a percentage is possible in a given context. Solve authentic problems involving numbers in different forms, such as comparing growth of a population expressed as a fraction versus as a percentage.*

**NR.1e** Solve authentic problems involving calculations with percentages and interpret the results.

*For example: Calculate and understand the impact of a percentage increase or decrease in a contextual situation, such as the difference between a discount of 30% and two consecutive discounts of 15%. Calculate absolute change and explain how it differs from relative change. Solve problems related to personal finance, such as calculating the interest paid on credit card debt in which the rate is based on a credit score; explaining how the length of the pay-off period affects the total interest paid; or demonstrating the relationship between a percentage rate and the amount of interest paid.*



**NR.1.f** Demonstrate an understanding of large and small numbers by interpreting and communicating with different forms (including words, fractions, decimals, standard notation, and scientific notation) and compare magnitudes in context, using inequality symbols appropriately.

*For example: Compare large numbers in context, such as the population of the U.S. compared to the population of the world, using appropriate representations such as scientific notation. Calculate ratios with large numbers such as water use per capita for a large population. Interpret a growth rate less than 1%.*

**NR.2** Use numbers and units appropriately to model and solve real-world problems.

**NR.2.a** Use estimation skills to solve authentic problems, and know why, how, and when to estimate values. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

*For example: Decide when and how to estimate costs in a context and when exact values are necessary. Estimate the number of seats in a large auditorium by counting one row and multiplying by the number of rows. Estimate the number of people in attendance at a large concert by counting the number of people in a random square unit and estimating the area of the crowd.*

**NR.2.b** Identify, use, and record appropriate units of measure within data displays, on graphs, and when solving contextual geometric problems. Use units as a way to understand formulas and problems and to guide the solution of multi-step problems.

*For example: Identify the appropriate units for perimeter, area, and volume, such as when calculating the amount of paint needed to paint a non-rectangular surface. Choose and interpret units consistently in formulas, such as when calculating interest or when determining a time given a constant velocity and distance. Choose and interpret the scale and the origin in graphs and data displays. Solve measurement problems that require using the Pythagorean Theorem, attending to appropriate use of units.*

**NR.2.c** Find and use quantitative information to explore the impact of policies or behaviors, including those with social, economic, or environmental implications, on a population.

*For example: Assess the effects of a small decrease in individual water use on the amount needed by a large population over time. Determine if the minimum wage has kept pace with inflation over time.*

## Proportional Reasoning

Students should represent and solve authentic problems using proportional reasoning with ratios, rates, proportions, and scaling. They should be able to strategically and flexibly utilize various representations to describe, make sense of, and draw conclusions in situations involving proportional reasoning.

Students will:

**PR.1** Solve real-world problems involving ratios and rates, using a variety of representations (including ratio tables, double number lines, percentages, fractions, and decimals).

**PR.1.a** Use rate reasoning to convert between units of measurement in authentic situations.

*For example: Use double number lines to convert between currencies. Use ratio tables to solve problems involving dosages of medicine. Relate rate reasoning to dimensional analysis, and know why and how the process works and when to use it.*

**PR.1.b** Use rate reasoning to solve problems involving unit rates, such as those related to pricing and speed.

**PR.1.c** Use ratio and rate reasoning to explore policies or behaviors, including those with social, economic, or environmental implications, in a population.

*For example: Use individual water-use rates to predict the water used by a population. Use the Consumer Price Index to compare prices over time. Interpret a percentage as a number out of 1,000 (as is common in medical research). Compare risks expressed in ratios with unequal denominators (e.g., 1 in 8 people will have side effects versus 3 in 14). If one YouTube video has approximately 5 dislikes for every 300 likes, and the like-to-dislike ratio for a second video is 400 to 7, determine which video is better liked by generating various representations.*

**PR.2** Analyze, represent, and solve real-world problems involving proportional relationships, with attention to appropriate use of units.

**PR.2.a** Use various representations to determine whether a proportional relationship exists between two quantities based on how the change in one value is associated with the change in the other.

**PR.2.b** Analyze when scaling and shrinking lead to proportional and non-proportional results (e.g., the impact of changing various dimensions on perimeter, area, and volume) and determine whether two figures are similar.

*For example: Determine whether an  $8 \times 10$  inch photo is similar to a  $5 \times 7$  inch photo, using a ratio table or a double number line.*

**PR.2.c** Use proportional reasoning to solve authentic, indirect measurement problems.

*For example: Use a scale to calculate measurements in a graphic or diagram. Apply the 1:12 Americans with Disabilities Act (ADA) standard to design a wheelchair ramp for a 28-inch change in elevation.*

## Statistical and Probabilistic Reasoning

Students should use the language and tools of probability and statistics to quantify uncertainty in a variety of real-world contexts. They should make informed, evidence-based decisions and justify conclusions about populations based on a random sample from that population. They should be able to critically evaluate statements that appear in the popular media involving risk and arguments based on probability.

Students will:

**SR.1** Summarize, represent, and interpret univariate and categorical data, with and without technology, to describe and compare distributions.

**SR.1.a** Create appropriate graphical representations for univariate data, including dot plots, histograms, box plots, and stem-and-leaf plots. Analyze the shape of the graph to determine which measure of center (mean, median, mode) and variability (interquartile range, mean absolute deviation, standard deviation) is the best choice for describing center and variability.

**SR.1.b** Create and interpret appropriate numerical summaries for center (mean, median, mode) and variability (interquartile range, mean absolute deviation, standard deviation) for univariate data, accounting for possible effects of extreme data points (outliers).

**SR.1.c** Use measures of center and variability appropriate to the shape of the data distribution to compare two or more different data sets to infer possible differences in the populations from which the data were drawn.

