



**REGULAR MONTHLY BOARD MEETING
REVISED**

July 23, 2013

7:00 P.M.

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

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- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards/Recognition
- IV. Administrative and Supervisory Appointments
- V. Legislative Report
- VI. Views and Comments by the Public
- VII. Response and Comments by Board Members (Three Minute Limit)
- VIII. Remarks by the President
- IX. Superintendent's Report
- X. Consent Agenda
 - A. Consent/Approve Recommendations
Concerning Appointments,
Leaves of Absence,
Retirements and Resignations..... Page 1
 - B. Consent/Approve Minutes of 6/19/13 and
6/25/13 Special Meetings
and Executive Sessions,
6/27/13 and 7/9/13 Special
Meetings and 6/25/13
Regular Meeting..... Pages 2-24
 - C. Consent/Approve Summary of Receipts, Wire
Transfers and Check Registers Pages 25-26
 - D. Consent/Approve Policy and Rule 6432
Class Size Pages 27-28
(Second Reading)
 - E. Consent/Approve Head Start State Supplemental
Grant Request for the 2013-14
School Year Pages 29-32

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July 23, 2013

REVISED

XI. Old Business

- A. Discussion/Action FY14 Preliminary Budget Pages 33-39

XII. New Business

- A. Discussion CESA 1 Personalized Learning Pages 40- 52
- B. Discussion/Action Professional Learning Plan 2013-2016 Pages 53-110
- C. Discussion/Action Curriculum Proposal for Mathematics in Grades 6 Through 9 Pages 111-166
- D. Discussion/Action Employment Contract for the Superintendent Of Schools Pages 167

- XIII. Other Business as Permitted by Law
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- XIV. Predetermined Time and Date of Adjourned Meeting, If Necessary

- XV. Adjournment

Kenosha Unified School District

Kenosha, WI

July 23, 2013

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Montemurro	Emily	Food Services	Food Service Production Manager	Food Services	07/15/2013	1	\$58,170.00
Appointment	Vines	Vicki	Special Education Department	Secretary III	Special Education Department	07/01/2013	1	\$18.36
Appointment	Quinn	Kyle	Facility Services	Night Custodian - Grade 3	Facility Services	06/26/2013	1	\$19.50
Appointment	Shanebrook	Sarah	Teaching and Learning	Coordinator of Language Acquisition Program	Teaching and Learning	07/29/2013	1	\$87,921.00
Appointment	Wilkins	Cassandra	Special Education & Student Support	School Psychologist	Special Education & Student Support	08/26/2013	1	\$40,710.00
Appointment	Drews	Amanda	Tremper High School	Family Consumer Education	Tremper High School	08/26/2013	1	\$64,522.00
Appointment	Arneberg	Jill	Roosevelt Elementary School	Grade 2 Enrichment	Roosevelt Elementary School	08/26/2013	1	\$44,419.00
Appointment	Hillesland	Amanda	Lincoln Middle School	Technology Education	Lincoln Middle School	08/26/2013	1	\$38,377.00
Appointment	Predaina	Johnathan	Lance Middle School	Technology Education	Lance Middle School	08/26/2013	1	\$38,377.00
Appointment	Tilsner	Dustin	Washington Middle School	Special Education	Washington Middle School	08/26/2013	1	\$38,377.00
Appointment	Rolland	Juliana	Washington Middle School	Special Education	Washington Middle School	08/26/2013	1	\$38,377.00
Appointment	Romens	Allison	Pleasant Prairie Elementary	Library Media Specialist	Pleasant Prairie Elementary	08/26/2013	1	\$40,735.00
Appointment	Nighbor	Heather	Brass Community School	Library Media Specialist	Brass Community School	08/26/2013	1	\$38,377.00
Appointment	Hall	Elizabeth	Special Education & Student Support	Speech Language Therapist	Special Education & Student Support	08/26/2013	1	\$42,266.00
Appointment	Strangeberg	Christa	Reuther High School	Math	Reuther High School	08/26/2013	1	\$38,377.00
Appointment	Demuyser	Kristyn	Reuther High School	Math	Reuther High School	08/26/2013	1	\$40,128.00
Appointment	Landwehr	Luke	Lance Middle School	Cross Categorical	Lance Middle School	08/26/2013	1	\$52,310.00
Appointment	Dagen	Lamont	Washington Middle School	Grade 8 - Special Education	Washington Middle School	08/26/2013	1	\$50,176.00
Appointment	Roscioli	John	Grant Elementary School	Special Education	Grant Elementary School	08/26/2013	1	\$38,377.00
Appointment	Toney	Mercilie	Bullen Middle School	Special Education - EBD	Bullen Middle School	08/26/2013	1	\$50,176.00
Early Retirement	Hoff	Denise	Indian Trail Academy	Secretary 1 (12 month)	Indian Trail Academy	06/30/2013	1	\$18.72
Early Retirement	Brown	Karen	Indian Trail Academy	Secretary III	Indian Trail Academy	06/30/2013	1	\$20.94
Early, Early Retirement	Bedore	Gail	Athletics	Physical Education	Athletics	06/12/2013	1	\$63,793.00
Early, Early Retirement	Farnsworth	Scott	Reuther High School	English	Reuther High School	06/12/2013	1	\$63,793.00
Leave of Absence	Dorey	Marie	Stocker Elementary School	Grade 1	Stocker Elementary School	11/19/2013	1	\$65,965.00
Recall	Watring	Susan	Bradford High School	Secretary 1 (12 month)	Bradford High School	07/01/2013	1	\$17.29
Recall	Shackelford	Mechelle	Lance Middle School	Secretary 1 (10 Month)	Lance Middle School	08/12/2013	1	\$17.29
Resignation	Brennan	Emilee	KTEC	Grade 5	KTEC	06/12/2013	1	\$75,500.00
Resignation	Sneed	Marguerite	Nash Elementary School	Instructional Coach	Nash Elementary School	06/12/2013	1	\$76,934.00
Resignation	Wirsch	Kristin	Jefferson Elementary School	Instructional Coach	Jefferson Elementary School	06/12/2013	1	\$55,393.00
Resignation	Zelada	Ana	Brass Community School	Bilingual - Title 1	Brass Community School	06/11/2013	1	\$14.02
Resignation	Veltus	Shelia	Dept. of Special Education	Speech and Language Therapist	Dept. of Special Education	06/12/2013	1	\$72,433.00
Separation	Brever	Barbara	Human Resources	Teacher on Leave	Human Resources	06/25/2013	1	\$64,671.00

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD ON JUNE 19, 2013

A special meeting of the Kenosha Unified School Board was held on Wednesday, June 19, 2013, 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 6:05 P.M. with the following members present: Mrs. Taube, Mr. Flood, Mr. Nuzzo, Mrs. Snyder, Mrs. Coleman, Mr. Bryan, and Ms. Stevens. Dr. Hancock was also present.

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

Ms. Stevens announced that an executive session had been scheduled to follow this special meeting for the purpose of Reviewing Findings/Orders by Independent Hearing Officers and Personnel: Problems, Compensation and/or Contracts, and Evaluation Consideration.

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

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

Mrs. Snyder moved to adjourn to executive session. Mrs. Coleman seconded the motion. Unanimously approved.

1. Reviewing Findings/Orders by Independent Hearing Officers

Mr. Anderson Lattimore, Principal of Kenosha eSchool, arrived at 6:08 P.M. and provided Board members with information relating to two expulsions.

Dr. Hancock and Mr. Lattimore were excused at 6:16 P.M.

Mrs. Coleman moved to approve the recommendation of the Independent Hearing Officer regarding the first expulsion. Mrs. Taube seconded the motion. Unanimously approved.

Mrs. Taube moved to approve the recommendation of the Independent Hearing Officer regarding the second expulsion. Mrs. Snyder seconded the motion. Unanimously approved.

Dr. Hancock returned to the meeting at 6:20 P.M.

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

Mrs. Sheronda Glass, Executive Director of Business Services, arrived at 6:21 P.M. and provided information pertaining to the Classification, Compensation and Personnel Policy for General Administrative, Instructional Administrative, Supervisory, and Technical Personnel.

Dr. Hancock distributed and presented information pertaining to her evaluation.

Meeting adjourned at 6:40 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD ON JUNE 25, 2013

A special meeting of the Kenosha Unified School Board was held on Tuesday, June 25, 2013, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:31 P.M. with the following members present: Mrs. Taube, Mr. Flood, Mr. Nuzzo, Mrs. Snyder, Mrs. Coleman, Mr. Bryan, and Ms. Stevens. Dr. Hancock was also present.

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

Ms. Stevens announced that an executive session had been scheduled to follow this special meeting for the purpose of Personnel: Position Assignments.

Mrs. Coleman moved that the executive session be held. Mr. Bryan seconded the motion.

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

Mrs. Coleman moved to adjourn to executive session. Mrs. Snyder seconded the motion. Unanimously approved.

1. Personnel: Position Assignments

Mr. Shebaniah Muhammad arrived at 5:33 P.M. and answered questions from School Board members.

Mr. Muhammad was excused at 5:41 P.M.

Ms. Camile Schroeder arrived at 5:42 P.M. and answered questions from School Board members.

Ms. Schroeder was excused at 5:50 P.M.

Meeting adjourned at 5:53 P.M.

Stacy Schroeder Busby
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 27, 2013

A special meeting of the Kenosha Unified School Board was held on Thursday, June 27, 2013, at 10:30 A.M. in the Board Meeting Room at the Educational Support Center. The purpose of the meeting was for Discussion/Action on the AST Compensation Policy and Operational/Financial Impact of Deferred Implementation of Employee Handbook.

The meeting was called to order at 10:36 A.M. with the following members present: Mrs. Taube, Mr. Flood, Mrs. Snyder, Mr. Bryan, and Ms. Stevens. Mr. Nuzzo and Mrs. Coleman were excused. Dr. Hancock was also present.

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

Dr. Hancock indicated that the Board's June 25, 2013, motion to postpone the effective date of the AST Compensation Policy results in monetary impact of \$443,405 which is not contained in the current budget assumptions.

Mr. Flood moved to approve administration's recommendation for approval of proposed language changes to the Classification, Compensation and Personnel Policy for General AST Personnel and require that administration meet and confer with the AST group and the Board President and Vice President and return the AST Compensation Policy for further Board action at the July 23, 2013, regular board meeting. Mrs. Snyder seconded the motion.

Roll Call vote. Ayes: Mrs. Taube, Mr. Flood, Mrs. Snyder, Mr. Bryan. Noes: Mrs. Stevens. Motion carried.

Dr. Hancock briefly noted the six month process which resulted in an employee handbook which was approved by the Board on January 29, 2013. Judy Rogers, Coordinator of Human Resources, and Heather Kraeuter, Accounting and Payroll Manager, presented information and responded to questions.

Mr. Flood moved to proceed with the Board's decision at the June 25, 2013, meeting to postpone the effective date of the KUSD Employee Handbook, however, Administration may continue with all benefit agreements formally approved by the Board with an effective date of July 1, 2013. Mrs. Snyder seconded the motion.

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

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

Meeting adjourned at 11:42 A.M.

Kathleen DeLabio
Executive Assistant to the Superintendent

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JULY 9, 2013

A special meeting of the Kenosha Unified School Board was held on Tuesday, July 9, 2013, at 5:00 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of the meeting was for Discussion on the Energy Efficiency and Security Project Proposal and Initial Resolution Authorizing General Obligation Bonds in an Amount not to Exceed \$17,000,000.

The meeting was called to order at 5:03 P.M. with the following members present: Mrs. Taube, Mr. Flood, Mr. Nuzzo, Mrs. Snyder, Mrs. Coleman, and Ms. Stevens. Dr. Hancock was also present. Mr. Bryan arrived later.

Ms. Stevens, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District 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. Notices were also published in the Kenosha News on July 5 and 7, 2013.

Mr. Patrick Finnemore, Director of Facilities, presented the Energy Efficiency and Security Project Proposal submitted by Mr. Finnemore; Mrs. Sheronda Glass, Executive Director of Business Services; and Dr. Hancock, excerpts follow:

“2009 Wisconsin Act 28 was developed with the intent to provide a mechanism for school districts to fund quick payback energy efficiency projects outside their revenue limit and use the energy savings to “pay back” the funds used for the capital improvement.

In identifying schools to include for energy efficiency improvements, we selected the eight lowest EPA Energy Star Rated schools in the District and the only schools with a rating lower than 70. Once the schools were identified, we reviewed all of our capital project, maintenance and energy data as well as performed a detailed walkthrough of each of the buildings to identify potential energy savings projects. Those projects were evaluated to determine the capital investment needed, potential energy savings, and other benefits related to each project. A detailed scope of work was developed for each school and that information is summarized in Attachment 2 of this report.

This proposed plan was reviewed by both the Audit, Budget, and Finance and Planning, Facilities, and Equipment Committees at the June 11, 2013 meeting, and the joint Committees unanimously recommended that it be forwarded on to the full Board for consideration. The School Board reviewed and approved the plan at the June 25, 2013 regular meeting. This report is being provided again in this evening’s packet for informational purposes to support the public hearing.”

Mr. Bryan arrived at 5:06 P.M.

Mrs. Michele Wiberg, Director of Wisconsin Public Finance at PMA Financial Network, Inc., presented the Initial Resolution Authorizing General Obligation Bonds in an Amount not to Exceed \$17,000,000, excerpts follow:

“The proposed energy efficiency projects total \$16,689,540. If KUSD wishes to finance these projects with long-term debt, the debt can be issued under revenue limits in Fund 38. The process for issuing Fund 38 debt would begin with an Initial Resolution. Upon Board approval of the Initial Resolution, a Notice to Electors is published in KUSD’s official newspaper. Within 10 days of publication of the Notice, a Public Hearing is held for informational purposes. From the date of the Public Hearing, the electorate has 30 days to file a petition to stop the process. The petition must be signed by 20% of the school district electors (as determined by the number of voters at the last gubernatorial election), or 7,500 electors, whichever is less. If no petition is filed, KUSD can issue the bonds to finance the projects. If the three parameters defined in 2011 Wisconsin Act 32 are met (as defined in (1.) above), the KUSD Board can levy for the debt service on the bonds outside revenue limits (energy efficiency exemption). The decision regarding the levy will be made on an annual basis, and future KUSD elected officials will make that determination. On a preliminary basis, we are contemplating a 20-year bond issue with a “wraparound” structure. As shown on Attachment 4, this methodology attempts to minimize the tax impact by taking advantage of the future decreases KUSD’s debt service payments, which decrease slightly in 2016 (approximately \$700,000) and then dramatically in 2017 (a decrease of over \$5,000,000). This structure may make that annual decision easier as it likely will have a minimal impact on the overall tax levy.

Lastly, KUSD also has an opportunity to refinance the 2002 Bonds. As shown on Attachment 5, the estimated savings associated with the refinancing is over \$225,000, or approximately \$75,000/year in 2014-2016. To create efficiency in issuance costs, the refinancing could be done in conjunction with the energy efficiency financing.”

There were no public comments.

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

Meeting adjourned at 5:09 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JUNE 25, 2013

A regular meeting of the Kenosha Unified School Board was held on Tuesday, June 25, 2013, at 7:00 P.M. in the Board Room of the Educational Support Center. Ms. Stevens, President, presided.

The meeting was called to order at 7:02 P.M. with the following Board members present: Mrs. Taube, Mr. Flood, Mr. Nuzzo, Mrs. Snyder, Mrs. Coleman, Mr. Bryan, and Ms. Stevens. Dr. Hancock was also present.

Ms. Stevens, President, opened the meeting by announcing that this was a regular meeting of the School Board of Kenosha Unified School District No. 1. 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 presented Resolution No. 294 – Resolution of Appreciation to David Gallo which read as followed:

“WHEREAS, David Gallo was elected to the Board of Education of the Kenosha Unified School District in April 2010, and served one, three-year term on the Board; and

WHEREAS, he served as vice-president for the 2012-13 term while on the Board; and

WHEREAS, during his tenure on the Board he served on the following Committees: Audit/Budget/Finance & Curriculum/Program in 2010-11, Audit/Budget/Finance & Curriculum/Program chairperson in 2011-12, Audit/Budget/Finance chairperson in 2012-13 and Personnel/Policy in 2012-13; and

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

WHEREAS, during his term in office he whole heartedly supported the district's implementation of the Transformation Plan; and

WHEREAS, during his term in office he supported maintaining a strong middle school sports program for all students who wanted to participate in them;

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

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

Mr. Bryan moved to approve Resolution No. 294 – Resolution of Appreciation to David Gallo as presented. Mrs. Coleman seconded the motion. Unanimously approved.

Dr. Hancock presented four Administrative appointments.

Mr. Flood moved to approve Camille Schroeder as Principal at Prairie Lane Elementary School effective July 8, 2013. Mrs. Coleman seconded the motion. Unanimously approved.

Mr. Nuzzo moved to approve Shebaniah Muhammad as Principal at Grant Elementary School effective July 1, 2013. Mrs. Coleman seconded the motion. Unanimously approved.

Mr. Nuzzo moved to approve Cherise Easley as Creative Arts Principal at Edward Bain School of Language Arts School effective July 1, 2013. Mrs. Coleman seconded the motion. Unanimously approved.

Mrs. Coleman moved to approve Amy Riedlinger as Assistant Principal at Indian Trail High School and Academy effective July 1, 2013. Mrs. Taube seconded the motion. Unanimously approved.

Dr. Hancock announced Maria Kotz as Interim Principal at Indian Trail High School and Academy and Bethany Ormseth as Interim Assistant Superintendent of Secondary School Leadership.

There was no Student Ambassador present.

Mr. Bryan gave the Legislative Report.

There were views and comments by the public.

There were no responses or comments made by Board members.

Ms. Stevens made her remarks.

There was no Superintendent's Report.

Consent-Approve item XI-A – Recommendations Concerning Appointments, Leaves of Absence, Retirements, and Resignations was pulled from the consent agenda.

The Board then considered the following Consent-Approve items:

Consent-Approve item XI-B – Minutes of 5/21/13 and 6/11/13 Special Meetings and Executive Sessions, 5/21/13 and 6/3/13 Special Meetings, and 5/21/13 Regular Meeting.

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

"It is recommended that the May 2013 cash receipts deposits totaling \$686,329.82 and cash receipt wire transfers-in totaling \$14,343,140.69 be approved.

Check numbers 494562 through 496135 totaling \$9,693,467.66, and general operating wire transfers-out totaling \$422,866.75, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the May 2013 net payroll and benefit EFT batches totaling \$17,649,669.69 and net payroll check batches totaling \$8,428.76 be approved."

Consent-Approve item XI-D – Policy/Rule 6633 – Student Technology Acceptable Use submitted by Mr. Kristopher Keckler, Executive Director of Information & Accountability, and Dr. Hancock, excerpts follow:

"Policy and Rule 6633 – Student Technology Acceptable Use provides guidelines for students utilizing technology in their educational activities. Federal expectations related to student privacy and online protection help establish a framework for students to grow as a responsible 21st Century learner. Traditionally this policy has only referenced student use of district owned technology. With the increase of student owned devices, and planned progression of appropriate use regardless of the device, the policy must now reflect these additional scenarios.

This policy will be a mandatory item within our annual online student re-enrollment procedures, and also distributed electronically to each student at the start of each school year. Curriculum related to proper technology expectations is increasing each year, aligned with the district goal of "ensuring all students and staff are proficient in information, technology, and media literacy".

At its May 14, 2013, meeting, the Joint Personnel/Policy and Curriculum/Program Committee voted to forward revised Policy 6633 to the School Board with additional changes including simplified wording in the first bolded sentence in the policy and the addition of a "catch all" phase at the end of the second bullet of the rule.

The Board approved revised Policy 6633 as a first reading on May 21, 2013. Administration recommends that the School Board approve as a second reading this evening proposed revisions to Policy and Rule 6633 – Student Technology Acceptable Use."

Consent-Approve item XI-E – Policy/Rule 1212 – Non-English Language Version Printed Materials submitted by Mrs. Ruder and Dr. Hancock, excerpts follow:

"Policy and Rule 1212 - Non-English Language Version Printed Materials was reviewed and updated to align with current District practice to ensure that translation of documents is provided when such documents require parent/guardian signature related to the health, welfare and safety of students. The Rule portion of 1212 is being eliminated as it is no longer relevant.

At its May 14, 2013, meeting, the Personnel/Policy Committee voted to forward revised Policy and Rule 1212 – Non-English Language Version Printed Materials to the School Board for consideration.

The Board approved revised Policy 1212 as a first reading on May 21, 2013. Administration recommends that the School Board approve as a second reading this evening revised Policy 1212 and elimination of Rule 1212.”

Consent-Approve item XI-F – Policy/Rule 1520 – Notification of Materials and Literature to Students submitted by Mrs. Ruder and Dr. Hancock, excerpts follow:

“Policy 1520 - Notification of Material and Literature to Students is being updated to include Kenosha Unified Community Partners as an organization which educationally benefits students and reduce the length of the disclaimer due to space limitations on fliers. KUSD will be used in place of Kenosha Unified School District on fliers throughout the District.

This information will continue to be monitored by the Executive Director of Community Partnerships and Media Relations and the District Web Specialist.

At its May 14, 2013, meeting, the Personnel/Policy Committee voted to forward revised Policy and Rule 1520 to the School Board for consideration.

The Board approved revised Policy/Rule 1520 as a first reading on May 21, 2013. Administration recommends that the School Board approve as a second reading this evening revised Policy and Rule 1520 – Notification of Material and Literature to Students.”