**SR.1.d** Summarize categorical data in a two-way frequency table and recognize possible associations and trends in the data. Choose the appropriate direction of conditioning for a given context and calculate the applicable marginal, joint, and conditional relative frequencies. (**Note:** It is not expected that students name or define these specific terms, but rather that they can determine the indicated types of frequencies as appropriate based on context.)

*For example: From a two-way frequency table summarizing test outcomes for 500 people, some of whom have cancer and some who do not, determine the number of people with cancer given a positive test result and the number of people with a positive test result given that they have cancer. Choose the relative frequency that is the most informative for a given purpose.*

**SR.2** Summarize, represent, and interpret bivariate data to investigate relationships and make predictions.

**SR.2.a** For linear and exponential models, represent paired quantitative data on a scatterplot, use technology to fit a model to the data (using function transformations or regression), and interpret the model in the context of the data. Use the model to make predictions, where appropriate, evaluate the reasonableness of the prediction, and discuss any limitations of the model.

**SR.2.b** For linear models, use technology to compute the correlation coefficient “ $r$ ”, interpret the value of the correlation coefficient, and relate it to the strength and direction of the relationship displayed in a scatterplot. Calculate and interpret the vertical distance between a predicted  $y$ -value and an observed  $y$ -value from the data (a residual).

**SR.2.c** Distinguish between correlation and causation.



**SR.3** Analyze statements of chance, risk, and probability that appear in everyday media (including terms such as “unlikely,” “rare,” or “impossible”). Determine and interpret probabilities of events.

*For example: Interpret statements such as “For a certain population, the lifetime risk of a particular disease is 0.005.” Compare incidences of side effects in unequal group sizes. Identify inappropriate risk statements, such as when the size of reference groups is unknown (e.g., in California in 2009, 88% of motorcycle accident fatalities were helmeted, 12% were unhelmeted).*

**SR.3.a** Make lists, tables, Venn diagrams, and tree diagrams to represent all possible outcomes in a sample space of a chance experiment to compute the probability of an event and its complement; interpret their meanings in context. Conduct an experiment or simulation to compute the empirical probability of an event and its complement to draw conclusions or make decisions.

**SR.3.b** Determine whether events are independent or dependent (including through the use of the multiplication rule) and use this information appropriately to determine probabilities.

**SR.3.c** Explain the meaning of conditional probability. Compute conditional and joint probabilities from a given table of data.

*For example: From a two-way frequency table summarizing test outcomes for 500 people, some of whom have cancer and some who do not, determine the probability of having cancer given a positive test result and the probability of having a positive test result given cancer. Choose the probability that is the most informative for a given purpose.*

**SR.4** Recognize the purposes of different types of statistical studies and how randomization relates to each. Use statistics to make informed, evidence-based inferences and justify conclusions from each type of study.

*For example: Given a scenario, determine if it is a survey, experiment, or observational study and what method of randomization (if any) was used. Given a question, determine which data collection method would be the most appropriate way to collect data to answer the question.*

**SR.5** Evaluate reports based on data for appropriateness of the study design, analysis methods, and statistical measures used.

## Algebraic Operations and Functional Analysis

Students should investigate problems that facilitate the transition from specific and numeric reasoning to general and algebraic reasoning. They should use the language, symbols, and structure of algebra and the key characteristics of functions and their representations (symbols, graphs, tables) to investigate, represent, and solve those problems.

Students will:

**AF.1** Use variables to write an algebraic expression to represent a quantity in a problem and interpret expressions that represent a quantity in terms of its context.

*For example: Be able to use variables in context and use variables as placeholders, as in formulas such as the compound interest formula,  $A = P(1 + r/n)^n$ . Write a spreadsheet formula to calculate prices based on percentage mark-up. Write the expression  $4s + 4$  to represent the total number of square-foot tiles needed to completely surround a square pool that is  $s$  feet on each side; recognize that  $s$  represents the length of a side of the pool, that the factor of 4 represents the 4 sides of the pool, and that the addend of 4 represents the tiles needed for 4 corners of the border.*

**AF.2** Rewrite expressions and equations in equivalent forms to reveal and explain properties of the quantity or relationship represented by the expression or equation.

**AF.2.a** Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.

**AF.2.b** Use algebraic properties and procedures to combine and transform expressions to solve problems, such as factoring to reveal zeros of a function defined by an expression or completing the square to reveal the maximum or minimum value of a function defined by a quadratic expression.

**AF.3** Understand solving a linear equation or inequality, or a system of linear equations or inequalities, as a process of determining which values from a specified set, if any, make the equation, inequality, or system true. Connect numerical, graphical, and symbolic representations of solutions.

**AF.3.a** Recognize that the solution to a linear equation or inequality in one variable, if it exists, is a value or set of values that makes the equation or inequality true, and that the solution corresponds to a single point or an interval on the real number line.

**AF.3.b** Recognize that the solution to a linear equation or inequality in two variables is the set of ordered pairs that makes the equation or inequality true, and that the solution corresponds to a line or a half plane in the coordinate plane.

**AF.3.c** Recognize that a solution to a system of linear equations in two variables, if it exists, is the ordered pair or set of ordered pairs that satisfies both equations in the system, and that the solution to a system of linear equations in two variables corresponds to the point or points of intersection of their graphs.

**AF.3.d** Recognize that solutions to a system of linear inequalities in two variables correspond to points lying in the intersection of the half-planes that contain the solutions to each inequality in the system.

**AF.4** Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function (linear; quadratic; exponential; simple rational of the form  $r(x) = \frac{a}{x}$ ,  $p(x) = \frac{a}{x^2}$ , and  $g(x) = \frac{a}{x-c}$ ; and monomial of the form  $p(x) = ax^n$  (where  $n = 2, 3, 4$ , or  $5$ ) that models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior.