Consent-Approve item XI-G – Policy/Rule 1220 – Cable Television submitted by Mrs. Ruder and Dr. Hancock, excerpts follow:

“Policy and Rule 1220, Cable Television was reviewed and found to be aligned with current practice within the District. Changes were made to reflect the administrative organizational structure of personnel assigned as deputies responsible for the operating and programming of the District’s subscriber cable channel and the addition of a cross reference to Policy 1213, Web Publication.

At its May 14, 2013, meeting, the Personnel/Policy Committee voted to forward revised Policy and Rule 1220 to the School Board for consideration.

The Board approved revised Policy and Rule 1220 as a first reading on May 21, 2013. Administration recommends that the School Board approve as a second reading this evening revised Policy and Rule 1220 – Cable Television.”

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

Mr. Patrick Finnemore, Director of Facilities, presented the KTEC Lease Extension submitted by Mr. Finnemore and Dr. Hancock, excerpts follow:

“On April 8, 2008, the School Board approved a lease agreement with the City of Kenosha for the use of the former Lincoln Elementary School for the purposes of housing the Kenosha School of Technology Enhanced Curriculum (KTEC) school. Elector approval of the lease was not needed because it is a lease agreement between two governmental bodies.

The lease (which is provided as the attachment to this report) is a 5-year lease with the ability for 4 additional 5 year terms for a total length of 25 years. This term was chosen based on the expected life of the building. The rent payment for the first 5-year term was \$30,000 per year to be paid in quarterly installments (Article 3). The lease also called for the annual rent payment to increase by \$10,000 for each of the 4 subsequent terms (Article 4).

The effective date of the lease was December 22, 2008, so the first five year period of the lease will expire on December 21, 2013. Article 2 of the lease requires that KUSD must give the City written notice of our intent to exercise the option to extend the lease by another five years at least 90 days, but no more than 180 days prior to the expiration of the current term of the lease. June 25, 2013 is 180 days prior to the expiration date. Article 30 of the lease provides the details on the format and form of the notice which will require the signatures of the Board President and the Board Clerk.

It is recommended that KUSD extend the lease an additional five years at \$40,000 per year and that we send this notice to the City of Kenosha shortly after June 25, 2013. A letter will be prepared for signatures including the information from this report and reference to the School Board approval that will be recommended at the June 25, 2013 regular Board meeting.

This report was reviewed by the Planning, Facilities, and Equipment Committee at the June 11, 2013 meeting, and the Committee unanimously recommended that it be forwarded on to the full Board for consideration.

Administration recommends School Board approval to extend the lease for the KTEC school in its present location as described in this report.”

Mr. Nuzzo moved to approve the extension of the lease for the KTEC school in its present location as described in the report. Mrs. Taube seconded the motion. Unanimously approved.

Mr. Finnemore presented the 2013-2014 Capital Projects Plan submitted by Mr. John Setter, Project Architect; Mr. Finnemore; and Dr. Hancock, excerpts follow:

“Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed by the Planning, Facilities, and Equipment Committee and taken to the School Board for action no later than April 1st of each year. Due to the uncertainty of the 2013-14 budget and the proposal for the energy efficiency projects also discussed this evening, we purposefully delayed this report.

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

The major maintenance budget for 2011-12 was \$2,000,000. The budget was reduced to \$600,000 for the 2012-13 fiscal year as part of the unprecedented budget reductions that were necessary this past year. The plan for this year was to restore the budget back to \$2,000,000; however, we are proposing a budget of \$1,500,000 or a \$500,000 reduction for this year and the next two years to fund security improvements at all of our facilities. This is discussed in more detail in the energy efficiency and security project report also in this evening's agenda. Of the proposed \$1,500,000 budget, \$500,000 will be used to continue to pay off the loan used to fund the Reuther masonry restoration project, leaving \$1,000,000 for projects this year.

The 2013-14 capital projects plan is provided as the attachment to this report. The plan is a continuation of the overall major maintenance plan initiated twelve years ago, and the energy savings project program started ten years ago. The major maintenance plan includes a proposed contingency of \$31,000 or 3.1% of the available budget for projects that will be performed this year, i.e. not including the Reuther masonry project loan payment. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the beginning of each year; contingencies have ranged from 0.86% to 4.25% over the past twelve years.

This report was reviewed by the Planning, Facilities, and Equipment Committee at the June 11, 2013 meeting, and the Committee unanimously recommended that it be forwarded on to the full Board for consideration.

Administration recommends School Board approval of the 2013-14 Capital Projects Plan as described in this report."

Mr. Nuzzo moved to approve the 2013-2014 Capital Projects Plan as described in the report. Mrs. Snyder seconded the motion. Unanimously approved.

Mr. Finnemore presented the Energy Efficiency and Security Project Proposal submitted by Mrs. Schmitz, Mrs. Sheronda Glass, Executive Director of Business Services; Mr. Finnemore; and Dr. Hancock, excerpts follow:

"2009 Wisconsin Act 28 was developed with the intent to provide a mechanism for school districts to fund quick payback energy efficiency projects outside their revenue limit and use the energy savings to "pay back" the funds used for the capital improvement. In almost all cases the projects implemented as a result of Act 28 were small (under \$100,000) projects with paybacks in the range of less than 2 years. 2011 Wisconsin Act 32 modified the law to include payment of debt service on bonds issued to finance the energy efficiency projects provided:

- The projects result in energy or operational cost reductions or avoidance
- The projects are completed through the use of a performance contract as governed by State Statute 66.0133
- The bonds or notes used to finance the project are issued for periods not exceeding 20 years

The original law was focused generally around smaller school districts that could not fund the smaller energy efficiency projects that KUSD implements every year. The change in the law provides an opportunity for KUSD to implement large energy efficiency projects that we would not otherwise be able to fund and/or projects that would not be funded for many years in a one or two year window.

In identifying schools to include for energy efficiency improvements, we selected the eight lowest EPA Energy Star Rated schools in the District and the only schools with a rating lower than 70. These schools and their Energy Star Ratings are:

- Bose – 68
- Forest Park – 48
- Grant – 64
- Grewenow – 53
- Harvey – 59
- Jeffery – 62
- Roosevelt – 64
- Vernon – 39

We decided to add Jefferson Elementary to the mix of schools because it is a sister school of Grant and the two schools have similar problems that can be corrected. Jefferson does have a different layout and a smaller footprint which helps with its Energy Star rating of 76.

Once the schools were identified, we reviewed all of our capital project, maintenance and energy data as well as performed a detailed walkthrough of each of the buildings to identify potential energy savings projects. Those projects were evaluated to determine the capital investment needed, potential energy savings, and other benefits related to each project. A detailed scope of work was developed for each school and that information is summarized in Attachment 2 of this report. The scope of work for each school differs due to the design and operation of the building, but in general the projects include:

- HVAC Systems – Boilers, ventilation systems, etc.
- HVAC Control Systems
- Lighting – Interior and Exterior
- Roofing
- Exterior Walls/Windows
- Creation of Vestibules at Entrances

The estimated cost for the projects at the nine schools is \$16,690,000 ranging from a low of \$816,812 for Jeffery Elementary to a high of \$3,095,409 for Vernon Elementary.

The least attractive component of the changes made by Act 32 was the performance contracting requirement. Performance contracting has two positive benefits, one it provides a financial guarantee of savings over the course of the life of the bond, and two it provides districts without the expertise on staff a means to implement these types of projects. The first benefit has some value, but in a 20-year bond, there is not a substantial amount of checks and balances with respect to the guarantee. The second is not of great value to KUSD since we have in-house capability of managing all phases of these types of projects. Our intent is to control the amount of services provided by the performance contractor to only those

services required by law or would otherwise be more expensive through the use of a different consultant or contractor.

One of the additional benefits of implementing an Act 32 project would be the opportunity to reduce the amount of major maintenance expenditures for some period of time because of the number of projects included in this scope that would otherwise be funded by major maintenance. The traditional major maintenance budget for KUSD is \$2,000,000 per year with \$500,000 of that money being used to pay off the loan used to fund the Reuther masonry restoration project. We are proposing a reduction of the major maintenance budget of \$500,000 per year for 3-4 years. The second portion of this report provides a recommendation on how this money should be used for the benefit of our students, staff and public.

As mentioned in (1.) above, 2011 Wisconsin Act 32 allows school districts to issue bonds or notes to finance the energy efficiency projects.

The proposed energy efficiency projects total \$16,689,540. If KUSD wishes to finance these projects with long-term debt, the debt can be issued under revenue limits in Fund 38. Debt issued in Fund 38 does not require a referendum, but does require a 30-day petition period. Further, if the maturity of the debt exceeds ten years, a Public Hearing is also required.

The process for issuing Fund 38 debt would begin with an Initial Resolution. Upon Board approval of the Initial Resolution, a Notice to Electors is published in KUSD's official newspaper. Within 10 days of publication of the Notice, a Public Hearing is held for informational purposes. From the date of the Public Hearing, the electorate has 30 days to file a petition to stop the process. The petition must be signed by 20% of the school district electors (as determined by the number of voters at the last gubernatorial election), or 7,500 electors, whichever is less.

If no petition is filed, KUSD can issue the bonds to finance the projects. If the three parameters defined in 2011 Wisconsin Act 32 are met (as defined in (1.) above), the KUSD Board can levy for the debt service on the bonds outside revenue limits (energy efficiency exemption). The decision regarding the levy will be made on an annual basis, and future KUSD elected officials will make that determination.

On a preliminary basis, we are contemplating a 20-year bond issue with a "wraparound" structure. As shown on Attachment 4, this methodology attempts to minimize the tax impact by taking advantage of the future decreases KUSD's debt service payments, which decrease slightly in 2016 (approximately \$700,000) and then dramatically in 2017 (a decrease of over \$5,000,000). This structure may make that annual decision easier as it likely will have a minimal impact on the overall tax levy.

Lastly, KUSD also has an opportunity to refinance the 2002 Bonds. As shown on Attachment 5, the estimated savings associated with the refinancing is over \$225,000, or approximately \$75,000/year in 2014-2016. To create efficiency in issuance costs, the refinancing could be done in conjunction with the energy efficiency financing.

One thing that we do not think everyone is aware of is the fact that not all of our schools have security cameras in them. Most of the schools that have cameras have purchased them using grant or private funds with the primary exception being new schools constructed after the year 2000. There are currently cameras in 23 schools and the Education Support Center, and 14 schools that do not have any cameras. Attachment 7 provides a summary of the camera status of each of the buildings.

There are several changes that we are proposing; the following is a brief description of each of these changes as well as a cost estimate for each of them.

Security Cameras: This improvement would install cameras and digital video recording systems at the 14 schools without any cameras and a number of schools with only a small number of cameras. Of the 14 schools without any cameras, 13 are elementary schools and 1 is a middle school (Lincoln MS). A detailed summary of the number of the cameras needed and the associated cost estimated is provided as part of Attachment 7. The estimated cost to provide a comprehensive camera system at all of our schools is \$190,800.

Security Camera Head End System: Currently the camera systems that we have in our schools are local to each school. The schools have digital video recording (DVR) systems that records the video fed into it from multiple cameras. The DVR systems can hold data for a varying amount of days depending on how many cameras feed into them and how much video is being collected. This allows the school at least a few days to look back on video footage if a situation is not recognized immediately. This type of system works fairly well for collecting data after the fact, but is not very useful during an emergency as the video is not available anywhere except in the school itself. As we have developed and installed systems, we have kept open the option of linking all of the systems together back to a server(s) that would be accessible by approved KUSD personnel and local enforcement. Attachment 8 provides a breakdown of the costs associated with implementing this type of system. This would include a one-time cost of \$259,725 and a reoccurring cost of \$15,000 per year for licensing fees. This type of system has become commonplace in schools and communities across the country and would allow our local police and sheriff departments real-time access to all of the cameras in our schools in the event of an emergency.

Security Systems on One Common Software System: As mentioned earlier, we have a number of other security hardware devices in the district including card access systems for exterior and selected interior doors, door bells at a handful of elementary schools, and audio/video entry systems on the main exterior door(s) to our schools. These systems are managed by software programs. We currently have two different systems split fairly evenly amongst our buildings. Attachment 6 shows the breakdown of the two systems and an estimated cost to convert all of the buildings to the more sophisticated TAC system. The TAC system is the more logical choice as we have TAC building control systems in several schools for the HVAC systems. The estimated cost for this is \$162,000.

Addition of Door Bells at Elementary Schools: A handful of our elementary schools have door bells that ring in areas other than just the main office. This is especially useful for being able to keep the school locked after hours when parents are coming to pick up their children from the after school programs at the schools. The most typical locations where the doorbells ring are cafeterias or gymnasiums. This allows the parent to alert the after school

program people that they are the door as opposed to keeping a door unlocked. The estimated cost to install a doorbell at every elementary school is \$2,250.

Phones in Every Classroom: Besides additional cameras, the other biggest request we get is to provide telephones in every classroom. The requests are not just for security reasons but having a phone in every classroom does provide a major improvement to just having the local intercom that communicates with the main office allowing for private conversations for security or other things such as student behavioral issues. Our standard design which has been installed in 10 schools and the ESC is a Voice over Internet Protocol (VoIP) system. Attachment 9 shows the current status of VoIP installation in the District as well as an estimated number of phones needed for the remainder of the schools. The estimated cost for VoIP installation in every school is \$800,000.

Instantaneous Mass Notification System: A number of schools and ESC staff have wanted a push button notification system in the main office/front desk to alert the rest of the building of an intruder. In researching the various options available, one product stood head and shoulders above everything else. This is a product called Singlewire InformaCast which can use push buttons, Voice over IP phones, computers (provided the software is up and running), and other electronic devices to initiate pre-recorded notifications. If we couple this with the VoIP and security camera head end system, we could have the ability to provide a warning from every classroom in the district as well as automatically pull up the nearest camera to where the warning was initiated. The system will also allow this information to be transmitted in real-time to the police and sheriff departments including in squad cars. We could either purchase the software for \$66,735 along with an annual maintenance agreement or lease for \$18,900 per year

Overall Cost Estimate:

• Camera Systems	\$190,800
• Security Head-End System	\$259,725
• Common Software System	\$162,000
• Door Bells	\$ 2,250
• VoIP Phones	\$800,000
• Singlewire	\$ 66,735/18,900
• Total One-Time Costs	\$1,500,410
• \$15,000 in annual licensing fees	

Our recommendation is to couple the security system upgrades with the Act 32 energy efficiency projects and associated reduction in the major maintenance budget. The \$500,000 per year reduction in the major maintenance budget would allow for the security upgrades to be implemented in a three-year period without the need to find a funding source within the general fund.

This report was reviewed by both the Audit, Budget, and Finance and Planning, Facilities, and Equipment Committees at the June 11, 2013 meeting, and the joint Committees unanimously recommended that it be forwarded on to the full Board for consideration.

Administration recommends School Board approval of the Energy Efficiency and Security Project Proposal as described in this report. Further approvals of the energy efficiency projects will be necessary at subsequent meetings as described in this report.”

Mrs. Snyder moved to approve the Energy Efficiency Project Proposal. Mr. Bryan seconded the motion. Unanimously approved.

Mrs. Taube moved to approve the Security Project Proposal. Mr. Flood seconded the motion. Unanimously approved.

Mr. Tarik Hamdan, Budget and Grant Manager, presented the Board Approved Fees for the 2013-2014 School Year submitted by Mrs. Schmitz, Mr. Hamdan, and Dr. Hancock, excerpts follow:

“As a component of the budget development process a review of the fees charged is conducted every year. Consistent with prior years, Finance has met with various stakeholders that administer fees to review the procedures and adequacy of the current fees. A Fee Sub Committee has also been established thru the Budget Council which consisted of members of the Finance Department and School Principals.

Administration is recommending only one change to the 2013-2014 Base User Fee Schedule. In conjunction with eliminating the \$24 Physical Education High School Course Fee which was assessed only to students with Physical Education on their schedule, an additional \$3 will be added to the High School Base User Fee for all students. This recommendation is the result of a drastic reduction in the cost of towel service as well as the elimination of the cost of providing swim suits. As this fee was the last remaining High School Course Fee driven by a student’s schedule, the streamlining of fees will be complete and efficiencies will be gained by the increased simplicity and standardization.

The Athletics Department is proposing a new fee for students participating in Hockey. The \$900/player fee is currently being collected by the Hockey Booster Club which presents a liability issue, since KUSD would still be responsible for paying the ice time even if the collected money were to get “lost.” Making this an official KUSD fee will protect us from any potential mishandling of the funds. Ice time is the major component of the fee. Administration proposes that we make this an official KUSD Athletic fee and handle the collections and payment for ice time directly. Parents are currently paying this exact amount to the Booster Club, which is relatively inexpensive for Hockey. The alternative to this fee would be for the KUSD Board to direct the Athletics Department to fund this costly sport out of the general fund.

District practice has been to consider the consumer price index (CPI) for the Chicago, Kenosha and Milwaukee urban area, and the District’s overall costs to maintain facilities. In addition, the District has taken into consideration square footage and building amenities. Attachment B is a comparison of the prior five (5) years’ building use fees compared to the proposed building use fees.

The Facilities Department has overhauled and streamlined the fee schedule in order to implement the new “School Dude” software for on-line rentals. Some fees have been consolidated and they are now more consistent between buildings. Additional rates have

also been added for the enhanced turf fields. This simplified rate schedule also includes an additional 3% increase to account for CPI changes.

Administration is recommending no change to adult recreation fees for activities through the Recreation Center. No change is recommended for student fees for other activities organized by the Recreation Center. See Attachment C for a comparison indicating the recreation fees for the last seven (7) years and the proposed fees for fiscal year 2013-2014.

After discussions with DPI CLC grant advisors, administration is recommending that the CLC fee be eliminated for the fiscal year 2013-14. Collection of these fees has proven to be extremely challenging and at times prohibitive to participation. KUSD needs to find a more sustainable way to fund the CLC program after the grants expire if we wish to continue offering this.

After reviewing the DPI issued guidance on Summer School Fees, we found that we lack the justification for charging Summer School Fees. Without detailed lists from our Summer School Coordinators/Principals on the exact consumable items that students would be using, the fees are not allowable. In general, an Aided Summer School Program shall be at no cost to a resident student; even field trip fees (if instructional) are not allowable.

At its June 11, 2013 meeting, the Audit, Budget and Finance Committee voted to forward this report to the Board of Education for consideration. Administration recommends that the Board of Education establish the fiscal year 2013-2014 fees for Students, Building Use and Recreation at the indicated rates. It is also recommended that the student fee structure be reflected in the General Fund's revenue and expenditures for the 2013-2014 District Budget."

Mrs. Taube moved to approve the 2013-2014 fees for students, building use, and recreation at the indicated rates and the student fee structure be reflected in the General Fund's revenue and expenditures for the 2013-2014 District budget. Mrs. Snyder seconded the motion. Unanimously approved.

Dr. Hancock introduced the FY14 Preliminary Budget submitted by Mrs. Schmitz, Mr. Hamdan, and Dr. Hancock, excerpts follow:

"Per Board Policy 3100, Annual Operating Budget, the Kenosha Unified School District Administration is currently in the process of developing a preliminary budget incorporating assumptions based on information from Governor Walker's proposed biennial budget, and the Department of Public Instruction.

The initial budget projections were built based on conservative estimates and first presented to the Audit/Budget/Finance Committee and full School Board in April. Since that time Administration has continued to analyze the projected student enrollment, made adjustments for further known reductions in health insurance, and made adjustments for additions to the operating budget.

These next few months are critical to the District in ensuring a timely implementation to meet the budget timeline, and preparation for the 2013-2014 school year. The state budget is

not expected to be finalized until July once the recent State Joint Finance Committee motions are passed by the State Assembly and Senate. Further adjustments could be made as a result of these motions, namely impact from vouchers and enrollment, and changes to the revenue limit through additional per pupil funding.

The Kenosha Unified School District's proposed budget for 2013-2014 will be prepared in accordance with the budgeting and financial operations policies for the District and will be prepared to conform to existing State of Wisconsin requirements. It is the desire of Administration to present the Board of Education an appropriate balanced budget, taking into consideration the beliefs, parameters and objectives of the Transformation Plan and the ongoing instructional and fiscal responsibilities of Administration. As always, the budget is developed and implemented with the ultimate goal of meeting the needs of all our students.

Attached to this report is detail of the budget assumptions presented at the June 11th Audit/Budget/Finance Committee. Administration requests that the Board review these preliminary assumptions knowing that they may be adjusted based on developments from the state biennial budget."

Mr. Nuzzo moved to approve the preliminary budget assumptions as contained in the agenda. Mrs. Snyder seconded the motion.

Roll call vote. Ayes: Mr. Nuzzo, Mrs. Snyder, and Mrs. Coleman. Noes: Mrs. Taube, Mr. Flood, Mr. Bryan, and Ms. Stevens. Motion failed.

Mrs. Taube moved to approve reference numbers 14, 15, 16, 17, 30, 31, 32, 37, 41, 42, 43, 44, 47, 48, 57, and any reference numbers that include grant funding of the preliminary budget assumptions presented in the agenda packet. Mr. Flood seconded the motion.

Roll call vote. Ayes: Mrs. Taube, Mr. Flood, Mr. Bryan, and Ms. Stevens. Noes: Mr. Nuzzo, Mrs. Snyder, and Mrs. Coleman. Motion passed.

Mrs. Stevens indicated that the remaining preliminary budget assumptions not approved this evening will be forwarded to the Audit/Budget/Finance Committee on July 9th for further discussion.

Mrs. Coleman requested that any questions pertaining to the preliminary budget assumptions be forwarded to the Superintendent's Office within the next five business days to ensure that all questions can be answered at the July 9th Committee meeting.

Ms. Stevens introduced revised Policy/Rule 6300 – Curriculum Development and Improvement as a second reading.

Mr. Bryan moved to approve revised Policy/Rule 6300 – Curriculum Development and Improvement as a second reading. Mr. Flood seconded the motion.

Roll call vote. Ayes: Mrs. Taube, Mr. Flood, Mr. Bryan, and Ms. Stevens. Noes: Mr. Nuzzo, Mrs. Snyder, and Mrs. Coleman. Motion passed.

Board members took a recess at 9:02 P.M. and reconvened at 9:10 P.M.

Mr. Keckler presented the Board Room Technology Upgrades submitted by Mr. Finnemore, Mr. Hamdan, Mr. Keckler, and Dr. Hancock, excerpts follow:

"The Kenosha Unified main board room is utilized for many district and community functions. District board meetings, professional development, and public events are just some of the activities that have the board room area (both rooms) utilized for an average of 30+ hours a week. Due to the high volume and diverse use, the existing technology is either in a state of failure or very low quality. The sound system has recently failed completely, and the projector system barely presents a weak image. The opportunity to replace much of this technology was realized with the Microsoft Cy Pres settlement. Portions of the project will be handled in-house, but there are many areas with new technology that require assistance from outside partners. Major portions of the renovation include a new projector, screen, audio components, lighting, wireless controls, portable devices, a new podium, and increased broadcasting capabilities.

The Microsoft Cy Pres Program (March 2010) was the result of a settlement of class action lawsuits brought on behalf of consumers, businesses and governments concerning certain Microsoft purchases. Under the terms of the court-approved Settlement Agreement, a "Cy Pres" award in the form of vouchers may be used by eligible public schools/districts to purchase a wide variety of computer software and hardware products and services. Schools were identified as meeting the poverty threshold for the Cy Pres settlement and the district as a whole was the designated recipient of the vouchers. The funds are reimbursements for qualified purchases (usually certain software and hardware) that the district is able to distribute among the qualified locations. The finance department usually submits two (2) claims a year. To date, KUSD has received \$2.85 million in vouchers, with a hopeful cap of \$3.45. Kenosha can continue to submit claims through October 31st, 2013. This program has benefitted not only each of the identified schools, but the district as a whole.

Information Services and Instructional Technology are two of the main departments that have contributed to these qualifying purchases, with major contributions obtaining additional Microsoft Office licenses and wireless access in all of the district buildings. For example, the proposed costs to upgrade the board room technology will be covered by a voucher resulting from maintenance software purchases in Information Services to the qualifying schools. The original IS budget was used for the original costs for school-related purchases, then a claim was submitted and the IS department received a voucher.

In preparation for the board room renovation, the IS and facilities departments held initial planning meetings (12/18, 2/1, 2/13) to determine the needs and scope. The technology and room renovations have been mentioned and/or discussed at multiple agenda meetings and board meetings. An RFP (Request for Proposal) process was used for the majority of the technology needs, including installation of highly technical components. RFP #4778 was communicated on April 22nd, 2013, with four (4) vendors participating in the mandatory May 1st, walk-through of the facility. Two (2) vendors submitted proposals, with the final selection of Camera Corner (Green Bay) on May 13th. The accepted bid is for just over \$85,000, which includes installation, configuration, and training. The installation for the main project is scheduled for the week of July 15th. This allows a full week of access, with identification of alternative options in case any unforeseen issues arise.

This informational board room update report was at the request from the Board President.”

Ms. Stevens introduced revised Policy 8810 – Rules of Order.

Mr. Flood moved to approve revised Policy 8810 – Rules of Order with the addition of “A majority vote by the Board could extend this time limit by a specified amount of time. Board comments must be directly related to published agenda items per Wisconsin’s Open Meeting Law” to #11. Mrs. Taube seconded the motion. Mr. Flood withdrew his motion.

Mr. Flood moved to defer revised Policy 8810 – Rules of Order until next month and have an attorney present. Mr. Nuzzo seconded the motion. Unanimously approved.

Ms. Stevens indicated that she would contact the attorney to discuss revised Policy 8810 and then determine if it will be sent to the appropriate Committee or to the School Board.

Ms. Michele Wiberg, Director of Wisconsin Public Finance at PMA Financial Network, Inc., presented the Initial Resolution Authorizing General Obligation Bonds submitted by Mr. Finnemore, Mrs. Schmitz, Mrs. Glass, and Dr. Hancock, excerpts follow:

“At a Special Board Meeting on May 21, 2013, an initial presentation of the Energy Efficiency and Security Project Proposal was made. This project is based upon provisions in 2011 Wisconsin Act 32 and the need for improvements and repairs necessary for increasing energy efficiency and energy operations within KUSD buildings. Michele Wiberg of PMA Securities was on hand at that meeting to answer questions and provide further detail.

As stated in the Proposal, the total cost of these projects is estimated to be \$16,689,540 and will be funded by long-term debt issuance in Fund 38. The attached resolution authorizes an amount *not to exceed* \$17,000,000, so that unforeseen costs do not become prohibitive to the project completion.

The attached resolution is the “Initial Resolution” that is discussed in the Proposal and is required to be approved in order to be in compliance with issuing Fund 38 debt (non-referendum debt). With this Board approval, a Public Hearing is also required since the maturity of the proposed debt will exceed ten years; therefore Exhibit A, Notice to the Electors (also attached) is to be published in the Kenosha News on July 1, 2013.

For convenience, next steps as stated in the Energy Efficiency and Security Project Proposal are as follows:

- Issue RFP for Performance Contractor – June 26th
- Publish Notice to the Electors – July 1st
- Public Hearing – July 9th (starts 30-day petition period)
- Final Board Approval – August 13th
- Board Approval for Sale of Bonds – August 27th
- Project Completion by September 2015

On June 11th the Audit/Budget/Finance Committee reviewed the Energy Efficiency and Security Project Proposal and voted to forward the Proposal to the full Board. Administration requests that the Board (1) approve the attached Initial Resolution and call for public hearing and (2) authorize the Board Officers and District Administration to execute all related documents.”

Mr. Flood moved to approve the attached Initial Resolution, call for public hearing, and authorize the Board Officers and District Administration to execute all related documents. Mr. Nuzzo seconded. Unanimously approved.

Ms. Stevens introduced revised Policy/Rule 6432 – Class Size as a first reading.

Mr. Flood moved to approve revised Policy/Rule 6432 – Class Size as a first reading. Mr. Bryan seconded the motion. Motion carried. Mr. Nuzzo, Mrs. Snyder, and Mrs. Coleman dissenting.

Ms. Stevens introduced revised Policy/Rule 3420 – Purchasing.

Mrs. Taube moved to approve revised Policy/Rule 3420. Mr. Flood seconded the motion. Mrs. Taube withdrew her motion.

Mrs. Taube moved to forward revised Policy 3420 – Purchasing to the July 9, 2013 Audit, Budget, Finance Committee for consideration. Mr. Flood seconded the motion. Unanimously approved.

Ms. Stevens introduced the Employee Handbook.

Mr. Flood moved to postpone the effective date of the KUSD Employee Handbook until district administration work with the President and Vice President of the School Board, representatives from the KEA, AFSCME local 2383, and SEIU Local 169 to collaborate and establish a handbook for their respective groups to be presented to the School Board for approval on Tuesday, July 28, 2013. Mr. Bryan seconded. Motion carried. Mr. Nuzzo, Mrs. Snyder, and Mrs. Coleman dissenting.

Mrs. Glass introduced the AST Compensation Policy.

Mrs. Taube moved to approve the effective date of the KUSD AST agreement until district administration work with the President and Vice President of the School Board, representatives from the AST group to collaborate and update changes to the AST agreement, to be presented to the School Board for approval on Tuesday, July 28th, 2013. Until final action regarding the handbook is taken by the Board of Education, the current agreement arrangements in place for the AST group will remain in effect. Mr. Flood seconded the motion. Motion carried. Mrs. Coleman abstaining. Mr. Nuzzo and Mrs. Snyder dissenting.

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

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

Ms. Stevens introduced the Recommendations Concerning Appointments, Leaves of Absence, Retirements, and Resignations.

Mr. Flood moved to approve the Recommendations Concerning Appointments, Leaves of Absence, Retirements, and Resignations as presented in the agenda. Mr. Nuzzo seconded the motion. Unanimously approved.

Meeting adjourned at 10:33 P.M.

Stacy Schroeder Busby
School Board Secretary

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Kenosha Unified School District No. 1
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
July 23, 2013

CASH RECEIPTS	reference	total
June 2013 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 54,919,922.88
Johnson Bank	<i>account interest</i>	126.38
Bankcard Services	<i>food services credit card receipts (net of fees)</i>	34,547.03
Wind River Financial	<i>school credit card receipts (net of fees)</i>	(44.00)
5/3 Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	4,142.97
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	25,385.24
HHS	<i>head start grant</i>	251,583.45
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	145,366.45
Total Incoming Wire Transfers		\$ 55,381,030.40

June 2013 Deposits to Johnson Bank - All Funds:

General operating and food services receipts *(excluding credit cards)* \$ 2,924,658.59

TOTAL JUNE CASH RECEIPTS

\$ 58,305,688.99

CASH DISBURSEMENTS	reference	total
June 2013 Wire Transfers-Out, from Johnson Bank to:		
<i>payroll & benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 6,835,215.54
WI Department of Revenue	<i>state payroll taxes</i>	293,046.94
WI Department of Revenue	<i>state wage attachments</i>	2,987.34
IRS	<i>federal payroll taxes</i>	2,660,765.70
Diversified Benefits Services	<i>flexible spending account claims</i>	32,329.56
Employee Trust Funds WRS	<i>wisconsin retirement system</i>	2,038,763.47
Delta Dental WI	<i>dental & vision insurance premiums</i>	80,319.19
Burkwald & Associates	<i>management fee</i>	24,581.30
Various	<i>TSA payments</i>	343,393.74
<i>general operating wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	262,118.62
US Bank	<i>purchasing card payment-AP program</i>	49,469.81
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	17,453.54
Various	<i>returned checks</i>	150.70
Total Outgoing Wire Transfers		\$ 12,640,595.45

June 2013 Check Registers - All Funds:

Net payrolls by paper check *Register# 01513DP through 01517DP,
01012DP, 01013DP, 01114DP, 02011DP,
02012DP and 01812DP* \$ 17,517.62

General operating and food services *Check #496136 thru Check #497672
(net of void batches)* 7,795,374.12

Total Check Registers \$ 7,812,891.74

TOTAL JUNE CASH DISBURSEMENTS

\$ 20,453,487.19

Administrative Recommendation

It is recommended that the June 2013 cash receipt deposits totaling \$2,924,658.59 and cash receipt wire transfers-in totaling \$55,381,030.40 be approved.

Check numbers 496136 through 497513 totaling \$7,795,374.12, and general operating wire transfers-out totaling \$329,192.67, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the June 2013 net payroll and benefit EFT batches totaling \$12,311,402.78 and net payroll check batches totaling \$17,517.62 be approved.

Dr. Michele Hancock
Superintendent of Schools

Heather J. Kraeuter, CPA
Accounting & Payroll Manager

POLICY 6432
CLASS SIZE

The School Board will maintain class sizes in accordance with sound educational practices.

LEGAL REF.: Wisconsin Statutes

Sections 118.43 [Student Achievement Guarantee in Education (SAGE) class size requirements]

120.12(2) [Board duty; advise regarding instruction and progress of students]

120.13(1) [Board power to do all things reasonable for the cause of education]

CROSS REF.: 4351.1, Teaching Load

Special Education Policy and Procedure Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 24, 1991

REVISED: August 24, 1999

March 28, 2000

January 29, 2002

November 25, 2003

March 9, 2004

RULE 6432
CLASS SIZE

The following guidelines will be used in maintaining class size:

1. Reasonable effort will be made to maintain class sizes of twenty (20) or under and a maximum class size of twenty-two (22) in academic subjects at the elementary school level, grades kindergarten through third. Reasonable effort will be made to maintain an average class size of twenty-three (23) in grades four and five with a maximum of twenty-five (25).
2. Reasonable effort will be made to maintain an optimum class size of twenty-five (25) and a maximum class size of twenty-nine (29) in academic subjects, at the secondary level. Reasonable effort will be made to maintain English Composition class size at the high school level between nineteen (19) and twenty three (23). The foregoing standards are subject to modifications for educational purposes or specialized or experimental instruction.
3. Reasonable effort will be made to insure that the number of students per class will not exceed the number of pupil stations available.
4. Reasonable effort will be made to insure that the number of students in physical education and music (non-band, orchestra or choir) classes in the secondary schools does not exceed forty (40) and thirty (30) respectively.
5. In areas of high population mobility or where special considerations are present, the class size range indicated herein may be revised to fit the particular situation. Class sizes in schools participating in special governmental programs approved by the Board (e.g., Student Achievement Guarantee in Education – SAGE) shall be in line with legal requirements for such programs.
6. ~~Reasonable effort will be made to keep the number of split grades to a minimum and to assign no more than nineteen (19) students in grades K-3 and twenty-one (21) in grades 4-5.~~ Reasonable effort will be made to avoid split grade classes entirely ~~at the first/second grade level.~~ **If split grade classes are utilized at any school, there are to be no more than twenty (20) students in the class.**
7. Reasonable effort will be made so that middle school staffing will be provided on a ratio of 1 full time equivalent (FTE) teacher position for every 17.66 students. Guidance, Instructional Technology Specialists and Library Media Specialists are not included in this staffing ratio. Reasonable efforts will be made to ensure that travel time FTE at the secondary level is split evenly between the schools where a traveling teacher works.
8. Reasonable effort will be made to follow staffing guidelines for special education that are determined through the use of the Statewide Caseload Formula recommended by the State Superintendent's Task Force on Caseloads in Special Education. Classroom models are administratively determined based upon the needs of students and the percentage of time students receive special education services.
9. High Enrollment Educational Assistant support will be considered, when available, for each elementary classroom that exceeds 25 students. A half time assistant will be considered, when available, for classrooms that have enrollments of 25 to 30 students, and a full time assistant will be considered, when available, for classrooms that have enrollments of over 30 students. If classroom enrollments drop below either 30 or 25 students, the high enrollment educational assistants may be reassigned.

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 23, 2013

HEAD START STATE SUPPLEMENTAL GRANT REQUEST
FOR THE 2013-2014 SCHOOL YEAR

Approval from the Board of Education is requested to submit and implement the Head Start State Supplemental Grant for the 2013-2014 school year. The funding for this grant is \$340,725. It is designed to supplement the operating costs of the Kenosha Unified School District Head Start Child Development Program.

Grant Title

Head Start State Supplemental Grant

Funding Source

State of Wisconsin

Department of Public Instruction

Grant Time Period

July 1, 2013 to June 30, 2014

Purpose

The purpose of the Head Start program is to provide comprehensive services in the areas of health, education, social services, and parent involvement for low-income preschool children and their families. This grant will service 59 high-risk children that will be three or four years of age on or before September 1, 2013. Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and through the Head Start Performance Standards.

Number of Students Served

59 Eligible Head Start Students

Relationship to District Goals

The Head Start Parent, Family, and Community Engagement Framework promotes Family engagement and school readiness which directly correlates to the District's Mission to assure every child experiences high quality, personalized learning success, and the Transformation Goals:

- Improve student achievement.
- Expand collaborative partnerships with families, community, and industry.
- Secure resources to support learning.

Supporting children's school readiness is an ongoing partnership between school and families. By working with the children early in their lives, we have an opportunity to imprint the value of education on the child and his/her family. This supports stronger attendance rates, higher academic performance and graduation rates in later years.

Fiscal Impact

See attached Fiscal Impact statement.

Program Services

The amount of the Wisconsin Head Start State Supplement Grant has not increased. The number of Head Start children served will remain at 59 children. This state grant will cover the cost for:

- 1.5 teachers
- 1.5 educational assistants
- 1 family service provider
- Breakfast, lunch, and snacks for state funded Head Start children
- Bus monitors for the special education busses

Evaluation Plan

- The Head Start program meets a community need for the services that it provides. This will be evident through the maintenance of a Head Start waiting list of families that qualify for the program.
- Student outcomes to be monitored in the eight outcome areas required by Head Start for each individual child and the growth of the child will be reported to parents/guardians three times during the school year.
- Semi-annual Program Report to the Policy Council and School Board.
- Semi-annual Program Plan Report to the Head Start Region V office in Chicago.
- Head Start monthly reports (HS 22) to the Policy Council and School Board.

Staff Persons Involved in Preparation of the Grant Application:

Belinda Grantham, Director of Pre-school

Kim Kurklis, Interim Principal, Chavez Learning Station

Lisa KC, Assistant Head Start Director

Lynda Dower, Family & Community Coordinator

Samantha McGovern, Education and Disabilities Coordinator

Debbie Moran, Policy Council President

Jodee Rizzitano, Health Coordinator

Administrative Recommendation

At their joint July 9, 2013, meeting, the Curriculum/Program & Audit/Budget/Finance Committees voted to forward this grant to the School Board for consideration. Administration recommends that the School Board grant permission to submit and implement, if approved, the 2013-2014 Head Start State Supplemental Grant.

Dr. Michele Hancock
Superintendent of Schools

Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

Belinda Grantham
Director of Early Education

Lisa KC
Assistant Director of Head Start

Fiscal, Facilities and Personnel Impact Statement

Title: Head Start State Supplemental Grant

Budget Year: 2013-2014

Department: Early Education

Budget Manager: Belinda Grantham

REQUEST

Approval from the Board of Education is requested to submit and implement the Head Start State Supplemental Grant for the 2013-2014 school year. The funding for this grant is \$340,725. It is designed to supplement the operating costs for the Kenosha Unified School District Head Start Program.

RATIONALE/ INSTRUCTIONAL FOCUS

The Head Start Parent, Family, and Community Engagement Framework promotes family engagement and school readiness which directly coorelates to the Kenosha Unified School District's Mission to assure every child experiences high quality, personalized learning success, and the Transformational Goals:

- Improve student achievement
- Expand collaborative partnerships with families, community, and industry
- Secure resources to support learning

This supports stronger attendance rates, higher academic performance and graduation rates in later years.

IMPACT

This supplemental grant will provide:

- Funding for staffing (teachers and educational support personnel) to serve 59 children within the requirement of the Head Start Performance Standards and Head Start Act.
- Funding for Head Start support staff (Family Service Providers) for families of Head Start children.
- Funding for breakfast, lunch, and snacks for Head Start children.
- Funding for bus monitors.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$147,382.00
200's	Fringes	\$96,924.00
300's	Purchased Services	\$96,419.00
400's	Non-Capital Objects	\$0.00

500's	Capital Objects	\$0.00
		\$0.00
	TOTAL	\$340,725.00

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

FUNDING SOURCES

Select Funding Sources:

Head Start State Supplemental Grant

Kenosha Unified School District
July 23, 2013

Budget Assumption Changes

During the July 9th School Board Audit/Budget/Finance Standing Committee meeting discussion, the following motion regarding Elementary class size was made:

Mr. Bryan moved to forward the FY14 Preliminary Budget to the School Board with the directive that budget recommendations be adjusted to accommodate a teaching staffing allocation ratio of 25:1 at the elementary level and that the adjusted reallocations not increase total expenditures. Mrs. Taube passed the gavel and seconded the motion.

To this end, Kenosha Unified School District Administration reviewed the proposed preliminary budget and recommends the following changes as summarized:

Expense Reduction Changes:

Line 10: Unemployment Expense reduced by additional \$400,000.

Line 65: Capture potential savings due to retiree vacancy replacements. At the request of the Board President, the Finance and Human Resources Departments evaluated the potential cost difference between 2013 retirees (based on employee group) and the potential cost associated with the new hire to fill their vacant positions.

PLEASE NOTE: This line 65 is allowing us to present a balanced budget due to the potential savings from the cost difference when replacing retirees. Attached is an analysis of the retiree impact which actually shows the OPEB (Other Post-Employment Benefits) could use up that savings. Although OPEB costs are in a separate fund (73), that fund is supported by the general fund 10.

Expense Addition Changes:

Line 22: Reduced Technology Support Technician request from 3 to 2.

Line 24: Adjustment to HR Reorganization.

Line 25: Adjustment to Teaching and Learning Reorganization.

Line 26: Eliminate instructional coach request.

Lines 27A/B: Reduce budget based on enrollment numbers.

Line 30: Increased Elementary staffing numbers by 20 FTE to meet 25:1 ratio.

Line 35: Removed 3 High School Miscellaneous staff request for Infant Lab Expansion.

Line 37: Added 3 more Specials FTE (Art, Music, PE) due to new Elementary Class Size ratio.

Line 38: Revised estimate for NWEA Map Licensing costs.

Line 58: Revised estimate for new Math Curriculum costs.

Line 59: 10 month Secretary Payouts removed as they are no longer needed.

Line 60: Adjust down from three to one for PBIS Instructional Coach.

Lines 61A/B/C: Revised estimate for potential bargaining base wage increases based on maximum of 2.07% (CPI). Now includes

Recommendation

It is the recommendation of Administration that the Board of Education adopt the FY14 Preliminary Budget as presented. However, we would reserve the right to request additional assumptions as needed as we work through this process.