*For example: For linear situations, describe the rate of change using appropriate units, determine the contextual meaning of the rate of change and of the intercepts, and create an algebraic model to represent the function. For exponential situations, interpret the intercept and connect end behavior to growth or decay. For a quadratic function that models the height of a projectile, interpret the maximum value of the function in context. For a simple rational function that represents the relationship between the speed of a train and the time it takes to complete a trip of constant distance, interpret the asymptotes in the context of the situation. Compare the symmetries and the local and end behavior of monomial functions.*

**AF.5** Use linear and quadratic functions and equations to model and solve problems from a variety of contexts and to make predictions/decisions. Recognize the limitations of the model and identify an appropriate domain or range for which the model might be used to make reasonable predictions. Solve equations through estimation using graphs and tables, inspection for simple cases, or algebraic techniques (including factoring and the quadratic formula), when appropriate.

**AF.6** Use exponential functions and equations to model and solve problems from a variety of contexts and to make predictions/decisions. Recognize the limitations of the model and identify an appropriate domain or range for which the model might be used to make reasonable predictions. Solve equations through estimation using graphs and tables or by inspection for integer values.



# Sample Scope and Sequence

Outcomes	Unit overview	# of Weeks
SEAD.1,2 NR.1,2 PR.1,2 AF.1	<b>Numerical and proportional reasoning.</b> This unit focuses on authentic problems in a variety of contexts that require number sense and the ability to apply concepts of numeracy to investigate and describe quantitative relationships. Students demonstrate an understanding of rational numbers (including large and small numbers) by interpreting, communicating with, and comparing different forms. They use quantitative information to explore the impact of policies or behaviors on a population, and identify erroneous, misleading, or conflicting information in advertising or consumer information or regarding social, economic, and environmental issues.	4
SEAD.3 SR.1,3,4,5 NR.1,2 PR.1,2 AF.1	<b>Statistical and probabilistic reasoning.</b> This unit addresses data analysis, proportional reasoning, application of percentages in multi-step problems, and probabilistic reasoning. Students read, interpret, and make decisions about data summarized numerically and in graphical displays, such as line graphs, bar graphs, scatterplots, histograms, and Venn diagrams. They learn to interpret statements about chance, risk, and probability that appear in everyday media.	6
SEAD.4 NR.1,2 PR.2 AF.1,2	<b>Algebraic representations and measurement.</b> This unit addresses geometric reasoning, the use of variables in formulas, and rewriting of algebraic formulas to highlight variables of interest. Students analyze and solve real-world problems involving proportional relationships, including indirect measurement, with attention to appropriate use of units.	4
PR.2 SR.2 AF.1,2,3,4,5	<b>Linear functions, equations, and inequalities.</b> This unit focuses on linear relationships, equations, and inequalities. Students determine whether a proportional relationship exists between two quantities, based on how the change in one quantity influences the other quantity. They determine and interpret rates of change and construct linear models to represent situations. Students examine trend lines for approximately linear data.	5
AF.1,2,3,4,5,6	<b>Modeling with linear and exponential functions.</b> This unit addresses linear and exponential function models. Students move from exploring relationships to formalizing work with functions and covariation. They compare linear relationships to non-linear relationships. Students solve equations that arise from the function models.	5
AF.1,2,4,5	<b>Other nonlinear models.</b> This unit addresses additional nonlinear models, specifically quadratic, simple monomial, and rational functions. Students use these functions to model and answer questions about a variety of real-world situations and solve equations arising from problem situations.	5





**COURSE CHANGE PROPOSAL**

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 3/30/2022 Administrator's Name: Jennifer Lawler

Department and School: Mathematics

Course Name: Math Applications

Request: ☐ New Course ☐ New Course Name ☐ Course Revision ☒ Remove Course

Credits: 1.0 Check if honors: ☐

Recommended Prerequisites (if any): [Click here to enter text.](#)

**Rationale:** Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

Math Applications has been offered as an alternative to Algebra 2, which does not lead to preparation for further study of mathematics. The newly proposed Algebra 2/Modeling and Statistics course provides an equally rigorous alternative to the traditional Algebra 2 curriculum that is designed to meet the needs of **all** students who have successfully completed two years of high school mathematics, making this course obsolete.

**Proposed Course Description:** In three or four sentences, write a course overview.

**Content Standards and Benchmarks:** List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

**Scope and Sequence:** Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

**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:

D. Facilities/Space: \$

B. Textbooks/Kits: \$

E. Professional Learning: \$

C. Supplementary: \$



## COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 3/30/2022 Administrator's Name: Jennifer Lawler

Department and School: Mathematics

Course Name: Trigonometry

Request: ☐ New Course ☐ New Course Name ☐ Course Revision ☒ Remove Course

Credits: 0.5 Check if honors: ☐

Recommended Prerequisites (if any): [Click here to enter text.](#)

**Rationale:** Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

The concepts taught in this course are included in Precalculus and Precalculus Honors, which provides broader postsecondary mathematics preparation for students intending future study of mathematics in the algebra/calculus pathway.

**Proposed Course Description:** In three or four sentences, write a course overview.

**Content Standards and Benchmarks:** List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

**Scope and Sequence:** Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

**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:

D. Facilities/Space: \$

B. Textbooks/Kits: \$

E. Professional Learning: \$

C. Supplementary: \$



## COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 3/30/2022    Administrator's Name: Jennifer Lawler

Department and School: Mathematics

Course Name: Probability and Statistics

Request:   ☐ New Course    ☐ New Course Name    ☐ Course Revision    ☒ Remove Course

Credits: 0.5    *Check if honors:* ☐

Recommended Prerequisites (if any): [Click here to enter text.](#)

**Rationale:** Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

The concepts taught in this course are included in Introduction to Data Science, Advanced Placement Statistics, and Quantitative Reasoning, which provide broader postsecondary mathematics preparation for students intending future study of mathematics in a statistics or quantitative reasoning pathway.