Dr. Michele Hancock
Superintendent of Schools

Tarik Hamdan
Budget and Grant Manager

Sheronda Glass
Executive Director Business Services

**KENOSHA UNIFIED SCHOOL DISTRICT
FY14 PRELIMINARY BUDGET ASSUMPTIONS
BOE MEETING 7/23/13**

BOE APPROVAL	REF NO.	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FTE ADDITIONS	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
	1	REVENUE CHANGES	DISTRICT	FINANCE	-\$3,669,788	PROPERTY TAXES		FUND 10	YES-DIST LOCAL	PRELIMINARY REVENUE LIMIT INCLUDES \$75 PP INC
	2	REVENUE CHANGES	DISTRICT	FINANCE	-\$7,000	OTHER LOCAL REVENUES		FUND 10	YES-DIST LOCAL	
	3	REVENUE CHANGES	DISTRICT	FINANCE	-\$70,000	STUDENT FEES		FUND 10	YES-DIST LOCAL	ELIMINATE SUMMER SCHOOL FEES
	4	REVENUE CHANGES	DISTRICT	FINANCE	-\$36,500	TRANSPORTATION AID		FUND 10	YES-DIST LOCAL	
	5	REVENUE CHANGES	DISTRICT	FINANCE	\$554,175	SPECIAL CATEGORICAL AID (FY14 \$75 PP REPLACES FY13 \$50 PP)		FUND 10	YES-DIST LOCAL	
	6	REVENUE CHANGES	DISTRICT	FINANCE	\$5,105,753	STATE EQUALIZATION AID		FUND 10	YES-DIST LOCAL	PRELIMINARY REVENUE LIMIT INCLUDES \$75 PP INC
	7	REVENUE CHANGES	DISTRICT	FINANCE	\$20,000	STATE TUITION PAYMENTS		FUND 10	YES-DIST LOCAL	
	8	REVENUE CHANGES	DISTRICT	FINANCE	-\$12,947	COMPUTER AID		FUND 10	YES-DIST LOCAL	
	9	REVENUE CHANGES	DISTRICT	FINANCE	\$166,500	MISC REVENUES		FUND 10	YES-DIST LOCAL	
	REVENUE CHANGES (DISTRICT LOCAL)				\$2,050,193					
	10	UNEMPLOYMENT BUDGET	DISTRICT	HR	-\$1,400,000	ADJUST BUDGET TO REFLECT CHANGES		FUND 10	YES-DIST LOCAL	REDUCE FROM \$1.7M
	11A	HEALTH INSURANCE PLAN CHANGES	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	-\$5,850,000	SAVINGS RESULTING FROM PREMIUM CHANGES AND 12% EMPLOYEE CONTRIBUTIONS		ALL FUNDS	YES-DIST LOCAL	LOCAL (90%)
	11B	HEALTH INSURANCE PLAN CHANGES	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	-\$325,000	SAVINGS RESULTING FROM PREMIUM CHANGES AND 12% EMPLOYEE CONTRIBUTIONS		ALL FUNDS	YES-CHARTER	CHARTER (5%)
	11C	HEALTH INSURANCE PLAN CHANGES	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	-\$325,000	SAVINGS RESULTING FROM PREMIUM CHANGES AND 12% EMPLOYEE CONTRIBUTIONS		ALL FUNDS	YES-GRANT	GRANT (5%)
	12A	DENTAL INSURANCE PLAN CHANGES	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	-\$135,000	SAVINGS RESULTING FROM PREMIUM CHANGES		ALL FUNDS	YES-DIST LOCAL	LOCAL (90%)
	12B	DENTAL INSURANCE PLAN CHANGES	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	-\$7,500	SAVINGS RESULTING FROM PREMIUM CHANGES		ALL FUNDS	YES-CHARTER	CHARTER (5%)
	12C	DENTAL INSURANCE PLAN CHANGES	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	-\$7,500	SAVINGS RESULTING FROM PREMIUM CHANGES		ALL FUNDS	YES-GRANT	GRANT (5%)
	13A	WRS SAVINGS-EMPLOYEE SHARE	HR/FINANCE	ED KUPKA/TINA SCHMITZ	-\$5,670,000	SAVINGS FROM ACT 10 RULE: ALL EMPLOYEES WILL PAY THEIR SHARE OF WRS		ALL FUNDS	YES-DIST LOCAL	LOCAL (90%)
	13B	WRS SAVINGS-EMPLOYEE SHARE	HR/FINANCE	ED KUPKA/TINA SCHMITZ	-\$315,000	SAVINGS FROM ACT 10 RULE: ALL EMPLOYEES WILL PAY THEIR SHARE OF WRS		ALL FUNDS	YES-CHARTER	CHARTER (5%)
	13C	WRS SAVINGS-EMPLOYEE SHARE	HR/FINANCE	ED KUPKA/TINA SCHMITZ	-\$315,000	SAVINGS FROM ACT 10 RULE: ALL EMPLOYEES WILL PAY THEIR SHARE OF WRS		ALL FUNDS	YES-GRANT	GRANT (5%)
	65	SAVINGS DUE TO RETIREMENTS	HR/FINANCE	JUDY ROGERS/TARIK HAMDAN	-\$1,084,020	POTENTIAL SAVINGS RESULTING FROM REPLACING HIGHER COST RETIREES		ALL FUNDS	YES-DIST LOCAL	ESTIMATED TO BALANCE BUDGET
	EXPENSE REDUCTIONS (DISTRICT LOCAL)				-\$14,139,020					

**KENOSHA UNIFIED SCHOOL DISTRICT
FY14 PRELIMINARY BUDGET ASSUMPTIONS
BOE MEETING 7/23/13**

BOE APPROVAL	REF NO.	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FTE ADDITIONS	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
YES 6/25/13	14	SPECIAL ED TEACHERS	SPED	SUE VALERI	\$1,172,816	2 EARLY CHILDHOOD, 7.5 ELEM, 6.5 HIGH SCHOOL-TEACH	16 Teacher	FUND 27 MOE	YES-DIST LOCAL	
YES 6/25/13	15	OCCUPATIONAL THERAPISTS	SPED	SUE VALERI	\$156,328	2 FTE-TEACH	2 Occ. Therapists	FUND 27 MOE	YES-DIST LOCAL	
YES 6/25/13	16	COUNSELORS	STUDENT SUPPT	SUE VALERI	\$358,066	4.5 FTE-TEACH	4.5 Counselors	FUND 10	YES-DIST LOCAL	
YES 6/25/13	17	SOCIAL WORKERS	STUDENT SUPPT	SUE VALERI	\$195,410	2.5 FTE-TEACH	2.5 Social Workers	FUND 10	YES-DIST LOCAL	
	18	SPECIAL ED ESPs	SPED	SUE VALERI	\$231,000	5.0 FTE-ESP	5 ESP	FUND 27 MOE	YES-DIST LOCAL	
YES 6/25/13	19	COORDINATOR OF SPECIAL ED	SPED/STUDENT SUPPT	SUE VALERI	\$127,449	1.0 FTE-ADMIN	1 Admin	FUND 27 IDEA GRANT	YES-GRANT	
	20	RESEARCH ANALYST	ED ACCT	KRIS KECKLER	\$93,170	RESTORE AND FILL 1.0 RESEARCH ANALYST-ADMIN-TECH	1 Admin	FUND 10	YES-DIST LOCAL	
	21	OPERATIONS & APPLICATIONS SUPPT COORDINATOR	INFO SERVICES	KRIS KECKLER	\$113,000	RESTORE 1.0 FTE-ADMIN	1 Admin	FUND 10	YES-DIST LOCAL	
	22	TECHNOLOGY SUPPORT TECHNICIANS	INFO SERVICES	KRIS KECKLER	\$140,000	ADD 2.0 FTE-MISC	2 Misc-Tech	FUND 10	YES-DIST LOCAL	REMOVED 1.0 FTE
	23	INTERACTIVE COMMUNICATIONS SPECIALIST	COMMUNICATIONS	TANYA RUDER	\$21,010	UPGRADE & CONVERT TO 1.0 FTE-ADMIN-TECH		FUND 83 COMMUNITY	YES-COMMUNITY	
	24	HUMAN RESOURCES REORGANIZATION	HR	ED KUPKA	\$121,355	UPGRADE SECs to MISC, ADD/RESTORE 1.0 FTE-ADMIN	1 Admin	FUND 10	YES-DIST LOCAL	
	25	T&L REORG	T&L	DR. SUE	\$237,157	ADD 1.5 FTE-ADMIN (1.0 MATH COORD AND .5 CTE COOR, 1.0 FTE-SEC, 1.0 FTE-INSTR COACH	3.5 Admin, Sec, & Instr Coach	FUND 10	YES-DIST LOCAL	REMOVED RTI COORDINATOR AND 1.0 AST FTE
	26	EBSOLA DUAL LANGUAGE INSTRUCTIONAL COACH	T&L	JEN NAVARRO	\$121,509	1.0 FTE-TEACH	1 Instr Coach	FUND 10	NO	SHARE WITH CA
	27A	EXPANSION OF EARLY EDUCATION	T&L	BELINDA GRANTHAM	\$582,013	\$1,259,366 TOTAL, \$782,013 STAFF, \$23,269 MATERIALS, \$7,000 TECH, \$447,084 TRANS	6.1 Teacher	FUND 10	YES-DIST LOCAL	CONTINGENT ON ENROLLMENT
	27B	EXPANSION OF EARLY EDUCATION	T&L	BELINDA GRANTHAM	\$476,366	\$1,259,366 TOTAL, \$782,013 STAFF, \$23,269 MATERIALS, \$7,000 TECH, \$447,084 TRANS		FUND 10	YES-DIST LOCAL	CONTINGENT ON ENROLLMENT
YES 6/25/13	28	HEAD START STAFFING	T&L	BELINDA GRANTHAM	\$249,645	1.0 PARENT SPEC-MISC, 1.0 INSTR COACH-TEACH, 1.0 ASST DIR-ADMIN	3 Misc, Instr Coach, & Admin	FUND 25 HS GRANT	YES-GRANT	
	29	SERVICE LEARNING FACILITATOR	T&L	JEN NAVARRO	\$37,072	POSITION FORMERLY FUNDED BY A GRANT, NO LONGER AN OPTION	1 Misc-Facilitator	FUND 10	YES-DIST LOCAL	
YES 6/25/13	30	ELEMENTARY TEACHER STAFFING	ELEM	KAREN DAVIS	\$3,325,000	REDUCE CLASS SIZES (25:1 RATIO) 35 FTE-TEACH (CHARTERS EXCLUDED)	35 Teacher	FUND 10	YES-DIST LOCAL	INCREASED BY 20 FTE TO ACHIEVE 25:1 RATIOS
YES 6/25/13	31	MIDDLE SCHOOL TEACHER STAFFING	MS	PRINCIPALS	\$1,115,300	11.74 FTE-TEACH (CHARTERS EXCLUDED)	11.74 Teacher	FUND 10	YES-DIST LOCAL	
YES 6/25/13	32	HIGH SCHOOL TEACHER STAFFING	HIGH	PRINCIPALS	\$3,705,000	39 FTE-TEACH (CHARTERS EXCLUDED)	39 Teacher	FUND 10	YES-DIST LOCAL	
	33	MIDDLE SCHOOL ESP STAFFING	MS	PRINCIPALS	\$237,500	5.0 FTE-ESP (CHARTERS EXCLUDED)	5 ESP	FUND 10	YES-DIST LOCAL	TELL ME MORE
	34	HIGH SCHOOL ESP STAFFING	HIGH	PRINCIPALS	\$207,100	4.36 FTE-ESP (CHARTERS EXCLUDED)	4.36 ESP	FUND 10	YES-DIST LOCAL	SECURITY
	35	HIGH SCHOOL MISC STAFFING	HIGH	PRINCIPALS	\$150,000	3 FTE-MISC (CHARTERS EXCLUDED)	3 Misc	FUND 10	NO	REMOVED INFANT LAB EXPANSION PLANS
	36	COUNSELOR CALENDAR EXTENSION	DISTRICT	LEADERSHIP COUNCIL	\$185,369	EXTEND COUNSELORS WORK CALENDAR BY 2 WEEKS HIGH SCHOOL ONLY (COMPREHENSIVE ONLY)		FUND 10 (90%) FUND 27 (10%)	YES-DIST LOCAL	ADJS \$ TO REFLECT COMPREHENSIVE ONLY (HOLD ON PSTs UNTIL NEXT YEAR)
YES 6/25/13	37	SPECIALS (ART, MUSIC, PE)	DISTRICT	PRINCIPALS	\$570,000	2.0 FTE-TEACH FOR EACH AREA (ART, MUSIC, PE)	6 Teacher	FUND 10	YES-DIST LOCAL	EL ONLY (+3 NEED FOR 25:1)

**KENOSHA UNIFIED SCHOOL DISTRICT
FY14 PRELIMINARY BUDGET ASSUMPTIONS
BOE MEETING 7/23/13**

BOE APPROVAL	REF NO.	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FTE ADDITIONS	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
	38	NWEA MAP LICENSING	T&L	DR. SUE	\$48,288	INCREASE BUDGET TO AQUIRE MEASURE OF ACADEMIC PROGRESS TESTING LICENSES (GR 2-10)		FUND 10	YES-DIST LOCAL	UPDATED TO REFLECT NEW COST ESTIMATES
	39	SUMMER SCHOOL 2013	T&L	DR. SUE/DEB GIORNO	\$183,000	RESTORE SUMMER SCHOOL BUDGET		FUND 10	YES-DIST LOCAL	
	40	YOUTH OPTIONS PROGRAM	T&L	DAVE TUTTLE	\$75,000	INCREASE BUDGET TO ALIGN WITH INCREASE IN PARTICIPATION		FUND 10	YES-DIST LOCAL	
YES 6/25/13	41	BANDWIDTH UPGRADE	DISTRICT	FACILITIES/KRIS KECKLER	\$17,460	INCREASE FROM 250 MEG TO 1 GIG		FUND 10	YES-DIST LOCAL	ABOUT 50% COMES BACK THRU E-RATE
YES 6/25/13	42	CHANNEL 20 STREAMING	DISTRICT	PUBLIC INFO/ INFO SERVICES	\$12,000	\$1,000 PER MONTH		FUND 83 COMMUNITY	YES-COMMUNITY	STREAMING SERVER ALREADY PURCHASED
YES 6/25/13	43	ITED ON-LINE	ED ACCT	KRIS KECKLER	\$2,000	REPLACE PAPER ITED TEST WITH ON-LINE VERSION		FUND 10	YES-DIST LOCAL	
YES 6/25/13	44	ANTI-VIRUS RENEWAL	INFO SERVICES	KRIS KECKLER	\$33,000	EXPIRING CONTRACT 6/30/13		FUND 10	YES-DIST LOCAL	\$150,000 OVER 5 YEARS
	45	ALTERNATIVE TO SUSPENSION	SECONDARY SCHOOL SUPPORT	DAN TENUTA	\$70,000	CAAAD PROGRAM		FUND 10	YES-DIST LOCAL	PREVIOUSLY FUNDED FROM S3 GRANT (FY14 \$10K FROM S3 GRANT)
	46	ADD 1.0 FTE PLUMBER	FACILITIES	PAT FINNEMORE	\$90,000	HIRE 1 ADDITIONAL PLUMBER POSITION	1 Service	FUND 10	YES-DIST LOCAL	
YES 6/25/13	47	TRANSPORTATION-FIRST STUDENT	TRANSPORTATION	JEFF MARX	\$127,127	2.5% CONTRACT INCREASE		FUND 10/27	YES-DIST LOCAL	
YES 6/25/13	48	TRANSPORTATION-CITY TRANSIT	TRANSPORTATION	JEFF MARX	\$107,613	ESTIMATED INCREASE IN PRICE OF BUS PASSES		FUND 10	YES-DIST LOCAL	
	49	TRANSPORTATION - HS EARLY RELEASE	SECONDARY SCHOOL SUPPORT	DAN TENUTA	\$64,000	2:00 P.M. EARLY RELEASE FRIDAYS		FUND 10	YES-DIST LOCAL	
	50	PROPERTY INSURANCE INCREASE	HR	ED KUPKA	\$43,500	ESTIMATED INCREASE IN PROPERTY INSURANCE PREMIUMS		FUND 10	YES-DIST LOCAL	
	51	LIFE INSURANCE PLAN CHANGES	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$300,000	INCREASES RESULTING FROM ADDITIONAL ADMIN FEES DUE TO EXPANDED COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-DIST LOCAL	ADJUST FOR CHARTERS AND GRANTS
	52A	LONG TERM DISABILITY	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$153,000	INCREASES RESULTING FROM ADDITIONAL COSTS DUE TO EXPANDED COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-DIST LOCAL	LOCAL (90%)
	52B	LONG TERM DISABILITY	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$8,500	INCREASES RESULTING FROM ADDITIONAL COSTS DUE TO EXPANDED COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-CHARTER	CHARTER (5%)
	52C	LONG TERM DISABILITY	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$8,500	INCREASES RESULTING FROM ADDITIONAL COSTS DUE TO EXPANDED COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-GRANT	GRANT (5%)

**KENOSHA UNIFIED SCHOOL DISTRICT
FY14 PRELIMINARY BUDGET ASSUMPTIONS
BOE MEETING 7/23/13**

BOE APPROVAL	REF NO.	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FTE ADDITIONS	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
	53A	PART TIME HEALTH COVERAGE	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$525,730	POTENTIAL COST FOR ADDITIONAL PRO-RATED BENEFIT COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-DIST LOCAL	LOCAL (90%)
	53B	PART TIME HEALTH COVERAGE	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$39,750	POTENTIAL COST FOR ADDITIONAL PRO-RATED BENEFIT COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-CHARTER	CHARTER (5%)
	53C	PART TIME HEALTH COVERAGE	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$39,750	POTENTIAL COST FOR ADDITIONAL PRO-RATED BENEFIT COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-GRANT	GRANT (5%)
	54A	PART TIME DENTAL COVERAGE	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$64,800	POTENTIAL COST FOR ADDITIONAL PRO-RATED BENEFIT COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-DIST LOCAL	LOCAL (90%)
	54B	PART TIME DENTAL COVERAGE	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$3,600	POTENTIAL COST FOR ADDITIONAL PRO-RATED BENEFIT COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-CHARTER	CHARTER (5%)
	54C	PART TIME DENTAL COVERAGE	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$3,600	POTENTIAL COST FOR ADDITIONAL PRO-RATED BENEFIT COVERAGE THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-GRANT	GRANT (5%)
	55	ADDITIONAL CALENDAR DAYS	HR/BUSINESS SERVICES	ED KUPKA/SHERONDA GLASS	\$85,000	INCREASED PAID DAYS DUE TO NEW CALENDARS THRU THE EMPLOYEE HANDBOOK		ALL FUNDS	YES-DIST LOCAL	
	56A	OPEB BENEFIT INCREASE	FINANCE	TINA SCHMITZ	\$1,170,000	INCREASE THE BENEFIT EXPENSE ON ACTIVE EMPLOYEES FROM 3.5% OF SALARY TO 4.5% (NO COST TO EMPLOYEE, THIS IS AN EXPENSE TO ALL COST CENTERS)		ALL FUNDS	YES-DIST LOCAL	LOCAL (90%)
	56B	OPEB BENEFIT INCREASE	FINANCE	TINA SCHMITZ	\$65,000	INCREASE THE BENEFIT EXPENSE ON ACTIVE EMPLOYEES FROM 3.5% OF SALARY TO 4.5% (NO COST TO EMPLOYEE, THIS IS AN EXPENSE TO ALL COST CENTERS)		ALL FUNDS	YES-CHARTER	CHARTER (5%)
	56C	OPEB BENEFIT INCREASE	FINANCE	TINA SCHMITZ	\$65,000	INCREASE THE BENEFIT EXPENSE ON ACTIVE EMPLOYEES FROM 3.5% OF SALARY TO 4.5% (NO COST TO EMPLOYEE, THIS IS AN EXPENSE TO ALL COST CENTERS)		ALL FUNDS	YES-GRANT	GRANT (5%)
YES 6/25/13	57	PSYCHOLOGIST INCREASE	STUDENT SUPPT	SUE VALERI	\$26,555	INCREASE A HALF TIME (.5 FTE) PSYCHOLOGIST TO FULL TIME (1.0 FTE)	0.5 Psych.	FUND 27	YES-DIST LOCAL	