**Proposed Course Description:** In three or four sentences, write a course overview.

**Content Standards and Benchmarks:** List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

**Scope and Sequence:** Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

**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:

D. Facilities/Space: \$

B. Textbooks/Kits: \$

E. Professional Learning: \$

C. Supplementary: \$

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**Kenosha Unified School District  
Kenosha, Wisconsin**

**May 24, 2022**

**COURSE CHANGE REQUESTS: MIDDLE SCHOOL COMPUTER SCIENCE**

**Background**

With over 51 percent of all science, technology, engineer, and mathematics (STEM)-related jobs projected to be in computer science fields, supporting middle school STEM courses ensures equity in future career opportunities for all students. In response to both the growing need for computer scientists and the enthusiasm students demonstrated when participating in the Hour of Code activities, Computer Science Fundamentals was offered at the middle school level in the 2016-17 school year. In fall 2017 Computer Science 2 was added to the elective offerings for middle school students.

**Course Changes Proposal Requests**

The interest and need for employees with a background in computer science continues to expand; and, thus, the curriculum in this field has evolved. The course requests below ensure that the curriculum and resources utilized at the middle school level remain relevant and prepare students for the high school course options. The attached appendices include the Course/Program Change Proposal forms.

<b>COURSE TO BE ELIMINATED</b>		
<b>Course Name</b>	<b>Schools</b>	<b>Appendix</b>
Digital Literacy 6	Bullen Middle School Lance Middle School Lincoln Middle School Mahone Middle School Washington Middle School	A

<b>NEW COURSE PROPOSAL</b>		
<b>Course Name</b>	<b>Schools</b>	<b>Appendix</b>
Computer Science 6	Bullen Middle School Lance Middle School Lincoln Middle School Mahone Middle School Washington Middle School	B

<b>COURSE NAME CHANGE AND REVISION</b>		
<b>Course Name</b>	<b>Schools</b>	<b>Appendix</b>
Current: Computer Science 1	Bullen Middle School	C
	Lance Middle School	
New: Computer Science 7	Lincoln Middle School	
	Mahone Middle School	
	Washington Middle School	

<b>COURSE NAME CHANGE</b>		
<b>Course Name</b>	<b>Schools</b>	<b>Appendix</b>
Current: Computer Science 2	Bullen Middle School	D
	Lance Middle School	
New: Computer Science 8	Lincoln Middle School	
	Mahone Middle School	
	Washington Middle School	

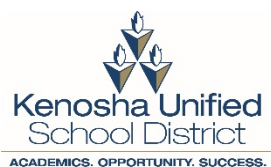
### **Recommendation**

Administration recommends that the school board approve the aforementioned course change proposal requests.

Bethany Ormseth, Ed.D.  
Interim Superintendent of Schools

Julie Housaman  
Chief Academic Officer

Aaron Williams  
Coordinator of Career and Technical Education



## APPENDIX A

### COURSE CHANGE PROPOSAL

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 3/25/2022 Administrator's Name: Aaron Williams

Department and School: Career and Technical Education: Bullen, Lance, Lincoln, Mahone, and Washington

Course Name: Digital Literacy 6

Request: ☐ New Course ☐ New Course Name ☐ Course Revision ☒ Remove Course

Credits: 1/4 Check if honors: ☐

Recommended Prerequisites (if any): N/A

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

Digital Literacy 6 is being replaced by Computer Science 6.

Proposed Course Description: In three or four sentences, write a course overview.

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

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

**COURSE CHANGE PROPOSAL**

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 3/25/2022 Administrator's Name: Aaron Williams

Department and School: Career and Technical Education: Bullen, Lance, Lincoln, Mahone, and Washington

Course Name: Digital Literacy changed to Computer Science 6

Request: ☐ New Course ☒ New Course Name ☒ Course Revision ☐ Remove Course

Credits: 1/4 Check if honors: ☐

Recommended Prerequisites (if any): N/A

**Rationale:** Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

Computer Science is an ever-growing area in today's modern society, having some effect on nearly every aspect of a person's life. With the district transitioning to one-to-one Chromebooks and utilizing the Google platform for grades 4 through 12, the course content taught within the Digital Literacy course at the sixth grade level became incorporated into the majority of classrooms and daily activities. Computer Science 6 will introduce students to problem solving, creativity, and communication through common computer programming language and provide an opportunity for students to engage in skill development that can lead to high-skill, high-wage, and high-demand careers.

**Proposed Course Description:** In three or four sentences, write a course overview.

Computer Science 6 introduces students to basic computer programming language that empowers them to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. In this course, students will learn foundational concepts and skills of computer science (CS) and programming, and students will explore using computers to solve problems and express themselves. Designed to be engaging and relevant to student life, students build, remix, and share their animations, games, stories, music, and art in an engaging and collaborative environment.

**Content Standards and Benchmarks:** List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

**ALGORITHMS AND PROGRAMMING**

AP1: Students will recognize and define computational problems using algorithms and programming.

AP2: Students will create computational artifacts using algorithms and programming.

AP3: Students will communicate about computing ideas.

AP5: Students will collaborate with diverse teams.

AP6: Students will test and refine computational solutions.