**KENOSHA UNIFIED SCHOOL DISTRICT
FY14 PRELIMINARY BUDGET ASSUMPTIONS
BOE MEETING 7/23/13**

BOE APPROVAL	REF NO.	TITLE	DEPT	DEPT LEAD	BUDGET REQUEST	DESCRIPTION	FTE ADDITIONS	FUNDING	ADMINISTRATION RECOMMENDATION	NOTES
	58	MATHEMATICS CURRICULUM PURCHASE GRADES 6-9	T&L	CHRIS PRATT	\$478,118	NEW MATH CURRICULUM THAT ALLIGNS WITH COMMON CORE		FUND 10	YES-DIST LOCAL	ADD \$78,118 DUE TO REVISED ESTIMATES
	59	VACATION PAYOUTS	HR	ED KUPKA	\$51,877	VACATION PAYOUT FOR 22 SECRETARIES (MOVE FROM 10 MO TO 12 MO)		FUND 10	NO	
	60	POSITIVE BEHAVIOR INTERVENTION SUPPT (PBIS)	T&L	SUE VALERI	\$95,000	1.0 FTE-TEACH (1 COACH) DISTRICT-WIDE	1 Teacher	FUND 10	YES-DIST LOCAL	
	61A	SALARY INCREASES	HR	ED KUPKA/SHERONDA GLASS	\$1,971,000	HOLD FOR POTENTIAL BARGAINED SALARY INCREASES		ALL FUNDS	YES-DIST LOCAL	LOCAL (90%)
	61B	SALARY INCREASES	HR	ED KUPKA/SHERONDA GLASS	\$109,500	HOLD FOR POTENTIAL BARGAINED SALARY INCREASES		ALL FUNDS	YES-CHARTER	CHARTER (5%)
	61C	SALARY INCREASES	HR	ED KUPKA/SHERONDA GLASS	\$109,500	HOLD FOR POTENTIAL BARGAINED SALARY INCREASES		ALL FUNDS	YES-GRANT	GRANT (5%)
	62	ASSITANT PRINCIPAL-BRADFORD	SECONDARY SCHOOL SUPPORT	DAN TENUTA	\$140,000	AP WITH FOCUS IN OFFICE OF STUDENT LIFE AND LEARNING	1 Admin	FUND 10	YES-DIST LOCAL	
	63	LIBRARY MEDIA TEACHER	ELEM	KAREN DAVIS	\$60,000	ADD .5 FTE LMT FOR HARVEY EL	0.5 Teacher	FUND 10	YES-DIST LOCAL	
	64	COMMUNITY & SCHOOL RELATIONS SUPPORT	COMMUNICATIONS	TANYA RUDER	\$20,000	UPGRADE & CONVERT TO 1.0 FTE-10MNT MISC TO 12MNT SEC	Convert Misc to SEC	FUND 83 COMMUNITY	YES-COMMUNITY	
EXPENSE ADDITIONS (DISTRICT LOCAL)					\$19,189,213	154.70 TOTAL FTE				
							126.84 Teacher FTE (114.84 teachers, 2 instructional coaches, 2 occup. therapists, 2.5 social workers, 4.5 counselors, .5 psychologist, .5 LMT - see lines 14, 15, 16, 17, 25, 27A, 28, 30, 31, 32, 37, 57,60,63)			
							14.36 ESP FTE (5 special ed, 5 middle school, 4.36 high school, see lines 18, 33, 34)			
							2.00 Secretary FTE (T & L secretary, Community & School Relations - see lines 25,64)			
							1.00 Service FTE (plumber - see line 46)			
							7.50 Admin FTE (1 SPED coord, 1 research analyst, 1 I.S. coord, 1 HR coord, 1 math coord, .5 CTE coord,			
							3.00 Misc FTE (2 I.S. techs, 1 Head Start, 1 T & L, -1 Community & School Relations - see lines 22, 28, 29, 64)			
							154.70 Total FTE			

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				CESA #1				
				Preliminary Contract Summary Sheet for 2013-14				
				KENOSHA UNIFIED SCHOOL DISTRICT				

Key: A - District Operations; D - Educator Capacity Building; G - Leadership Development; K - Multi-Level Systems of Support; P - Personalized Learning; T - Staffing Solutions; W - Student Learning Programs

2013-2014 CESA #1

Programs and Services Guide

Our Mission

CESA #1 provides high-quality, cost-effective programs and services that are responsive to the dynamic needs of our members, clients, and the students they serve.

As a regional cooperative, we leverage local, state, and national resources to support schools in providing quality learning opportunities for all students.



District Operations

Basic Membership/Basic Service Flat Fee [A1010-01]

The basic services membership and flat fee guarantees access to all CESA #1 programs and services. As defined by state statute, membership is open only to public school districts in the geographic area defined by the State of Wisconsin. Basic services include information services through consultative support and website access. Basic membership also incorporates facilitated access and resource sharing for meeting facilities, job-alike meetings, discount pricing, and state purchasing contracts. Moreover, the Agency provides access for our members to consortium projects and grants as well as a network connection to state and national resources.

Blended Learning Consortium [A5850-01]

The Blended Learning Consortium supports CESA #1 districts as they infuse blended learning into their current educational structures and prepare students for innovative learning opportunities. It will also serve as a forum for districts to network with others in the region to share best practices, successes, and lessons learned. The consortium's main focus is blended and online learning. Topics include Curriculum, Technology, and Educator Capacity (Human Resources).

Communications Network [A1030-01]

Clear communications are essential for school districts and schools to stay connected with parents and the community. The Communications Network provides districts with an opportunity to share and collaborate best practices in communication, particularly on critical issues confronting districts. The service includes:

- Attendance for up to four people to attend two half-day strategy workshops
- Four newsletters with ideas, tips, websites, stories, etc. regarding communication best practices

At a Glance

Communications Network:

12 CESA #1 districts participate

172,000 students represented

Workshops feature locally-known communications experts

District and School Communications Services [A1030-02]

Clear communications are essential for school districts and schools to stay connected with parents and the community. CESA #1 has a cadre of professional writers, public relations specialists, and graphic designers who can meet district communications needs for a specified number of days or for a specific project.

"Excellent use of my time. I have ideas I can use this afternoon."

Communications Network Participant

"The communication plan worksheet is great."

Communications Network Participant

Educator Capacity Building



Early Childhood*

Consultation [D3244-01]



The early childhood consultant is funded by the IDEA Preschool Discretionary Grant and works in collaboration with the Department of Public Instruction, regional collaboration coaches, and statewide early childhood consultants. The consultant provides timely information, training, technical assistance, and resources to early care and education professionals in the following areas:

- Indicator 6 (preschool environments), Indicator 7 (preschool outcomes) and Indicator 12 (timely transitions)
- Early learning standards
- Curriculum, assessment, progress monitoring
- IEPs, including evaluation, assessment and functional goals
- Pyramid Model for social emotional development
- Response to Intervention
- Literacy
- Developmentally appropriate practice and technology

An early childhood newsletter is sent throughout the year to advise professionals of upcoming statewide and regional trainings, meetings, and activities as well as to provide resources and information about the field of early childhood. The early childhood consultant also provides external coaching to sites which are implementing the Pyramid Model. (Indicators 6, 7, & 12)

Coordination [D3159-01]

The Early Childhood Coordinator provides a wide array of services for Early Childhood students, classrooms, and families, including transition meetings, consultation and observations, sharing resources and updates, and training facilitation. (Indicators 1, 3, 6, 7 & 12)

At a Glance

Network

20 districts participate with about 40 participants

Meets 5 times a year

Participation in network increased 25% between the 2011-2012 and 2012-2013 school years

"Outstanding, priceless workshop worth of knowledge."

Early Childhood Workshop Attendee

Educator Capacity Building

Early Childhood*



Lending Library [D3244-02]



A lending library is available at the CESA #1 Central Office, which includes books, videos, DVDs, and kits focusing on assessment, curriculum, developmental/learning theories, inclusion, parent resources, information on specific disabilities, training, and program research. Resources are available to check-out for four-week periods of time. (Indicators 6, 7, & 12)

At a Glance

Lending Library

Over 1,000 resources
in the library

Lending is free!

Training

6 trainings offered in
2012-2013

About 200-250
participants
anticipated for 2012-
2013

Network [D3244-03]

The Early Childhood Networking meetings are open to all who are involved in working with or on behalf of young children ages birth to 6 and their families. Agenda items include child find; inclusive practices; coaching; eligibility; RtI; literacy; assessment practices; Indicators 6 (preschool environments), 7 (child outcomes), and 12 (timely transitions); developmentally appropriate practices; curriculum; and any other topic that participants are interested in discussing. Guest speakers are invited, resources are shared, and lunch is provided. (Indicators 6, 7, & 12)

Training [D3244-04]

Trainings are available on various early childhood topics, including Wisconsin Model Early Learning Standards; Indicators 6 (preschool environments), 7 (child outcomes) and 12 (timely transitions); curriculum; assessment; progress monitoring; Pyramid Model for Social Emotional Development; and technology, among others. This can be facilitated either at CESA #1 or at interested district's site. (Indicators 6, 7, & 12)

"One of the best presentations I have been to!"
Early Childhood Workshop Attendee

Educator Capacity Building

Family Engagement*

Consultation [D3243-02]



Family Engagement consultation services are available as a resource for parents of children with disabilities and school staff. This service is designed to support healthy relationships between families and district staff, to educate parents and family members about navigating school systems, and to connect families to resources in the community. In addition, consultant services are available to assist with analyzing survey and district data, identifying areas in need of improvement with regard to

family engagement and involvement in their child's education, and assisting staff and parents in the development of boards or councils in individual school districts. Assistance with surveying parents and family engagement plan development to address parent needs/concerns is also available. (Indicator 8)

Lending Library [D3243-03]

CESA #1 provides an extensive library containing books, videos, DVD's, and manuals on special education law, curriculum and instruction, and disability-related topics to parents and staff. (Indicator 8)

Training [D3243-04]

Trainings are available in the following areas:

- Individualized Education Plans (IEPs)
- Communication
- Conflict Resolution
- Transition Planning
- Early Childhood
- Family Engagement in RtI
- Serving on Groups that Make Decisions

All trainings are provided in parent-friendly, easy-to-understand language and are appropriate for parents and staff. (Indicator 8)

"I now have a stronger understanding of the process as well as who is involved with my son's IEP. Thank you for your continued support and assistance."
CESA #1 Middle School Parent

At a Glance

Consultation & Training

Over 1,500 parents, school staff, students, and agencies in the CESA #1 area received direct support, consultation, training, and information during the 2011-2012 school year

Lending Library

Over 400 books, videos, and other materials available through the Lending Library

Lending is free!

Educator Capacity Building



Family Engagement*

Wisconsin Statewide Parent-Educator Initiative (WSPEI) District Family Engagement Liaison Program [D3243-01]



CESA #1 offers a WSPEI District Family Engagement Liaison Program to build parent support and leadership capacity throughout the area. LEAs elect to identify a parent of a child with a disability who will be trained by the CESA #1 WSPEI Family Engagement Coordinator. The intended outcome of having a trained District Family Engagement Liaison (DFE Liaison) is that the LEA will have a district resource for families and staff to go to for information, resources, and direct support. Identifying and training a DFE Liaison is one strategy that districts can employ to address Indicator #8.

At a Glance

29 District Family Engagement (DFE) Liaisons represent 25 CESA #1 school districts

DFE Liaisons receive in-person training in IEP's, transition, communication, confidentiality, and unauthorized practice of law

The DFE Liaison Program operates in the following way:

First year of DFE Liaison Program – Parent is identified and receives 16 hours of training from the CESA #1 Family Engagement Coordinator. Parent will receive a stipend for attending trainings. Stipend is paid by the WSPEI grant. The district assumes no cost.

Second year and beyond of the DFE Liaison Program – DFE Liaison performs the role as the LEA's Liaison by supporting families and educators in Special Education in their home school district. The DFE Liaison receives support, training, and information from the WSPEI Family Engagement Coordinator throughout their tenure as the DFE Liaison. LEA pays DFE Liaison a small stipend for their work as the Liaison in their district. A \$500 stipend/year is recommended.

LEA may identify another parent to participate as the DFE Liaison at any time beginning in the fourth year. The above described cycle repeats.

Additionally, CESA #1 disseminates information to any and all parents and educators who request information through the Wisconsin Statewide Parent-Educator Initiative (WSPEI). One-on-one direct support to individuals looking for information, resources, and guidance is provided free of charge.

"I always enjoy gaining knowledge and skill that I can use to help my children as well as the children, parents and staff in my district. The training contained great information to support me in my role as the district's liaison."
CESA #1 District Family Engagement Liaison

Educator Capacity Building



School Improvement Services Network (formerly ESEA Network) [D5124-01]

The School Improvement Services (SIS) network of district leaders meets monthly to offer an opportunity to share ideas, district initiatives, and resources. The facilitator serves as an effective liaison between districts, the Wisconsin Department of Public Instruction, and other organizations in order to productively respond to state and federal legislative issues.

Services include:

- Networking
- Sharing resources
- Updates on DPI Initiatives
- Individualized Consulting

*"I appreciate the networking time
[of SIS] and the timely updates!"
SIS Network Participant*

At a Glance

SIS Network

30 districts are
members of SIS

Monthly meetings with
DPI updates,
collaboration, and
networking

Website access to
resources

Carl Perkins

Consortium has existed
for 21 years

18 districts participate



School to Career—Carl Perkins Consortium [D7239-01]

Federal allocation grant dollars are pooled by districts to provide school-to-career activities and consultative services. The shared Local Vocational Education Coordinator (LVEC) is responsible for grant development, reporting, DPI/LEA liaison activities, and consultation regarding administration of the grant initiative.

Educator Capacity Building

Title Services



Statewide Title I Network [D7262-01]



The Title I Network is a collaborative effort between the WI Department of Public Instruction (DPI) and the Cooperative Educational Service Agencies (CESAs). The network provides enhanced technical assistance and professional development

for districts and schools with Title I programs. Title I Network services include a base level of services to Title I districts and schools in the following five areas:

- *Title I Application* – Consultation with Title I coordinators regarding Title I law, programming, reporting requirements, and monitoring.
- *Title I Coordinator Leadership* – Information and resources for Title I coordinators through one-on-one technical assistance, at least two regional meetings, and a Title I coordinator orientation.
- *Professional Development* – Technical assistance and professional development opportunities to Title I districts and schools in the areas measured by AMOs (reading and mathematics achievement, attendance rate, and high school graduation rate).
- *Priority and Focus School Support* – Technical assistance for Title I schools identified as "priority" or "focus" as defined under the new Wisconsin Accountability System or those needs identified by a regional needs assessment.
- *Resources and Collaboration* – Information and resources regarding local and statewide initiatives and agencies that can provide Title I related support.

"I received practical information on how to get through the ESEA Monitoring process . . . Network Coordinators are very knowledgeable and a great resource for CESA 1 schools."
Network Workshop Participant

At a Glance

Title I Network

At least 3 professional development opportunities a year

At least 3 Title I trainings a year

Title I trainings specific to law and best practice



Title I (Part D) Programming [D4240-01]

Staffing to Supplement Basic Classroom Instruction

Title I is a federally funded program intended to improve the academic achievement of disadvantaged students. Student achievement is improved by supplementing basic classroom instruction in the areas of school readiness, reading, writing, and mathematics. Title I funds can be administered and coordinated by CESA #1 in cooperation with school districts and residential treatment centers for neglected and delinquent students. The primary goals of this service are to provide quality educational experiences for students served by Title I and to ensure that all phases of the Title I program are in compliance with federal and state laws.



Title III-A Consortium Coordination [D5230-01]

The purpose of Title III-A is to help ensure that children with limited English proficiency develop high levels of academic attainment in English and meet the same challenging state academic content and student academic achievement standards all children are expected to meet. The Title III-A consortium is a network of school districts that come together to support their English Language Learner (ELL) populations when each school district in the consortium has too few students to qualify for its own funding. By joining together in the consortium, each district can access funds and resources that address the needs of both teachers and students.

Educator Capacity Building

Transition*



Wisconsin Statewide Transition Initiative (WSTI) [D3208-01]



The Wisconsin Statewide Transition Initiative (WSTI) was established in 2000 through a grant funded by the Wisconsin Department of Public Instruction.

The overarching purpose of WSTI is to improve transition programs and services so that students with disabilities can make a successful transition from high school to postsecondary education or training, employment, and/or independent living.

The WSTI project provides personnel development, support services, and information dissemination to promote understanding and effective implementation of the transition requirements of the Individuals with Disabilities Education Act (IDEA) of 2004.

The three main goals of the WSTI project are:

- Increase compliance with State Performance Plan Indicator #13 to 100%.
- Increase compliance with completion and implementation of the Summary of Performance.
- Maintain/Increase communication and collaboration with internal and external transition stakeholders

Leadership Development

Regional Service Network (RSN) [G3241-01]*



The Regional Service Network (RSN) is an alliance of CESA #1 Special Education Directors who work in cooperation with the Wisconsin Department of Public Instruction. The mission of the RSN is to improve the quality of educational services to students with disabilities. The RSN has identified communication, staff development, and leadership as strategies for accomplishing the mission. The RSN also provides technical assistance to local special education leadership personnel via phone calls, district visits,

information dissemination, discussions at CESA/RSN meetings, referral to information sources, and research on specific local issues/concerns as requested. There is no cost for this service. (Indicators 1-14)

Special Education Procedural Compliance Self-Assessment Technical Assistance and Consultation [G3141-01]*

Special Education Procedural Compliance Self-Assessment Technical Assistance and Consultation are available to assist districts that have been selected for participation in the Wisconsin Department of Public Instruction's Self-Assessment Process. Through the Regional Services Network, a series of work sessions will be provided to support districts during the process. Topics will include an overview of the self-assessment process, sampling Indicators, establishment of an Ad Hoc Committee, development of Corrective Action Plan, etc. Individualized district training and technical assistance for the Special Education Procedural Compliance Self-Assessment is available upon request, including the following:

- Provide IEP training based on the development of compliant IEPs and best practices
- Work with Ad Hoc Committees in preparation of the self-assessment and development of a Corrective Action Plan
- Develop and provide an Internal Review Process to ensure continued and current compliance
- Assist with Risk-based fiscal monitoring
- Assist with Focused Review of Improvement Indicators (FRII)

(Indicators 5, 6, 7, 8, 11, 13, 14, 15 & 20)

At a Glance

Regional Service Network

Open to all 45 districts
and 21 2r Charter schools

5 meetings a year on
timely and relevant
topics

96% participation of
districts in 2011-2012

Focuses on select
Indicators yearly

"We have a great RSN."

Network Participant

*"Very informative and articulate. Helps to
'ease the load' of information overload
when the speakers give out/share info."*

Network Participant

Multi-Level Systems of Support and Intervention

ABC³ :

*Strategically Addressing Academics and Behavior through
Coordination, Consultation and Coaching*

Positive Behavior Interventions and Supports (PBIS)

Coaches Corner [K3111-01]

The Coaches' Corner provides professional development to Positive Behavior Interventions and Supports (PBIS) External and Internal Coaches. Coaches are given the opportunity to network, discuss issues, questions, and concerns regarding PBIS implementation. The sessions will be held throughout the school year for schools implementing Tier 1 and Tier 2. (Indicators 1, 2, 3, 4, 5 & 6)

Coordination and Technical Assistance [K3109-01]

CESA #1 Positive Behavior Interventions and Supports (PBIS) Coordination services are available to assist school systems with the implementation of a PBIS model through planning, leadership, and coordination. CESA #1's highly qualified specialists are available to facilitate and coordinate the following services based on district/school need:

- Conduct needs assessment and determine readiness
- Formulate and implement policies and procedures for new or revised programs for activities such as screening, placement, education, and training of students
- Establish 1, 3, and 5-year plans for implementation
- Facilitate the development of a district-wide RtI structure
- Assist with trouble-shooting as districts work on implementation components
- Assist with the development of screening and progress monitoring tools
- Provide program evaluation and review to ensure effective and appropriate programming for students
- Assist in the interpretation of laws, rules, and regulations to staff and parents
- Assist in establishment of sustainability
- Determining data collection systems

(Indicators 1, 2, 3, 4, 5 & 6)

External Coaching [K3110-01]

CESA #1 will provide a highly skilled school professional trained in Positive Behavior Interventions and Supports (PBIS) systems and practices to deliver technical assistance and support to districts and schools implementing or expanding PBIS. CESA #1 PBIS External Coaches are a specially trained group of experts approved to provide assistance to districts during PBIS implementation. Coaches provide support to leadership teams at both the district and participating school levels. The primary role of a PBIS External Coach is to provide district and participating schools with the knowledge and skills necessary to ensure accurate, continuous, and effective implementation. (Indicators 1, 2, 3, 4, 5 & 6)

Personalized Learning

Institute Membership [P8710-01]

At CESA #1, we believe that personalizing the educational experience for students holds the greatest leverage to transform the current educational design and build capacity for dramatic improvement in the performance of the educational system. A personalized learning system provides opportunities to maximize the potential of all students based on their needs, abilities, and preferences. Personalized incorporates, but moves beyond, both individualized learning and differentiated instruction.



Districts that are implementing personalized learning will gain access to critical support and collaboration mechanisms to further their progress.

The Institute Membership includes:

- attendance for up to eight people to two half-day facilitated design workshops hosted by the Institute
- monthly newsletters to all team members
- access to a private virtual center to stay connected with other districts in the network
- access to tools developed by the Institute to aid in planning and implementing personalized learning projects
- face-to-face planning meeting in-district
- special pricing for the annual Fall Convening and the Spring Youth Summit
- partnership opportunities with national organizations and thought leaders

At a Glance

25 CESA #1 districts

2 districts outside the
CESA #1 region

55 active projects



Consulting Services [P8710-02]

The Institute @ CESA #1 provides individualized consulting services for districts and schools centered on personalized learning. Examples include: measuring readiness, organizational change management, leadership development, implementation and scaling analysis support, measuring progress and/or data collection.

Implementation Facilitator [P8710-03]

The Institute @ CESA #1 has skilled facilitators to provide ongoing support, coaching, and direction for districts working to personalize learning. The facilitator will spend time in the district working closely with on-the-ground staff, offering resources and making connections between the district and the network. Services can be contracted for varying levels of support.