## COMPUTING SYSTEMS

CS1: Students will communicate about computing systems

CS2: Students will test and refine computing systems

CS4: Students will create and modify computing systems

## DATA AND ANALYSIS

DA1: Students will create computational artifacts using data and analysis

## IMPACTS OF COMPUTING

IC1: Students will understand the impact and effect computing technology has on our everyday lives

IC3: Students will understand the importance of proper use of data and information in a computing society

## NETWORKING AND THE INTERNET

NI1: Students will understand the importance of security when using technology

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

See Attachment 1.

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$1000 (CTE budget)

C. Supplementary: \$0

**SCOPE AND SEQUENCE**  
**6th Grade Computer Science**
*(Computer Science 6)*

	<b>Quarter</b>			
<b>Topic</b>	<b>Block A: Getting Started and Motion in Scratch</b>	<b>Block B: Animation and Games</b>	<b>Block C: Interactive Games and Storytelling</b>	<b>Block D: Art and Artificial Intelligence</b>
<b>Chapter(s) Covered</b>	Unit 0: Getting Started with Computer Science (Lessons 0.1 - 0.5)  Unit 1: Motion in Scratch (Lessons 1.1 - 1.5)	Unit 2: Animation: Loops (Lessons 2.1 - 2.5)  Unit 3: Games: Conditionals (Lessons 3.1 - 3.5)  Block A or B Project	Unit 4: Interactive Games: Booleans and Operators (Lessons 4.1 - 4.5)  Unit 5: Storytelling: Variables (Lessons 5.1 - 5.5)	Unit 6: Art: Procedures (Lessons 6.1 - 6.5)  Block C or D Project
<b>Number of Days</b>	10	15	10	10



**COURSE CHANGE PROPOSAL**

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 3/25/2022 Administrator's Name: Aaron Williams

Department and School: Career and Technical Education: Bullen, Lance, Lincoln, Mahone, and Washington

Course Name: Computer Science 1 changed to Computer Science 7

Request: ☐ New Course ☒ New Course Name ☒ Course Revision ☐ Remove Course

Credits: 1/2 Check if honors: ☐

Recommended Prerequisites (if any): N/A

**Rationale:** Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

The new course name represents the course content and the grade level the course is offered at. This change aligns with the two additional course change proposals, creating computer science opportunities for students in grades 6, 7, and 8. The flexibility of the proposed curriculum materials allows students to participate and be successful in Computer Science 7 even if they did not participate in Computer Science 6.

**Proposed Course Description:** In three or four sentences, write a course overview.

Computer Science 7 allows students to begin exploring artificial intelligence (AI) and its far-reaching societal impacts in our world. The course is designed around engaging activities and learning units that integrate foundational AI concepts and real-world applications with ethical design and responsible use as students explore how these technologies can help solve problems and improve life for themselves and their communities. Students will build familiarity with AI technology, engage in real-world and career connections, and implications of technology for our society and world.

**Content Standards and Benchmarks:** List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

**Scope and Sequence:** Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$1000 (CTE budget)

C. Supplementary: \$0

**SCOPE AND SEQUENCE**  
**7th Grade Computer Science**

<i>(Computer Science 7)</i>				
	<b>Semester</b>			
<b>Topic</b>	<b>Block A: Getting Started with Artificial Intelligence</b>	<b>Block B: Representation, Reasoning, and Machine Learning</b>	<b>Block C: Generative AI and Applied AI</b>	<b>Supplemental Activities from code.org</b>
<b>Chapter(s) Covered</b>	<b>Unit 0: Getting Started with Artificial Intelligence</b>  <b>Unit 1: Introduction to Artificial Intelligence</b>  <b>Block A Project</b>	<b>Unit 2: Representation and Reasoning</b>  <b>Unit 3: Machine Learning</b>  <b>Block B Project</b>	<b>Unit 4: Generative AI</b>  <b>Unit 5: Applied AI</b>  <b>Block C Project</b>	
<b>Number of Days</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>25</b>

**COURSE CHANGE PROPOSAL**

*Completed forms must be returned to the chief academic officer by **October 1** to be considered for board approval.*

Date Initiated: 3/25/2022    Administrator's Name: Aaron Williams

Department and School: Career and Technical Education: Bullen, Lance, Lincoln, Mahone, and Washington

Course Name: Computer Science 2 changed to Computer Science 8

Request: ☐ New Course    ☒ New Course Name    ☐ Course Revision    ☐ Remove Course

Credits: 1/2    Check if honors: ☐

Recommended Prerequisites (if any): N/A

**Rationale:** Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

The new course name represents the course content and the grade level the course is offered at. This change aligns with the two additional course change proposals, creating computer science opportunities for students in grades 6, 7, and 8. The flexibility of the proposed curriculum materials allows students to participate and be successful in Computer Science 8 even if they did not participate in Computer Science 6 or 7.

**Proposed Course Description:** In three or four sentences, write a course overview.

**Content Standards and Benchmarks:** List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course. (Attach additional documents as needed.)

**Scope and Sequence:** Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

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

A. Teaching Staff: \$0

D. Facilities/Space: \$0

B. Textbooks/Kits: \$0

E. Professional Learning: \$0

C. Supplementary: \$0

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## KENOSHA UNIFIED SCHOOL DISTRICT

May 24, 2022

### **KUSD Preliminary Plan for Federal ESSER III Stimulus Funds**

The global COVID Pandemic generated a major disruption to the educational system, and the federal government established multiple rounds of stimulus funds to support school districts with various needs. Kenosha Unified has previously developed plans and projects for the first two rounds of federal stimulus funds as well as an additional round from the state of Wisconsin. The American Rescue Plan (ARP) Act, the third federal COVID-19 relief law, passed in March 2021, provided districts one-time funds through the Elementary and Secondary School Emergency Relief (ESSER) III grant program. KUSD has been awarded \$44.8 million in ESSER III funding. Funds must be spent no later than September 30, 2024, and are intended to help sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. KUSD must use a *minimum of 20%, or \$9 million*, to implement evidence-based interventions to address learning loss. Based on the proposal, KUSD will be spending the majority of these funds on staffing and programs that directly address this learning loss.