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**Kenosha Unified School District
Kenosha, Wisconsin**

July 23, 2013

**PROFESSIONAL LEARNING PLAN
2013-16**

Background

Professional learning refers to many types of educational experiences associated to an individual's work. Doctors, educators, accountants, lawyers, engineers, and people in a wide variety of professions and businesses engage in professional learning to learn and apply new knowledge and skills that will improve their performance on the job.

In education, research has determined that teaching quality and school leadership are the most important factors in raising student achievement. Through expanding knowledge and skills in best educational practices, teachers and school and district leaders become effective in educating students and leading educators in the process.

Methods for improving teaching and student learning in local school systems are usually not apparent to many people. Professional learning is the only strategy school systems have to strengthen educators' performance levels. Effective professional learning enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional learning requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs. Once an educator participates in a professional learning experience, he/she must put his/her new knowledge and skills to work. Professional learning is only effective if teachers improve their instruction or administrators become better school leaders.

The Office of Organizational Training and Development has developed a three-year professional learning plan for Kenosha Unified School District. This plan will be the foundation of all professional learning in the district. Beginning in November 2012 the Professional Learning Steering Committee began working on developing the plan. Three subcommittees formed and focused on determining Kenosha Unified School District professional learning practices, developed and analyzed a district professional learning needs assessment, and researched and developed professional learning evaluation tools. Additionally, teams were created to develop the plans for the four professional learning focus areas for the district.

Overview

The 2013-16 Professional Learning Plan aligns the district's Transformation Plan and the four focus area of professional learning. (See Appendix a for a complete copy of the Professional Learning Three-Year Plan.)

1. **Common Core State Standards**—Improve literacy and numeracy through the implementation of Common Core State Standards.
2. **Culturally proficient instruction**—Create culturally proficient classrooms, and build school cultures that meet the needs of all students.
3. **SMART (specific, measurable, attainable, realistic, timely) Goals**—Utilize the SMART Goal process to address the area of greatest need in student achievement.
4. **Professional learning communities**—Incorporate professional learning communities to foster collaboration that focuses on results.

The plan for implementing Common Core State Standards focuses on professional learning in the areas of curriculum, instruction, and assessment. Through developing cadres at each building, Teaching and Learning content coordinators will provide professional learning through a train-the-trainer model to ensure all instructional staff engage in learning and obtains the intended learning outcomes. Additionally, classroom expectations and leadership accountability for fidelity is defined for each year to ensure that classroom instruction aligns with the Common Core State Standards shifts.

Cultural proficiency is addressed in this plan through creating cohorts of buildings in which all staff members will go through a three-year training cycle. The training will include Beyond Diversity I, Beyond Diversity II, and training on culturally proficient instruction. Each cohort consists of five to eight schools. Lead teachers from each school will receive additional professional learning to assist them in ensuring that their building meets the needs of all students through culturally proficient instruction.

SMART goal training ensures that leadership follows a process for building-wide collaboration in determining, achieving, and accessing building goals. A group of administrators completed an intense SMART goal coach training during the 2013-14 school year and will serve as coaches within the district on the SMART goal process. All buildings will be required to complete a school improvement plan that incorporates the building's three SMART goals (literacy, numeracy, and school culture) and assess their progress with ongoing checkpoints throughout the year.

Finally, through developing professional learning communities throughout the district, educators will engage in conversations and collaboration in order to meet the diverse needs of all

children. Through the participation in a professional learning community, teachers will determine what students should know and be able to do, assess student progress, align student interventions, and provide differentiation.

Included in the professional learning plan is an outline of activities, expectations of learner outcomes, support systems, levels of evaluation, and budgets for each focus area.

Dr. Michele Hancock
Superintendent of Schools

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

Mrs. Jennifer Navarro
Coordinator of Organizational Training and Development



KENOSHA UNIFIED SCHOOL DISTRICT

PROFESSIONAL LEARNING THREE-YEAR PLAN 2013-16



**Maximizing the
Brilliance of Children**

This plan was developed through the dedication of the Professional Learning Steering Committee, professional learning focus area leads, and the Office of Teaching and Learning.

Sue Savaglio-Jarvis, Ed.D.

Jennifer Navarro

Andrea Baumgart
Pamela Black
Starlynn Daley
Paris Echoles
Ann Fredriksson
Amy Garrigan
Steve Germain
Debra Giorno
Sheronda Glass
Mark Hinterberg
Julie Housaman
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Che Kearby
Page Kessler
Steven Knecht

Jane Larsen
Robert Neu
Susan Mirsky
Kathleen O'Neil
Bethany Ormseth
Christine Pratt
Luanne Rhode
Amy Riedlinger
Daniel Tenuta
Jolene Schneider
Curtiss Tolefree
David Tuttle
Susanne Ventura
Sarah Yee



KENOSHA UNIFIED SCHOOL DISTRICT PROFESSIONAL LEARNING PLAN

This plan was developed to align and support the implementation of the Kenosha Unified School District's Transformation Plan in order to close the gap in student achievement. Professional learning is a cornerstone in effectively implementing many action steps identified in the Transformation Plan.

Professional learning focus areas were determined through the needs of the Transformation Plan, annual district needs assessment, and district student achievement data.

Through this plan staff members will be involved in job-embedded professional learning opportunities that engage adult learners while increasing knowledge and skill levels that will impact student learning.

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2—Create culturally proficient classrooms, and build cultures that meet the needs of all students.	Pages 15-24
3—Utilize the SMART goal process to address the areas of greatest need in student achievement.	Pages 25-28
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Kenosha Unified School District Transformation Plan

Transformation Plan Goals

- Improve student achievement.
- Expand collaborative partnerships with families, community, and industry.
- Secure resources (time, people, finances, and operating processes) to support learning.



Transformation Student Results

- Students will:
 - Be engaged.
 - Demonstrate proficiency.
 - Show continuous growth.
 - Graduate.

Professional Learning Transformation Plan Action Targets

GOAL I STRATEGY A: PERSONALIZED LEARNING	GOAL 1 STRATEGY B: PROFICIENCY IN INFORMATION, TECHNOLOGY, AND MEDIA LITERACY	GOAL 1 STRATEGY C: AUTHENTIC LEARNING ENVIRONMENTS
<ul style="list-style-type: none"> ▪ Coach/Advisor in the classroom ▪ Relevant student learning characteristics ▪ Collegiality culture ▪ Interactive learning environments ▪ Flexible scheduling and pacing with adequate structure ▪ Authentic assessments 	<ul style="list-style-type: none"> ▪ Twenty-first century skills ▪ Interactive technologies ▪ Use of personal devices ▪ Online collaborative environments ▪ Online resources and applications ▪ Technology certifications 	<ul style="list-style-type: none"> ▪ Authentic learning environments ▪ Culturally responsive curriculum ▪ Instructional strategies promoting communication, creativity, collaboration, and critical thinking skills ▪ Coaching
GOAL I STRATEGY D: CONTINUUM OF TIMELY FEEDBACK	GOAL II STRATEGY B: SERVICE LEARNING	GOAL II STRATEGY C: CULTURAL COMPETENCY
<ul style="list-style-type: none"> ▪ Assess on Common Core standards. ▪ Assessment, feedback, and reporting strategies and systems 	<ul style="list-style-type: none"> ▪ Support service learning projects. ▪ Train staff on service learning/project-based learning instructional strategies. 	<ul style="list-style-type: none"> ▪ Expand cultural competency professional development.

Professional Learning Goals

1. Provide personalized professional learning opportunities by incorporating learning strategies and best practices.
2. Provide sustained professional learning opportunities to support curriculum development and instruction aligned with educational standards to address the needs of twenty-first century learners.
3. Provide professional learning opportunities that assist in meeting the educational and instructional needs of diverse learners.



Professional Learning Focus Areas



1. Improve literacy and numeracy through the implementation of Common Core State Standards.
2. Create culturally proficient classrooms, and build schools that meet the needs of all students.
3. Utilize the SMART Goal process to address the area of greatest need in student achievement.
4. Incorporate professional learning communities to foster collaboration that focuses on results.

1

Improve literacy and numeracy through the implementation of Common Core State Standards.

What are the Common Core State Standards?

The Common Core State Standards (CCSS) initiative is a state-led effort that establishes a single set of clear education standards for kindergarten through twelfth grade. The standards are designed to ensure that students graduating from high school are prepared to enter two- or four-year college programs or enter the workforce. The standards are clear and concise to ensure that parents, teachers, and students have a clear understanding of the expectations in mathematics, reading, writing, speaking, listening, and language across the disciplines.



Why is this Professional Learning a Focus for Kenosha Unified School District?

Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning. Common Core State Standards are high standards that are consistent across states that providing teachers, parents, and students with a set of clear expectations aligned to college and career readiness skills. The standards promote equity by ensuring all students—no matter where they live—are well prepared with the skills and knowledge necessary to collaborate and compete with their peers in the United States and abroad. Unlike previous state standards, which were unique to every state in the country, the Common Core State Standards enable collaboration between states on a range of tools and policies.

The Common Core State Standards impact teaching and learning. The standards outline the skills and knowledge that students should achieve by the end of each school year. The standards do not make recommendations for instructional practices. However, in order to meet the standards' high expectations, instruction must be adjusted so that:

- Teachers are involved in the development of assessments linked to those top-quality standards.
- Educators are guided toward curricula and teaching strategies that give students a deep understanding of the subject and the skills they need to apply their knowledge.
- Lessons emphasize rigorous and relevant teaching and learning.
- Teachers work collaboratively to plan effective lessons and monitor student performance.

In order for Common Core State Standards to be mastered by Kenosha Unified School District students, classrooms will need to provide engaging, rigorous, and relevant instruction that promotes communication, creativity, and critical thinking skills. Instructional staff will be engaged in multiple professional learning opportunities that include ongoing assessment of both instructional practice and student learning to ensure that students perform proficiently on the Smarter Balanced Assessment.

1

Improve literacy and numeracy through the implementation of Common Core State Standards.

Transformation Alignment

- Transformation Goal I Strategy A
 - Teacher as a coach/advisor in the classroom
 - Collegiality culture
 - Curriculum with authentic assessments
- Transformation Goal I Strategy C
 - Authentic learning environment
 - Instructional strategies promoting communication, creativity, and critical thinking skills
 - Culturally responsive curriculum
 - Instructional coaching
 - Resource bank of units, lessons, and activities for authentic learning environments
- Transformation Goal I Strategy D
 - Assess on Common Core State Standards
 - High quality assessments and feedback

Big Idea: The implementation of the CCSS requires shifts in lesson design (curriculum), instructional practice, and assessment.

Essential Question: What does it look like to shift instruction to implement the CCSS in classrooms?

Professional Learning Implementation Plan

In order to impact student learning through aligning the Common Core State Standards shifts with the instructional practice of all teachers, it is imperative that teacher leaders are developed in every building. Common Core State Standards and professional learning will be centered on developing a cadre of four to six team members per building who will be trained by the Office of Teaching and Learning to lead their building. Cadre members will engage in a variety of professional learning experiences that will build their knowledge and skills in implementing the Common Core State Standards and leadership skills. Additionally, Teaching and Learning administrators will partner with schools to provide ongoing support and monitoring of the implementation and assessment of the Common Core State Standard shifts. Teachers will engage in team collaboration, learning walks, student and teacher interviews, lesson studies, coaching, examining student work, and peer observation while improving their instructional practices to meet the diverse needs of their students.

1

Improve literacy and numeracy through the implementation of Common Core State Standards.

COMMON CORE STATE STANDARDS PROFESSIONAL LEARNING OBJECTIVES

2013-14

- Teachers will learn more about their students through a culture of collaboration with colleagues and students.
- Teachers will view their instruction through the shifts of the Common Core State Standards.
- Teachers will create living learning targets. Assessment by teachers and students will be based on these targets.

2014-15

- Teachers will implement recommended strategies for academic vocabulary acquisition.
- Teachers will integrate explicit informational text strategies into lesson planning.
- Teachers will routinely and systematically use data to drive instruction.
- Teachers will collaboratively design unit and lesson plans aligned with the Common Core State Standards.

2015-16

- Teachers will collaborate on a variety of learning opportunities to support Common Core-based classroom instructional transitions, including supports for special populations.
- Teachers will participate in district-wide learning opportunities to collaborate on Common Core-aligned implementation strategies.
- Teachers will utilize Smarter Balanced Assessment data to align curriculum, instruction, and assessment.



1

Improve literacy and numeracy through the implementation of Common Core State Standards.

Module 1: August 2013-November 2013	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Curriculum</u> <ul style="list-style-type: none"> Demands of the standards 	<ul style="list-style-type: none"> I interpret and apply the CCSS shifts in lesson design. 	<ul style="list-style-type: none"> Text-dependent evidence and tasks (CCSS shifts) are evident in daily lessons.
	<u>Instruction</u> <ul style="list-style-type: none"> Collaborative instructional strategy: problem solving 	<ul style="list-style-type: none"> I organize lessons to include strategies for collaborative reasoning. 	<ul style="list-style-type: none"> Strategic instruction to promote accountable talk and productive struggle is evident in lessons and in the classroom environment (discussion, norms, anchor charts, and student self-assessments).
	<u>Assessment</u> <ul style="list-style-type: none"> Learning targets (four types) Record keeping (teacher/student) 	<ul style="list-style-type: none"> I develop targeted learning goals aligned with the standards for learning and assessment. I develop record-keeping systems kept by myself and my students aligned with learning targets. 	<ul style="list-style-type: none"> Assessments are aligned with the four types of learning targets. Students engaged in self and peer assessments. Data is collected and analyzed by both teachers and students.
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> Principals and cadre members are monitoring professional learning community conversations to ensure standard-aligned learning targets are developed and used for assessments. Principals and cadre members are analyzing documents (lesson plans, data notebooks, and assessments) shared at professional learning community meetings by team members to ensure the selection meets agreed-upon criteria. Principals and cadre members will conduct at least one learning walk by mid-October to observe: <ul style="list-style-type: none"> Intentional, focused instruction related to text-dependent questions and tasks. Productive student discussions in small and whole-group settings. 			
<u>Additional Support</u> <ul style="list-style-type: none"> Webinars Mentoring from cadre members Collaborative support in professional learning communities (PLCs) Fall professional learning courses on text-dependent questions and tasks (methodology for collaborative reasoning) 			
<u>Evaluation of Professional Learning</u> <ul style="list-style-type: none"> Levels 1 and 2: Evaluations of professional learning sessions Level 3: Principal and cadre member interviews by Teaching and Learning coordinators Level 4: Learning walks and student learning survey (winter 2014) Level 5: Measures of Academic Progress (MAP) scores—growth reports and pass/fail rate of course completion 			

1

Improve literacy and numeracy through the implementation of Common Core State Standards.

Module 2: November 2013-February 2014	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Curriculum</u> <ul style="list-style-type: none"> Components of high quality information text as a companion resource 	<ul style="list-style-type: none"> I evaluate information resources and select pieces for upcoming units. 	<ul style="list-style-type: none"> Information resources and text sets are integrated in lessons taught weekly.
	<u>Instruction</u> <ul style="list-style-type: none"> Reading strategies for accessing informational text 	<ul style="list-style-type: none"> I acquire a set of strategies to assist in managing and mastering informational text. 	<ul style="list-style-type: none"> Appropriate instructional strategies and structures are used when teaching informational text.
	<u>Assessment</u> <ul style="list-style-type: none"> Descriptive feedback Criteria and goal setting 	<ul style="list-style-type: none"> I engage students through descriptive feedback and goal setting. 	<ul style="list-style-type: none"> Descriptive feedback is used during instructional time and on written work. Students are engaging in goal setting in goal setting conferencing.
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> Through professional learning communities, principals and cadre members ensure that effective informational resource test sets are created. Professional learning community team members analyze student work for evidence of descriptive feedback. Principals, Teaching and Learning coordinators, and cadre members will conduct at least one learning walk by mid-January to observe: <ul style="list-style-type: none"> Lesson plans utilizing text sets and resources Classroom resources that support the use of information text (anchor charts, text sets, bins of books, data sets, and posters). Principals and cadre members will conduct a lesson study by the end of February in one classroom. 			
<u>Additional Support</u> <ul style="list-style-type: none"> Webinars Archived Teaching and Learning Info Bursts Additional exemplar lesson plans Mentoring from cadre members Collaborative support in professional learning communities Professional learning classes and workshops 			
<u>Evaluation of Professional Learning</u> <ul style="list-style-type: none"> Levels 1 and 2: Evaluations of professional learning sessions Level 3: Principal and cadre member interviews by Teaching and Learning coordinators Level 4: Learning walks and lesson studies Level 5: MAP scores—growth reports and pass/fail rate of course completion 			

1

Improve literacy and numeracy through the implementation of Common Core State Standards.

Module 3: February 2014-May 2015	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Curriculum</u> <ul style="list-style-type: none"> Using multiple sources of information (text pairs and analyzing and interpreting information) Constructing viable written arguments and critiquing the reasoning of others (analysis) 	<ul style="list-style-type: none"> I identify high quality text for pairing for resources. 	<ul style="list-style-type: none"> Teachers are using text sets during instruction. Visual tools are utilized in the classrooms providing support for rigorous dialogue
	<u>Instruction</u> <ul style="list-style-type: none"> Strategies to guide students in critiquing, generating opinions, and defending arguments and explanations using relevant information from a variety of sources (student work, video, and informational text) 	<ul style="list-style-type: none"> I teach explicit strategies for analyzing and interpreting informational text. I know and teach the elements of written arguments and critiquing the reasoning of others. 	<ul style="list-style-type: none"> Students are engaged in collaborative discussion (e.g., Socratic Seminar).
	<u>Assessment</u> <ul style="list-style-type: none"> Self and peer assessment (rubric) Observations 	<ul style="list-style-type: none"> I use data from assessments to guide my instruction. I align assessments with the CCSS. 	<ul style="list-style-type: none"> A balance of writing types are practiced (one-third informational writing, one-third argumentative writing, and one-third narrative writing). Observational tools and rubrics are used routinely.
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> Through professional learning communities, principals and cadre members ensure that effective informational resource test sets are created. Professional learning community team members analyze student work for evidence of descriptive feedback. Principals, Teaching and Learning coordinators, and cadre members will conduct at least one learning walk by mid-May to observe: <ul style="list-style-type: none"> Lesson plans utilizing text sets and resources Classroom resources that support the use of information text (anchor charts, text sets, bins of books, data sets, and posters). Principals and cadre members will examine student work in collegial teams and provide feedback to improve student learning. 			

1

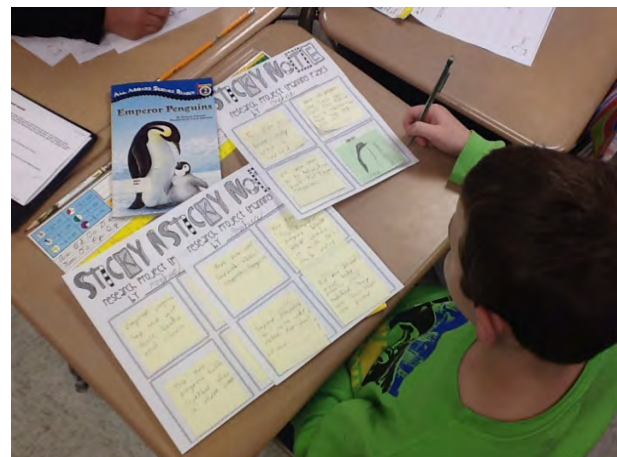
Improve literacy and numeracy through the implementation of Common Core State Standards.

Additional Support

- Webinars
- Archived Teaching and Learning Information Bursts
- Additional exemplar lesson plans
- Mentoring from cadre members
- Collaborative support in professional learning communities
- Professional learning classes and workshops

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: Principal and cadre member interviews by Teaching and Learning coordinators
- Level 4: Learning walks
- Level 5: MAP scores—growth reports and pass/fail rate of course completion and student work samples



1

Improve literacy and numeracy through the implementation of Common Core State Standards.

2014-15	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Curriculum</u> <ul style="list-style-type: none"> Academic vocabulary Constructed responses Informational writing 	<ul style="list-style-type: none"> I teach and require the use of information text design (typographical features and navigational devices). I use mentor text to teach writing. 	<ul style="list-style-type: none"> There are visual tools in the classrooms that provide support for academic development of vocabulary (e.g., word walls).
	<u>Instruction</u> <ul style="list-style-type: none"> High-yield strategies for vocabulary instruction Mentor text Construct minitext Design information text. Note taking Summarizing tools 	<ul style="list-style-type: none"> I teach explicit strategies for acquiring academic vocabulary. I include opportunities for constructing many short texts in lessons (responses, summaries, and explanations). I teach strategies for structured note taking and set expectations for note use. I use frameworks for creating summaries (e.g., rule-based summaries). 	<ul style="list-style-type: none"> There are visual supports for writing. Student work is displayed. Student exemplars are used during instruction. Mentor text is utilized during instruction (referenced in lesson plans and a variety of text displayed). Short text is utilized during instruction (referenced in lesson plans, a variety of text displayed, and student work displayed). The Cornell Note-Taking System is utilized in classroom instruction at identified grade levels (visual tools and journals). There are visual supports for summary writing (student work displayed, student exemplars used during instruction, learning logs used, and journals used).
	<u>Assessment</u> <ul style="list-style-type: none"> Performance assessment 	<ul style="list-style-type: none"> I can write and use constructive responses as part of my plan for creating performance assessments. 	<ul style="list-style-type: none"> Performance assessments with constructive responses (at identified grade levels) are given.