An initial requirement of this grant program is to have districts obtain input and feedback from the respective community. Kenosha Unified launched a community-wide survey, using the platform ThoughtExchange. This utility allowed participants to submit ideas for consideration, while at the same time anyone could review, rate, and comment on other postings. Once the survey window was complete, over 1,400 participants submitted over 2,000 thoughts and over 52,000 ratings. Those thoughts were grouped into 9 themes covering various areas of the educational and operational realms. Shortly after the close of the survey, those themes were further discussed and considered during the respective February, 2022, KUSD Standing Committees. Each theme allowed for a presentation of ideas to consider, while at the same time working to promote a better overall understanding of the needs and priorities of Kenosha Unified moving forward. Those identified themes were: Smaller Class Sizes, Intervention Items, Support Staff, Food, Pay/Compensation, Social/Emotional Well Being, Learning, Parents/Community Involvement and Facilities. The Kenosha County support program, Building Our Future, also held multiple listening and feedback sessions with analysis and reporting out on those events.

Reviewing the identified themes and the needs of the district, the following positions, programs, projects and estimated costs are presented for School Board approval.

### ESSER III Positions, Programs and Projects:

Budgeted Item	FY23*
<b>District Identified Positions (Detail Below)</b>	<b>\$10,770,000</b>
40 Dedicated Building/District Substitute Teachers K-12	\$2,000,000
43 Interventionists K-12 (Reading, Math & Behavior)	\$4,130,000
14 Elementary Teachers to Reduce Multi-age Classrooms	\$1,330,000
2+ FTE to support high school schedule	\$210,000
14 Support Staff - Social Workers & Counselors	\$1,450,000
10 Classroom ESPs (Head Start)	\$660,000
3 Teachers to Support Virtual Learning	\$310,000
1 AP for Bradford (only covered for 2022-23, then discontinued)	\$130,000
3 District Behavior Intervention Teachers	\$290,000
Additional Summer School Teachers & Transportation	\$260,000
<b>District Identified Programs (Detail Below)</b>	<b>\$2,570,000</b>
Aurora Counseling Program (Round 2)	\$260,000
Reading Certification Program (Round 2)	\$500,000
ESL Certification Program (Round 2)	\$150,000
Professional Learning for Teachers - Implementation of Discipline Structure	\$70,000
Remodel Regulation/De-escalation Rooms (Special Ed)	\$80,000
Tech Refresh and 1:1 Supplies (hotspots, chargers, carts, bags)	\$1,160,000
Training for EBD Staff	\$100,000
Research Based Professional Development for Discipline	\$250,000
<b>District Projects (Detail Below)</b>	<b>\$12,700,000</b>
Air Quality Projects (2022-23 & 2023-24 Depending on Project Schedules)	\$10,000,000
Indirect Costs (2022-23 & 2023-24)**	\$2,700,000
	<b>\$26,040,000</b>

\* The second year (FY24) plan will be presented to the Board for review/approval in the Spring of 2023

\*\* The approved unrestricted indirect cost rate will apply to the actual expenses (other than capital outlay) in each fiscal year

### **Administrative Recommendation**

Administration recommends that the School Board approve the FY23 portion of the proposed initial ESSER III plan estimated at \$26,040,000.

Bethany Ormseth, Ed.D.  
Interim Superintendent of Schools

Tarik Hamdan  
Chief Financial Officer

William Haithcock  
Chief of School Leadership

Robert Neu  
Director of Title Programs

Julie Housaman  
Chief Academic Officer

Kristopher Keckler  
Chief Information Officer

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Kenosha Unified School District  
Kenosha, Wisconsin

May 24, 2022

**Fiscal 2022-2023 Budget Update**

The administration is providing the Board of Education with an update to the initial projected budget position for the upcoming FY 2022-23 budget given the information that we currently have available to us (Attachment A).

This preliminary projection assumes that relevant items contained in the final year of the State biennial budget will remain unchanged as State level legislative sessions have ended and there is no hope for a budget repair bill that would direct more funding to public schools.

Projected declines in student enrollment count will impact our revenue limit authority and we will be demonstrating the State revenue limit formula during the meeting this evening.

This preliminary projection assumes the following major items:

- Continued declining enrollment of 600 less FTE in the next 3<sup>rd</sup> Friday count
  - Projected revenue loss will be \$6.3 MM in revenue limit authority and \$440 K in per pupil aid
- Health insurance premium increases of 9.6% along with restructured 4 tier options
  - Updated from 11% renewal due to a 1.4% adjustment following prescription drug plan formulary change
- Change in part-time staff benefit eligibility to ACA 30 hour/week rule
- Change in district funded HSA contributions from \$750/\$1,500 to \$600/\$1,200
- Salary schedule advancements for all FTE staff
- Consumer Price Index (CPI) increases of 4.7% for all FTE staff

This update is being provided to the Board of Education as an informational item only. The administration will continue to monitor the situation and will provide additional updates as needed.

Bethany Ormseth, Ed.D  
Interim Superintendent of Schools

Tarik Hamdan  
Chief Financial Officer

## Revenue Changes

## Revenue Limit Related

FY 2021-22 General Fund 10 Revenue (Aid+Levy)	\$227,061,041
FY 2022-23 General Fund 10 Revenue (Aid+Levy)	\$220,769,753
<b>Net Projected Change in Limited Revenue for Fund 10</b>	<b>(\$6,291,288)</b>

tbd - example if 600 FTE decline

## Per Pupil Categorical Aid

FY 2021-22 (\$742 x 19,732) (\$0 change)	\$14,641,144
FY 2022-23 (\$742 x 19,138) (\$0 change)(tbd - if 600 FTE decline)	\$14,200,396

(\$440,748)

## Stimulus Funding Used for Operations

FY 2021-22 (\$130 x 19,732)	\$0
FY 2022-23 (\$0 x 19,138)	\$2,565,160

Gov's Stimulus \$ budgeted and rec'd FY22, tbd if it will be needed FY22

Potential to designate these funds for utilization in FY23

<b>Net Projected Change in Revenue Outside of Revenue Limit</b>	<b>\$2,124,412</b>
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## Other Revenue Source

FY 2021-22 Medicaid (Budgeted at \$1.8 MM)	\$1,800,000
FY 2022-23 Medicaid ?	\$1,800,000
<b>Net Projected Change in Other Revenue Sources</b>	<b>\$0</b>

tbd

\$0

<b>Total Projected Change in Revenue</b>	<b>(\$4,166,876)</b>
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## Expense Changes

## Potential Additions

Health Insurance Premium Increases (Projected at 11%)	\$3,387,620	Full cost is \$4.03 MM, Charters and Grants cover their own
Teacher Salary Schedule Levels	\$1,475,133	Full cost is \$1.77 MM, Charters and Grants cover their own
Teacher Salary Schedule Tiers	\$200,000	Estimated based on prior years
AST Salary Schedule Steps	\$237,676	Full cost is \$284 K, Charters and Grants cover their own
Hourly FTE Employee Salary Schedule Levels	\$317,891	Full cost is \$408 K, Charters and Grants cover their own
Teacher FTE CPI-U Salary Increases for Base Wages (Max 4.7%)	\$5,301,312	Full cost is \$6.24 MM, Charters and Grants cover their own
AST FTE CPI-U Salary Increases for Base Wages (Max 4.7%)	\$797,970	Full cost is \$913 K, Charters and Grants cover their own
Hourly FTE CPI-U Salary Increases for Base Wages (Max 4.7%)	\$1,088,229	Full cost is \$1.37 MM, Charters and Grants cover their own
Property Insurance	\$20,000	tbd
Liability Insurance	\$5,000	tbd
School Resource Officers Contracts	\$15,000	tbd
<b>Additions Subtotal</b>	<b>\$12,845,831</b>	

## Subtractions

Prescription Drug Plan Formulary Adjustment for 1.4% premium savings	(\$431,162)	Full savings of \$513,288, grants and charters absorb their own
Change Part-Time Staff Benefit Eligibility to ACA 30 hrs/week rule	(\$431,680)	Full saving of \$568,353 (Currently at .5 FTE or more which equates to 17.5hrs/wk for some)
Adjust HSA Contributions to \$600 Single / \$1,200 Family	(\$436,338)	Currently at \$750 Single / \$1,500 Family (Full Savings \$519,450, grants and charters absorb their own )
<b>Subtractions Subtotal</b>	<b>(\$1,299,180)</b>	

<b>Projected Change in Expenses</b>	<b>\$11,546,651</b>
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<b>Net Position Estimate</b>	<b>(\$15,713,527)</b>
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As of 5/24/22

KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

May 24, 2022

**Open Enrollment Applicants for School Year 2022-2023**

**Background**

The Wisconsin Department of Public Instruction (DPI) requires school districts to allocate open enrollment allocations prior to the start of the open enrollment application period. The Wisconsin open enrollment application period began on February 7, 2022, and closed on April 29, 2022. Once the regular Open Enrollment process is over, students from a non-resident district may continue to apply for immediate admittance to a non-resident district if he/she meets one of the criteria as noted by the Alternative Open Enrollment Application process only if the board did not limit spaces for that applicable grade level.

**Process**

At the January 25, 2022, Board of Education Regular Meeting the Kenosha Unified School Board formally affirmed the availability of spaces for both general and special education students seeking entrance into the Kenosha Unified School District under the Open Enrollment Statute for School Year 2021-22. **The School Board affirmed the availability of a total 185 spaces, 22 of which were designated for selected special education programs/services.**

After receiving applications from the state's Open Enrollment Applications Log (OPAL) the Offices of Educational Accountability, School Leadership, Special Education/Student Support and Early Childhood conferred to match available District spaces to the application pool of requests made by candidates seeking entrance into KUSD. Additionally, guidelines concerning student enrollment preferences and sibling preferences were also revisited.

With the close of this year's open enrollment application window by DPI on April 29, 2022, all students in the OPAL system were listed on a master roster in alphabetical order. Each student was then assigned an applicant sequence number with the first person listed on the roster being tagged as number one and the remaining students who were on the OPAL listing were also assigned a sequence number.

As allowed by Wisconsin statute and Board policy, preference was given to students currently attending Kenosha Unified and their siblings. Each student was provided a lottery ranking even though a student's denial may have been recommended in the application review process. This is done because some special education or expulsion records may not have been received from the resident district at the time of the selection process. A lottery ranking selection process was conducted separately for each grade. If there are more applicants than spaces available at a given grade then lottery rank is used to select which student gets their preference. School placements are also made on a random basis when no school preference or restriction is indicated on the OPAL application.

On May 10, 2022, an enrollment lottery was conducted in the Office of Educational Accountability to assign petitioning students to available District spaces. A representative

from the Kenosha Unified Information Services Department served as the “unbiased” witness to the student assignment process and drew lots during the lottery process.

Example: If the highest-ranked lottery student at a particular grade level indicates a preference for a particular school and that school has space available, then the student will be granted their preference. If there is no space available at the preferred school, then the school assignment is randomly drawn from the existing list of school vacancies (provided by School Leadership/Special Education/Early Childhood) available at the applicant’s specified grade level.