1

Improve literacy and numeracy through the implementation of Common Core State Standards.

Leadership Accountability for Fidelity

- Through professional learning communities, principals and cadre members ensure that effective informational resource test sets are created.
- Professional learning community team members analyze student work for evidence of descriptive feedback.
- Principals, Teaching and Learning coordinators, and cadre members will conduct at least one learning walk by mid-January to observe:
 - Lesson plans utilizing text sets and resources
 - Classroom resources that support the use of information text (anchor charts, text sets, bins of books, data sets, and posters).
- Principals and cadre members will examine student work in collegial teams and provide feedback to improve student learning.

Additional Support

- Webinars
- Archived Teaching and Learning Information Bursts
- Additional exemplar lesson plans
- Mentoring from cadre members
- Collaborative support in professional learning communities
- Professional learning classes and workshops

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: Principal and cadre member interviews by Teaching and Learning coordinators
- Level 4: Learning walks and lesson studies
- Level 5: MAP scores—growth reports, pass/fail rate of course completion, and student work samples



1

Improve literacy and numeracy through the implementation of Common Core State Standards.

2015-16	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Curriculum</u> <ul style="list-style-type: none"> Refining lesson and unit plans to ensure all CCSS shifts are evident 	<ul style="list-style-type: none"> I develop and teach lessons that align with the CCSS shifts. 	<ul style="list-style-type: none"> Lesson plans identify CCSS shifts utilized during instruction.
	<u>Instruction</u> <ul style="list-style-type: none"> Refine CCSS shifts instructional practices 	<ul style="list-style-type: none"> I use instructional practices to ensure relevance and rigor in all lessons. 	<ul style="list-style-type: none"> Visual supports are used in the classroom to reinforce relevant and rigorous learning. Teachers are learning coaches/facilitators in the classroom. There is limited whole-group instruction.
	<u>Assessment</u> <ul style="list-style-type: none"> Performance assessment 	<ul style="list-style-type: none"> I evaluate student performance within the context of the assessment to guide instruction. 	<ul style="list-style-type: none"> Assessments are designed to meet learner needs and are an integral part of the instructional cycle.
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> Professional learning communities regularly discuss and evaluate lesson plans. Professional learning community team members analyze student work for evidence of deep thinking. Principals, Teaching and Learning coordinators and cadre members will conduct at least three learning walks throughout the school year to ensure CCSS shifts are part of lessons in every classroom. Principals identify lab classrooms and organize peer observations. Principals and cadre members will examine student work in collegial teams and provide feedback to improve student learning. 			
<u>Additional Support</u> <ul style="list-style-type: none"> Webinars Archived Teaching and Learning Information Bursts Additional exemplar lesson plans Mentoring from cadre members Collaborative support in professional learning communities Professional learning classes and workshops 			
<u>Evaluation of Professional Learning</u> <ul style="list-style-type: none"> Levels 1 and 2: Evaluations of professional learning sessions Level 3: Principal and cadre member interviews by Teaching and Learning coordinators Level 4: Learning walks, lesson design, and peer observations Level 5: MAP scores—growth reports and pass/fail rate of course completion, and student work samples 			

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

What is Culturally Proficient Teaching?

Cultural proficiency is a way of being that allows individuals and organizations to interact effectively with people who differ from them. It is a developmental approach for addressing the issues that emerge in a diverse environment. This is an approach for responding to the environment shaped by its diversity. It is not a program that an organization implements. However, it is a model for shifting the culture of the organization, which focuses on individual transformation and organizational change.



FOUR TOOLS FOR CULTURAL PROFICIENCY

1. The Continuum—Language for describing both healthy and unproductive policies, practices, and individual behaviors
2. Essential Elements—Five behavioral standards for measuring and planning for growth toward cultural proficiency
3. Guiding Principles—Underlying values of the approach
4. Barriers—Protocols that assist in responding effectively to change resistance

The Elements

- Name the difference: access culture.
- Claim the difference: value diversity.
- Reframe the difference: manage dynamics of difference.
- Change the difference: institutionalize cultural knowledge.

The Continuum

- Cultural destructiveness
- Cultural incapacity
- Cultural blindness
- Cultural precompetence
- Cultural competence
- Cultural proficiency

Why is this Professional Learning a Focus for Kenosha Unified School District?

Professional learning surrounding cultural proficiency provides all staff with the knowledge, skills, and ability to reach and teach all students in multiple environments. As an organization that believes in academic success for all, Kenosha Unified School District must proactively build a system that encompasses cultural proficiency. Through changes to the policies and practices of Kenosha Unified School District along with the values and behaviors of all staff, Kenosha Unified School District will become an organization that promotes inclusiveness and has an internal process for learning about and responding to differences. By promoting inclusiveness and creating a process for learning and responding to differences, Kenosha Unified School District will meet the social, emotional, and academic needs of all students.

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

Transformation Alignment

- Transformation Goal I Strategy A
 - Teacher as a coach/advisor in the classroom
 - Collegiality culture
 - Curriculum with authentic assessments
- Transformation Goal I Strategy C
 - Authentic learning environment
 - Instructional strategies promoting communication, creativity, and critical thinking skills
 - Coaching of best instructional practices
 - Culturally responsive curriculum
- Transformation Goal II Strategy C
 - Cultural competency professional development recognizing families' unique contributions

Big Idea: Becoming a culturally competent organization requires a shift in mindset, behavior, and practice.

Essential Question: How is a culturally competent organization developed and sustained? How will educational outcomes be improved for all students and educational inequalities experienced by students of color be reduced?

Professional Learning Implementation Plan

Professional learning will begin with building capacity at five schools. This cohort of schools will begin a three-year process in receiving professional learning that is centered on cultural competency. During the first year, the schools will receive Beyond Diversity I training through Pacific Education Group. In the second year they will receive Beyond Diversity II training. The third year has a focus on improving instructional practice with the lense of cultural competency. To support staff through their three-year journey, teacher leaders will be developed at each site. The teacher leaders will guide, coach, and challenge staff as they build a sustainable, culturally competent organization. Each school year a new cohort of five schools will begin the three-year process. In order to provide the training to staff members, four Kenosha Unified School District members will be trained through Pacific Education Group in their affiliate program. This program will provide training in order to deliver Beyond Diversity training within the district. Besides working with whole buildings, Kenosha Unified School District administrators will be required to complete Beyond Diversity I and Beyond Diversity II training.

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

2013-14 Site Training	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Beyond Diversity I</u> <ul style="list-style-type: none"> Building-wide training for <u>Cohort 1</u> (five building sites) 	<ul style="list-style-type: none"> I understand how beliefs, values, and attitudes impact teaching and learning. I develop the skills and knowledge necessary to understand what relationships are essential for student achievement. I understand why there is a need to become culturally competent. I understand the impact of personal behaviors on student behaviors. 	<ul style="list-style-type: none"> Relationships are created with all students and their families. Staff understands culture. The classroom environment is welcoming and engaging. Culture is embedded into teaching practices.
	<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> Principals hold staff accountable for cultural competency via internal performance measures. Principals implement an evaluation process that ensures instructional accountability and ownership for student achievement by all instructional staff. Data is used to make instructional decisions. Cultural competency and student equity is talked about regularly to gain common language and beliefs around student achievement. 		
	<u>Additional Support</u> <ul style="list-style-type: none"> Provide opportunities for staff to participate in additional learning activities focused on equity and achievement. Book studies are conducted that highlight instructional practices surrounding educating students of color. 		
	<u>Evaluation of Professional Learning</u> <ul style="list-style-type: none"> Levels 1 and 2: Evaluations of professional learning sessions Level 3: Principal and staff interviews and staff surveys Level 4: Learning walks and participant reflection Level 5: Equity preassessment using achievement, discipline, and attendance data 		

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

2013-14 Leaders' Training	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Beyond Diversity I</u> <ul style="list-style-type: none">Train all new administrators and supervisors.	<ul style="list-style-type: none">I understand how beliefs, values, and attitudes impact teaching and learning.I develop the skills and knowledge necessary to understand what relationships are essential for student achievement.I understand why there is a need to become culturally competent.I understand the impact of personal behaviors on student behaviors.	<ul style="list-style-type: none">Engage in conversations about cultural competency and student equity regularly to gain common language and beliefs around student achievement.Hold staff accountable for cultural competency via performance measures.Implement an evaluation process that ensures accountability and ownership for student achievement.Use data to make instructional decisions for the building.
	<u>Beyond Diversity II</u> <ul style="list-style-type: none">All administrators and supervisors	<ul style="list-style-type: none">I am able to analyze the meaning of cultural competency.I increased my ability to educate students of color.I identify specific behaviors that lead to stronger relationships.	
	<u>Courageous Conversations Summit</u>	<ul style="list-style-type: none">I share models for student equity leadership.I discuss the impact of race, language, and politics on schooling.I address the critical issues of racial disparity in special education.	
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none">District leadership will hold administrators and supervisors accountable for cultural competency in their building/department.District leadership will implement an evaluation process of all leaders that ensures accountability and ownership for student achievement.Data is used to make management decisions.Conversations about cultural competency and student equity occur regularly to gain common language and beliefs around student achievement.			

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

Additional Support

- District courses, workshops, and study groups
- Possible attendance at local, state, and national conferences

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: Interviews with administrators and supervisors by district leadership
- Level 4: Learning walks and participant reflection
- Level 5: Equity assessment using achievement, discipline, and attendance data

	Professional Learning	Learning Targets for Staff	Classroom Expectations
2014-15 Site Training	<u>Beyond Diversity I</u> <ul style="list-style-type: none"> ▪ Building-wide training for <u>Cohort 2</u> (six building sites) 	<ul style="list-style-type: none"> ▪ I understand how beliefs, values, and attitudes impact teaching and learning. ▪ I develop the skills and knowledge necessary to understand what relationships are essential for student achievement. ▪ I understand why there is a need to become culturally competent. ▪ I understand the impact of personal behaviors on student behaviors. 	<ul style="list-style-type: none"> ▪ Relationships are created with all students and their families. ▪ Staff understands culture. ▪ The classroom environment is welcoming and engaging. ▪ Culture is embedded into teaching practices.
	<u>Beyond Diversity II</u> <ul style="list-style-type: none"> ▪ Building-wide training for <u>Cohort 1</u> (five building sites) 	<ul style="list-style-type: none"> ▪ I analyze the meaning of cultural competency. ▪ I increase my ability to educate students of color. ▪ I discover specific behaviors that lead to stronger relationships. 	<ul style="list-style-type: none"> ▪ There is understanding of the cultural dynamics of all students. ▪ All students from all backgrounds are educated.
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> ▪ Review lesson plans. ▪ Create a building action plan to address issues of equity. ▪ Provide coaching and feedback to teachers around classroom management and curriculum and instruction. ▪ Continue implementation of an evaluation process that ensures accountability and ownership for student achievement. 			
<u>Additional Support</u> <ul style="list-style-type: none"> ▪ Provide opportunities for staff to participate in additional learning activities focused on equity and achievement (speakers and trainers). ▪ Provide opportunities for staff to collaborate with others who have demonstrated proven success in educating students of color. 			

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: Interviews with administrators and staff
- Level 4: Learning walks
- Level 5: Equity preassessment using achievement, discipline, and attendance data

2014-15 Leaders' Training	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Beyond Diversity I and II</u> <ul style="list-style-type: none"> ▪ Train all new administrators and supervisors. 	<ul style="list-style-type: none"> ▪ I understand how beliefs, values, and attitudes impact teaching and learning. ▪ I develop the skills and knowledge necessary to understand what relationships are essential for student achievement. ▪ I understand why there is a need to become culturally competent. ▪ I understand the impact of personal behaviors on student behaviors. ▪ I analyze the meaning of cultural competency. ▪ I increase ability to educate students of color. ▪ I discover specific behaviors that lead to stronger relationships. 	<ul style="list-style-type: none"> ▪ Engage in conversations about cultural competency and student equity regularly to gain common language and beliefs around student achievement. ▪ Staff is held accountable for cultural competency via performance measures. ▪ An evaluation process is implemented that ensures accountability and ownership for student achievement. ▪ Data is used to make instructional decisions for the building.
	<u>Courageous Conversations Summit</u>	<ul style="list-style-type: none"> ▪ I share models for student equity leadership. ▪ I discuss the impact of race, language, and politics on schooling. ▪ I address the critical issues of racial disparity in special education. 	

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

Leadership Accountability for Fidelity

- District leadership will hold administrators and supervisors accountable for cultural competency in their building/department.
- District leadership will implement an evaluation process that ensures accountability and ownership for student achievement of all leaders.
- Data is used to make management decisions.
- Conversations about cultural competency and student equity occur regularly to gain common language and beliefs around student achievement.

Additional Support

- District courses, workshops, and study groups
- Possible attendance at local, state, and national conferences

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: Interviews with administrators and supervisors by district leadership
- Level 4: Learning walks
- Level 5: Equity assessment using achievement, discipline, and attendance data



2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

2015-16 Site Training	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Beyond Diversity I</u> <ul style="list-style-type: none"> Building-wide training for <u>Cohort 3</u> (seven building sites) 	<ul style="list-style-type: none"> I understand how beliefs, values, and attitudes impact teaching and learning. I develop the skills and knowledge necessary to understand what relationships are essential for student achievement. I understand why there is a need to become culturally competent. I understand the impact of personal behaviors on student behaviors. 	<ul style="list-style-type: none"> Relationships are created with all students and their families. Staff understands culture. The classroom environment is welcoming and engaging. Culture is embedded into teaching practices.
	<u>Beyond Diversity II</u> <ul style="list-style-type: none"> Building-wide training for <u>Cohort 2</u> (six building sites) 	<ul style="list-style-type: none"> I analyze the meaning of cultural competency. I increase ability to educate students of color. I discover specific behaviors that lead to stronger relationships. 	<ul style="list-style-type: none"> Staff understands cultural dynamics of all students. Educate all students from all backgrounds.
	District-led workshops on teaching strategies/practices proven to decrease education inequities	<ul style="list-style-type: none"> I reflect on practices and set goals for creating a culturally proficient classroom. 	<ul style="list-style-type: none"> Lessons are culturally proficient.
	Building-wide training for <u>Cohort 1</u> (five buildings)		
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> Principals hold staff accountable for cultural competency via internal performance measures. Principals implement an evaluation process that ensures instructional accountability and ownership for student achievement by all instructional staff. Data is used to make instructional decisions. Cultural competency and student equity is talked about regularly to gain common language and beliefs around student achievement. 			
<u>Additional Support</u> <ul style="list-style-type: none"> Provide opportunities for staff to participate in additional learning activities focused on equity and achievement. Book studies are conducted that highlight instructional practices surrounding educating students of color. 			

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: Interviews with administrators and supervisors by district leadership
- Level 4: Learning walks
- Level 5: Equity preassessment using achievement, discipline, and attendance data

2015-16 Leaders Training	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Beyond Diversity I and II</u> <ul style="list-style-type: none"> ▪ Train all new administrators and supervisors. 	<ul style="list-style-type: none"> ▪ I understand how beliefs, values, and attitudes impact teaching and learning. ▪ I develop the skills and knowledge necessary to understand what relationships are essential for student achievement. ▪ I understand why there is a need to become culturally competent. ▪ I understand the impact of personal behaviors on student behaviors. ▪ I analyze the meaning of cultural competency. ▪ I increase ability to educate students of color. ▪ I discover specific behaviors that lead to stronger relationships. 	<ul style="list-style-type: none"> ▪ Engage in conversations about cultural competency and student equity regularly to gain common language and beliefs around student achievement. ▪ Hold staff accountable for cultural competency via performance measures. ▪ Implement an evaluation process that ensures accountability and ownership for student achievement. ▪ Use data to make instructional decisions for the building.
	<u>Courageous Conversations Summit</u>	<ul style="list-style-type: none"> ▪ I share models for student equity leadership. ▪ I discuss the impact of race, language, and politics on schooling. ▪ I address the critical issues of racial disparity in special education. 	

2

Create culturally proficient classrooms, and build cultures that meet the needs of all students.

Leadership Accountability for Fidelity

- District leadership will hold administrators and supervisors accountable for cultural competency in their building/department.
- District leadership will implement an evaluation process that ensures accountability and ownership for student achievement of all leaders.
- Data is used to make management decisions.
- Conversations about cultural competency and student equity occur regularly to gain common language and beliefs around student achievement.

Additional Support

- District courses, workshops, and study groups
- Possible attendance at local, state, and national conferences

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning experiences
- Level 3: Interviews with administrators and supervisors by district leadership
- Level 4: Learning walks
- Level 5: Equity assessment using achievement, discipline, and attendance building data



3

Utilize the SMART Goal process to address the area of greatest need in student achievement.

What are SMART Goals?

SMART Goals are goals that are created by a team to address specific areas of improvement. Goals are written to be specific, measurable, attainable, realistic, and timely. In developing SMART Goals, a process should be followed to allow goals to be developed collaboratively and for all staff members to take on ownership of the goals.

Five steps to the SMART Goal process:

1. Isolate need.
2. Identify SMART Goal.
3. Correlate with current practice.
4. Plan professional development.
5. Analyze and refocus.

Big Idea: Members of a professional learning community continually assess their effectiveness on the basis of results.

Essential Question: How do we determine goals on literacy, numeracy, and culture that focus on student learning and results? How do we monitor our success in obtaining our SMART Goals?

Why is this Professional Learning a Focus for Kenosha Unified School District?

Goals that are established without any set measurement for success usually are not attained. In order to ensure that all schools and departments are successfully improving in Kenosha Unified School District, the SMART Goal process has been established as a process that will be followed. Setting goals that connect to the classroom and focus on student learning helps educators identify and communicate areas of focus and student results towards achievement.

Professional Learning Implementation Plan

SMART defines more than just the criteria of a good goal; it incorporates SMART work into a process for collective data-driven improvement. This process changes the focus of creating SMART goals from fulfilling a district requirement to ensuring academic achievement through prioritizing efforts and resources at the building and district level. School goals will consist of academic goal setting at a department, team, or family level as well as the development of individual professional goals focused on areas of professional improvement.

Starting in summer 2013 all instructional administrators will receive professional learning on SMART Goals, including an overview of the five-step process that will be modeled by them in their respective buildings. This training will be delivered by trained internal SMART Goal coaches. Throughout the school year they will receive additional professional learning opportunities on each step to ensure their success in the delivery and completion of each step. After the 2013-14 school year, the coaches will continue to support school leaders through the process to ensure that schools are setting informed goals that improve student achievement.

3

Utilize the SMART Goal process to address the area of greatest need in student achievement.

Summer 2013	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Overview of SMART Goal Process</u>	<ul style="list-style-type: none">I utilized SMART Goal common language.I identified the school timeline of the SMART Goal process.I can create a SMART Goal tree.	<ul style="list-style-type: none">Develop three SMART Goals that align with the greatest area of need in literacy, numeracy, and culture.Develop department, house, team, or family SMART Goals that align with school goals.
2013-14 School Year	<u>Meeting I</u> <ul style="list-style-type: none">Isolate need.	<ul style="list-style-type: none">Identify perceptions of student learning needs.	<ul style="list-style-type: none">Follow the SMART Goal process throughout the school year.Assess progress of SMART Goals ongoing throughout the school year.
	<u>Meeting II</u> <ul style="list-style-type: none">Identify SMART Goal.	<ul style="list-style-type: none">I develop SMART Goals based on data using the tree diagram.	
	<u>Meeting III</u> <ul style="list-style-type: none">Correlate with current practice.	<ul style="list-style-type: none">I identify promising practices in the goal area.	
	<u>Meeting IV</u> <ul style="list-style-type: none">Plan professional development.	<ul style="list-style-type: none">I learn new practices and change my instructional practice.	
	<u>Meeting V</u> <ul style="list-style-type: none">Analyze and refocus.	<ul style="list-style-type: none">I review and analyze data to determine that SMART Goal has been accomplished.	
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none">Principals and leadership teams will conduct five SMART Goal meetings with their staff during the 2013-14 school year.The assistant superintendents of School Leadership will collect the SMART Goal timelines and plans.Administrators will monitor the progress of SMART Goal achievement at least three times a school year.			
<u>Additional Support</u> <ul style="list-style-type: none">SMART Goal coaching from Kenosha Unified School District SMART Goal coach			
<u>Evaluation of Professional Learning</u> <ul style="list-style-type: none">Levels 1 and 2: Evaluations of professional learning sessionsLevel 3: Administrator meetings with supervisors on SMART Goal creationLevel 4: Participant reflectionsLevel 5: Three times a year monitoring session of student data			

3

Utilize the SMART Goal process to address the area of greatest need in student achievement.

2014-15	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Review of SMART Goals Process for Returning Staff Members</u> <u>Ongoing Training Sessions for New Administrators</u>	<ul style="list-style-type: none"> I can lead my team through the five-step process of developing a SMART Goal. I can lead my team through the five-step process of developing a smart Goal. (See learning outcomes from 2013-14.) 	<ul style="list-style-type: none"> Develop three SMART Goals that align with the greatest area of need in literacy, numeracy, and culture. Develop department, house, team, or family SMART Goals that align with school goals. Follow the SMART Goal process throughout the school year. Assess progress of SMART Goals ongoing throughout the school year.
Leadership Accountability for Fidelity <ul style="list-style-type: none"> Principals and leadership teams will conduct five SMART Goal meetings with their staff during the 2013-14 school year. The assistant superintendents of School Leadership will collect the SMART Goal timelines and plans. Administrators will monitor the progress of SMART Goal achievement at least three times a school year. 			
Additional Support <ul style="list-style-type: none"> SMART Goal coaching from Kenosha Unified School District SMART Goal coach 			
Evaluation of Professional Learning <ul style="list-style-type: none"> Levels 1 and 2: Evaluations of professional learning sessions Level 3: Administrator meetings with supervisors on SMART Goal creation Level 4: Participant reflections Level 5: Three times a year monitoring session of student data 			



“Data analysis is just the beginning of accountability . . . it leads to commitment and a deeper understanding of your school’s priorities and improvement plans.”