As indicated earlier, the Office of Educational Accountability (OEA) always provides an independent witness to the lottery process by requesting a Kenosha Unified staff member outside of the managing or affected department(s) draw the lottery ranks and school assignments for each open enrollment applicant.

### **Important Timelines**

Nonresident school districts must mail notices of approval or denial by June 10, 2022. If the application is approved, the school district must notify the parents of the specific school to which the student applicant will be assigned. Resident districts must notify applicants if their application is being denied by June 17, 2022. If an application is denied, parent(s)/guardian(s) have 30 days to file an appeal. Parents of accepted applicants must notify the nonresident district if their student will be attending the non-resident district in the 2022-23 school year by June 24, 2022.

### **Summary Statistics**

223 resident students from the Kenosha Unified School District have applied for admission to schools outside of KUSD under the guidelines of Open Enrollment. Below is a listing of the applicants by grade level.

#### **KUSD Resident Students Applying to Schools Outside the District:**

<b>Grade Level</b>	<b>Number of Students</b>
Pre-Kindergarten	21
Kindergarten	23
1	19
2	11
3	8
4	8
5	13
6	14
7	11
8	4
9	71
10	11
11	7
12	2
<b>Total</b>	<b>223</b>

93 non-resident students have applied for admission to the Kenosha Unified School District under the guidelines of Open Enrollment. Below is a listing of the applicants by grade level.

**Non-resident Students Applying into Kenosha Unified**

<b>Grade Level</b>	<b>Number of Students</b>
Pre- Kindergarten	13
Kindergarten	12
1	2
2	3
3	4
4	4
5	3
6	15
7	1
8	4
9	20
10	7
11	2
12	3
<b>Total</b>	<b>93</b>

The following table provides a listing of the applicants recommended for approval and denial by grade level for School Year 2022-23.

**Administrative Recommendation on Non-resident Applicants**

<b>Grade Level</b>	<b>Approval Recommended (Regular / SPED)</b>		<b>Denial Recommended (Regular / SPED)</b>		<b>Total Number of Students (Regular / SPED)</b>	
Pre - Kindergarten	12	1	0	0	12	1
Kindergarten	7	0	5	0	12	0
1	0	1	1	0	1	1
2	2	0	1	0	3	0
3	3	0	1	0	4	0
4	2	1	1	0	3	1
5	1	2	0	0	1	2
6	14	1	0	0	14	1
7	1	0	0	0	1	0
8	2	0	1	1	3	1
9	15	3	0	2	15	5
10	4	1	2	0	6	1
11	1	0	1	0	2	0
12	1	0	2	0	3	0
Category Totals	65	10	15	3	80	13
<b>DISTRICT TOTALS</b>	<b>75</b>		<b>18</b>		<b>93</b>	

## Administration Recommendation:

Administration recommends **approval** of applicants identified as numbers:

1,3,5,6,8,9,10,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,35,37,38,39,40,41,42,43,44,45,46,47,48,50,51,52,54,55,56,57,59,60,61,62,64,68,71,73,74,75,77,79,80,81,82,83,84,85,86,87,88,89,90,91,92,93, due to available space at the grade level, school requested and special education or related services required by the IEP.

Administration recommends **denial** of applicants identified as numbers:

2,4,7,11,34,36,49,53,58,63,65,66,67,69,70,72,76,78, due to one of the following reasons: overcapacity at the grade level, special education related services required by the IEP, limitation of school requested, age ineligibility, habitual truancy, or expulsion in the current or preceding two years.

Bethany Ormseth, Ed.D.  
Interim Superintendent of Schools

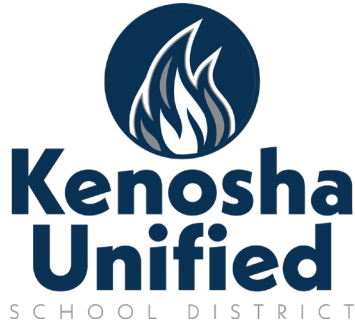
Kristopher Keckler  
Chief Information Officer

Julie Housaman  
Chief Academic Officer

William Haithcock  
Chief of School Leadership

Jenny Schmidt  
Director of Special Education and  
Student Support

Luann Rohde  
Director of Early Education Programs



May 24, 2022

## DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Heartland Produce Company donated various produce tables to Tremper High School. The value of this donation is \$16,168.13.
2. Lee Ameson donated \$1,677.37 for a custom stadium bench at Bradford High School.
3. Kristine E. Wallace-Thoune donated \$1,677.37 for a custom stadium bench at Bradford High School.
4. Donald and Roberta Monson donated \$1,677.37 for a custom stadium bench at Bradford High School.
5. Westwords Consulting, LLC/Paula West donated \$500 to the Lakeview Technology Academy's super milage vehicle club.

### 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).

Bethany Ormseth, Ed.D.  
Interim Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

May 24, 2022

**Tentative Schedule of Reports, Events,  
and Legal Deadlines for School Board**  
**May-June**

**May**

- May 2, 2022 – Special Meeting & Executive Session – 5:30 P.M.
- May 24, 2022 - Regular School Board Meeting – 7 P.M.
- May 25, 2022 – Executive Session – 5:30 P.M.
- May 27, 2022 – ½ day for students and instructional staff
- May 30, 2022 – District Closed – Memorial Day

**June**

- June 8, 2022 – Last day of school for students
- June 9, 2022 – Staff workday
- June 14, 2022 – School Board Standing Committee Meeting of the Whole – 5:00 P.M.
- June 28, 2022 – Regular School Board Meeting – 7 P.M.