**~ Jan O’Neill and
Anne Conzemius**

3

Utilize the SMART Goal process to address the area of greatest need in student achievement.

2015-16	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Differentiated Professional Learning to Successfully Conduct Five SMART Goal Meetings</u>	<ul style="list-style-type: none"> I can lead the SMART Goal process to establish and meet building goals. 	<ul style="list-style-type: none"> Develop three SMART Goals that align with the greatest area of need in literacy, numeracy, and culture. Develop department, house, team, or family SMART Goals that align with school goals. Follow the SMART Goal process throughout the school year. Assess progress of SMART Goals ongoing throughout the school year.
Leadership Accountability for Fidelity <ul style="list-style-type: none"> Principals and leadership teams will conduct five SMART Goal meetings with their staff during the 2013-14 school year. The assistant superintendents of School Leadership will collect the SMART Goal timelines and plans. Administrators will monitor the progress of SMART Goal achievement at least three times a school year. 			
Additional Support <ul style="list-style-type: none"> SMART Goal coaching from Kenosha Unified School District SMART Goal coach 			
Evaluation of Professional Learning <ul style="list-style-type: none"> Levels 1 and 2: Evaluations of professional learning sessions Level 3: Administrator meetings with supervisors on SMART Goal creation Level 4: Participant reflections Level 5: Three times a year monitoring session of student data 			

“Goals are a useful and powerful prism through which we can see the totality of school improvement.”

~ Jan O’Neill and Anne Conzemius



4

Incorporate professional learning communities to foster collaboration that focuses on results.

What are Professional Learning Communities?

The Professional Learning Community (PLC) model is an ongoing process in which educators collaborate in collective inquiry to achieve better results for students. The professional learning community model changes thinking from the assumption that the core mission of education is to ensure that students are taught to students are learning. During collaboration, teams of teachers focus on student learning and results. While collaborating teachers focus on four essential questions. These questions drive the discussions and actions of the team. Professional learning communities (PLCs) are not an initiative or a program. Rather, they are the way in which school teams operate to ensure school improvement.

Big Idea: Collaboratively, achievement gaps can be decreased.

Essential Question: How do we use the PLC model to develop high functioning teams that focus on student learning?

Teams collaborate around the four essential questions of a PLC:

- What do we want our students to know (learning objectives)?
- How will they know if they have learned (assessment)?
- How will we respond if they have not learned (intervention)?
- How do we respond if they already know (differentiation)?

Why is this Professional Learning a Focus for Kenosha Unified School District?

Through forming collaborative teams, teachers in Kenosha Unified School District will be able to better address the needs of all students in their classrooms. Teamwork will make complex tasks more manageable, stimulate new ideas, and promote coherence in the school's curriculum and instruction. By working together teachers have the knowledge, skills, and resources to engage in new practices that would exhaust the energy, skill, or resources of an individual teacher. Teachers will engage in goal setting, best practice inquiry, and analysis of data to improve their practice. PLCs will be the foundation for the continuous work needed in order to close the achievement gap and address the needs of students.

“To create a professional learning community, focus on learning, rather than teaching; work collaboratively; and hold yourself accountable for results.”

~ Rick DuFour

4

Incorporate professional learning communities to foster collaboration that focuses on results.

Transformation Alignment

- Transformation Goal I Strategy A
 - Collegiality culture
 - Curriculum with authentic assessments
- Transformation Goal 1 Strategy C
 - Authentic learning environment
 - Instructional strategies promoting communication, creativity, and critical thinking skills
 - Resource bank of units, lessons, and activities for authentic learning environments
- Transformation Goal I Strategy D
 - Assess on Common Core Standards.
 - High quality assessments and feedback



Professional Learning Implementation Plan

During the 2012-13 school year, elementary leaders focus on establishing high functioning professional learning communities within their buildings. Through training and coaching many schools developed teams that focused on student learning and began to change instructional practice. For the 2013-14 school year, the focus will be on fostering professional learning communities at the three comprehensive high schools. This will provide training for all staff along with building the capacity of building teams and intense training for building leadership teams to ensure that professional learning communities are sustained within their buildings in the future. Elementary schools will continue to develop professional learning communities, and support will be provided to ensure the effectiveness of the teams throughout the school year.



4

Incorporate professional learning communities to foster collaboration that focuses on results.

2013-14	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Professional Learning Communities at Work Leadership Training for Building Leadership Teams</u> (Comprehensive high schools)	<ul style="list-style-type: none"> I understand the three big ideas and four essential questions. 	<ul style="list-style-type: none"> Buildings identify teams and complete training.
	<u>Professional Learning Communities Overview for All Staff</u> (Comprehensive high schools)	<ul style="list-style-type: none"> I understand the PLCs at work model. I work collaboratively within my team. I have a common language of collaboration. I can identify the four essential questions. 	<ul style="list-style-type: none"> Buildings define collaboration time with expectations of team results. Teams are working together to identify learning expectations of students. Formative assessments are developed by teams. Inquiry of instructional practice is done in teams.
	<u>Professional Learning Communities at Work Coaching Academy for Building Leadership Teams</u> (Comprehensive high schools)	<ul style="list-style-type: none"> I articulate the four essential questions with a deeper understanding. I lead and support my building in implementing PLCs. 	<ul style="list-style-type: none"> The building leadership team provides differentiated coaching support to teams. The building leadership team determines the support structure for teams.
	<u>Continuous Support for Professional Learning Communities</u> (Elementary schools)	<ul style="list-style-type: none"> I am an active participant in PLCs within my building. 	<ul style="list-style-type: none"> All teams are high functioning PLCs.
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> An assessment survey of collaboration is done at least annually. Data is used to provide additional support. The leadership team periodically visits team meetings to monitor progress. The leadership team ensures all teams are utilizing data. 			
<u>Additional Support</u> <ul style="list-style-type: none"> Master coach access for specific support District book studies District courses and workshops 			
<u>Evaluation of Professional Learning</u> <ul style="list-style-type: none"> Levels 1 and 2: Evaluations of professional learning sessions Level 3: PLC staff survey Level 4: PLC team visits by administrators Level 5: Team monitoring of student data 			

4

Incorporate professional learning communities to foster collaboration that focuses on results.

2014-15	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Professional Learning Communities at Work Leadership Training for Building Leadership Teams</u> (Four schools)	<ul style="list-style-type: none"> I understand the three big ideas and four essential questions. I have tools to begin the development of professional learning communities in my building. 	<ul style="list-style-type: none"> Buildings identify teams and complete training.
	<u>Professional Learning Communities Overview for All Staff</u> (Four schools)	<ul style="list-style-type: none"> I understand the PLCs at work model. I work collaboratively within my team. I have a common language of collaboration. I can identify the four essential questions. 	<ul style="list-style-type: none"> Buildings define collaboration time with expectations of team results. Teams are working together to identify learning expectations of students. Formative assessments are developed by teams. Inquiry of instructional practice is done in teams.
	<u>Professional Learning Communities at Work Coaching Academy for Building Leadership Teams</u>	<ul style="list-style-type: none"> I articulate the four essential questions with a deeper understanding. I lead and support my building in implementing PLCs. 	<ul style="list-style-type: none"> The building leadership team provides differentiated coaching support to teams. The building leadership team determines the support structure for teams.
	<u>Continuous Support for Professional Learning Communities</u> (Elementary schools and comprehensive high schools)	<ul style="list-style-type: none"> I am an active participant in PLCs within my building. 	<ul style="list-style-type: none"> All teams are high functioning PLCs.
	<u>Response to Intervention Coaching Academy</u> (50 participants)	<ul style="list-style-type: none"> I collaborate with my team to determine, monitor, and assess interventions for students. 	<ul style="list-style-type: none"> Buildings will have a response to intervention plan that is driven by data to meet the needs of all students.
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> An assessment survey of collaboration is done at least annually. Data is used to provide additional support. The leadership team periodically visits team meetings to monitor progress. The leadership team ensures all teams are utilizing data. 			

4

Incorporate professional learning communities to foster collaboration that focuses on results.

Additional Support

- Master coach access for specific support
- District book studies
- District courses and workshops

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: PLC staff survey
- Level 4: PLC team visits by administrators
- Level 5: Team monitoring of student data



4

Incorporate professional learning communities to foster collaboration that focuses on results.

2015-16	Professional Learning	Learning Targets for Staff	Classroom Expectations
	<u>Professional Learning Communities at Work Leadership Training for Building Leadership Teams</u> (Four schools)	<ul style="list-style-type: none"> I understand the three big ideas and four essential questions. I have tools to begin the development of professional learning communities in my building. 	<ul style="list-style-type: none"> Buildings identify teams and complete training.
	<u>Professional Learning Communities Overview for All Staff</u> (Four schools)	<ul style="list-style-type: none"> I understand the PLCs at work model. I work collaboratively within my team. I have a common language of collaboration. I can identify the four essential questions. 	<ul style="list-style-type: none"> Buildings define collaboration time with expectations of team results. Teams are working together to identify learning expectations of students. Formative assessments are developed by teams. Inquiry of instructional practice is done in teams.
	<u>Professional Learning Communities at Work Coaching Academy for Building Leadership Teams</u> (Four schools)	<ul style="list-style-type: none"> I articulate the four essential questions with a deeper understanding. I lead and support my building in implementing PLCs. 	<ul style="list-style-type: none"> The building leadership team provides differentiated coaching support to teams. The building leadership team determines the support structure for teams.
	<u>Continuous Support for Professional Learning Communities</u> (All schools who have completed PLCs training)	<ul style="list-style-type: none"> I am an active participant in PLCs within my building. 	<ul style="list-style-type: none"> All teams are high functioning PLCs.
	<u>Response to Intervention Coaching Academy</u> (50 participants)	<ul style="list-style-type: none"> I collaborate with my team to determine, monitor, and assess interventions for students. 	<ul style="list-style-type: none"> Buildings will have a response to interventions plan that is driven by data to meet the needs of all students.
<u>Leadership Accountability for Fidelity</u> <ul style="list-style-type: none"> An assessment survey of collaboration is done at least annually. Data is used to provide additional support. The leadership team periodically visits team meetings to monitor progress. The leadership team ensures all teams are utilizing data. 			

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Incorporate professional learning communities to foster collaboration that focuses on results.

Additional Support

- Master coach access for specific support
- District book studies
- District courses and workshops

Evaluation of Professional Learning

- Levels 1 and 2: Evaluations of professional learning sessions
- Level 3: PLC staff survey
- Level 4: PLC team visits by administrators, potential data walls
- Level 5: Team monitoring of student data



Job-Embedded Professional Learning Strategies

FORMATS FOR JOB-EMBEDDED PROFESSIONAL DEVELOPMENT AND RELATED RESEARCH FINDINGS*	
Action Research	Teachers select an aspect of their teaching to systematically investigate, such as their waiting time during questioning. They record and consider theories from the research literature, drawing conclusions about how teaching is influencing learning and vice versa, and informing future instructional decisions. The primary intent of action research is to improve the teachers' immediate classroom teaching. Secondly, if applicable, the intent is to generalize it across other contexts in the school or beyond. (Cochran-Smith and Lytle, 1990)
Case Discussions	<p>Case discussions allow teachers to have a more critical analysis of teaching because they are not in the act itself. (LeFavre, 2004)</p> <p>Formats vary from written to video to multimedia with varying controls over content to match the purpose of the case study. For example, an exemplar of teaching, in particular, is the opportunity to analyze thinking at a deep level. (Shenn and Han, 2004; van Es and Sherin, 2008)</p>
Coaching	<p>Coaching differs from mentoring in its focus on the technical aspects of instruction, rather than the larger personal and nonacademic features of teaching. (Rowley, 2005)</p> <p>An instructional coach provides ongoing, consistent follow-up by way of demonstrations, observations, and conversations with teachers as they implement new strategies and knowledge.</p>
Data Teams/ Assessment Development	Teachers meet together and analyze results from standardized tests or teacher-created assessments. Together, they formulate what the evidence from the data tells them about student learning and discuss teaching approaches to improve student achievement. Teachers also may work on refining assessments to gather more useful student data.
Examining Student Work	Examining student work enables teachers to develop a common understanding of good work, identify student misconceptions, and evaluate their teaching methods. Through tuning protocol teachers share student work (on their assignments and rubrics), describing the context in which the work is used. Other teachers ask questions and then provide feedback on how the work may be fine-tuned to improve student learning. (Blythe, Allen, and Powell, 1999; Brown-Easton, 1999)
Implementing Individual Professional Growth/ Learning Plan	Alongside an instructional leader, such as a master teacher or the principal or as members of a professional learning community, teachers develop their own growth plans in order to understand what professional development opportunities they should engage in as well as to track their growth in a competency area.

* Andrew Croft et al., *Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well*, Issue Brief April 2010, National Comprehensive Center for Teacher Quality, Washington, DC, 2010, pp. 6-7.

Job-Embedded Professional Learning Strategies

Lesson Study	During sessions known as “research lessons,” teachers alternate in preparing a lesson to demonstrate a specific teaching and learning goal. Other teachers observe and document what they see through video, a word processor, or pencil and paper. After the lesson the teachers meet and discuss the strengths of the lesson and make suggestions for improvement. (Appel, Leong, Manga, and Mitchell; 2006)
Professional Learning Communities	<p>Teachers collaborate to analyze their practice and discuss new strategies and tactics, testing them in the classroom and reporting the results to each other. Hord (1997) lists five attributes of effective professional learning communities:</p> <ol style="list-style-type: none"> 1. Supportive and shared leadership, 2. Collective creativity, 3. Shared values and vision, 4. Supportive conditions, and 5. Shared personal practice. <p>Professional learning communities address teacher isolation, create shared teacher responsibility for all students, and expose teachers to instructional strategies or knowledge they did not have access to previously.</p>
Study Group	In small groups or as a faculty, teachers generate topics for study related to school improvement goals or student data and then read and react to educational research and other resources on teaching and student learning. They engage in structured dialogue or discussion that explores issues deeply and considers the implications for school or classroom practices.



Job-Embedded Professional Learning

Kenosha Unified School District promotes job-embedded professional learning opportunities for staff members to increase their knowledge, understanding, and skills when appropriate to meet the needs of the learners. Job-embedded professional development refers to teacher learning that is grounded in day-to-day practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. (Darling-Hammond and McLaughlin, 1995)

	Job-Embedded Professional Development Centered on Issues of Actual Practice			Not Job-Embedded Professional Development
Content	In class during real-time instruction with students	In class and nearly real time but away from students	In school, away from students, shortly before/after instruction	Outside the school, removed from instruction and students
Alone			<p>A teacher analyzes for two focus students and adds his/her findings to a teaching portfolio.</p> <p>A teacher reads an article or book describing evidence-based research strategies. He/She writes a blog post reflecting how he/she will implement.</p>	A teacher reads an article or book describing evidence-based reading strategies. He/She fails to apply the content to his/her classroom.

Job-Embedded Professional Learning

	Job-Embedded Professional Development Centered on Issues of Actual Practice			Not Job-Embedded Professional Development
One to One	<p>An instructional coach observes a teacher's math lesson, interacting with students and asking clarifying questions during the lecture.</p> <p>A mentor watches a new teacher on a closed loop video link and offers real-time suggestions to the teacher via headphones.</p>	<p>A mentor meets with a teacher as she plans her lesson, observes the lesson, and provides feedback directly afterward.</p>	<p>A coach advises a teacher on how to better manage small group work after observing her lesson the day before.</p> <p>A teacher sends a digital clip of his/her lesson to his/her distance learning course professor. They discuss strengths and weaknesses via video conference.</p>	<p>A mentor and new teacher read and discuss a case study about a teacher in a different school. The mentor addresses issues of pedagogy, but the teacher is not about to directly apply the new knowledge to her context.</p>
Team	<p>An instructional facilitator teaches a sample lesson. A group of teachers observe, take notes, and discuss the content with students afterward in small groups. When students leave, teachers discuss the effectiveness of the facilitator's instruction. (Croft, et.al.,)</p>	<p>Fourth grade teachers meet with a facilitator to develop a specific science lesson. One implements the lesson while the others observe. They then adjust their lesson and implement it in their own classroom.</p>	<p>Teachers analyze student test scores and discuss areas for instructional improvement and resources/supports needed.</p> <p>A teacher posts a concern to an on-line forum. Other teachers respond with suggestions. The teacher implements some of them, and reposts with an update.</p>	<p>An instructional leader presents classroom management techniques during a monthly teacher meeting.</p> <p>Math teachers attend a university's summer institute to develop their knowledge of algebra instruction. They receive course credit for tutoring summer school students.</p>

Professional Learning Budget

COMMON CORE STATE STANDARDS		
2013-14	Summer 2013 training	\$12,500
	Summer 2013 cadre stipends (170 members x \$270 stipend)	\$45,900
	2013-14 training and sustainability	\$124,300
	Substitutes for 2 days of training for 170 cadre members	\$59,500
	2013-14 cadre stipends	\$91,800
	2013-14 TOTAL	\$334,000
2014-15	Summer 2014 training	\$12,500
	Summer 2014 cadre stipends (170 members x \$270 stipend)	\$45,900
	2014-15 training and sustainability	\$32,500
	Substitutes for 2 days of training for 170 cadre members	\$59,500
	2013-14 cadre stipends	\$91,800
	2014-15 TOTAL	\$242,200
2015-16	Summer 2015 training	\$12,500
	Summer 2015 cadre stipends (170 members x \$270 stipend)	\$45,900
	2014-15 cadre stipends	\$91,800
	2015-16 TOTAL	\$150,200
TOTAL 2013-16 COMMON CORE STATE STANDARDS PROFESSIONAL LEARNING EXPENSES		\$726,400

PROFESSIONAL LEARNING COMMUNITIES		
2013-14	Professional learning leadership training	\$10,000
	Professional learning overview (3 comprehensive high schools)	\$21,450
	Professional learning coaching academy—6 full days (\$75,000—training, \$15,750—substitutes)	\$90,750
	2013-14 TOTAL	\$122,200
2014-15	Professional learning leadership training	\$10,000
	Professional learning overview (4 schools)	\$21,450
	Professional learning coaching academy—6 full days (\$75,000—training, \$15,750—substitutes)	\$90,750
	Response to Intervention coaching academy—6 full days (\$95,000—training, \$15,750—substitutes)	\$110,750
	2014-15 TOTAL	\$232,950
2015-16	Professional learning leadership training	\$10,000
	Professional learning overview (4 schools)	\$21,450
	Professional learning coaching academy—6 full days (\$75,000—training, \$15,750—substitutes)	\$90,750
	Response to Intervention coaching academy—6 full days (\$95,000—training, \$15,750—substitutes)	\$110,750
	2015-16 TOTAL	\$232,950
TOTAL 2013-16 PROFESSIONAL LEARNING COMMUNITIES EXPENSES		\$558,100

Professional Learning Budget

CULTURAL COMPETENCY		
2013-14	7 Beyond Diversity I 2-day training sessions—300 staff members (1 training=\$8,500—facilitator, \$14,000—substitutes)	\$157,500
	Affiliate training for 4 staff members	\$16,000
	1 Beyond Diversity II 2-day training session—80 staff members (\$8,500—facilitator)	\$8,500
	Courageous Conversation summit—10 people	\$12,000
	Building teacher leaders—Cohort 1 (20 people x \$300 stipend)	\$6,000
	2013-14 TOTAL	\$200,000
2014-15	7 Beyond Diversity I 2-day training sessions—300 staff members (\$14,000—substitutes)	\$98,000
	7 Beyond Diversity II 2-day training sessions—300 staff members (1 training=\$8,500—facilitator, \$14,000—substitutes)	\$157,500
	Courageous Conversation summit—10 people	\$12,000
	Building teacher leaders—Cohorts 1 and 2 (42 people x \$300 stipend)	\$12,600
	2014-15 TOTAL	\$280,100
2015-16	7 Beyond Diversity I 2-day training sessions—300 staff members (\$14,000—substitutes)	\$98,000
	7 Beyond Diversity II 2-day training sessions—300 staff members (\$14,000—substitutes)	\$98,000
	Courageous Conversation summit—10 people	\$12,000
	Building teacher leaders—Cohorts 1 and 2 (69 people x \$300 stipend)	\$20,700
	2015-16 TOTAL	\$228,700
TOTAL 2013-16 CULTURAL COMPETENCY PROFESSIONAL LEARNING EXPENSES		\$708,800

2013-14 Professional Learning Plan expenses	\$656,200
2014-15 Professional Learning Plan expenses	\$755,250
2015-16 Professional Learning Plan expenses	\$611,850
TOTAL 2013-16 PROFESSIONAL LEARNING PLAN EXPENSES	\$2,023,300

All activities within the Professional Learning Plan will be funded utilizing Title IIA funds.

Professional Learning Evaluation

The evaluation of professional learning should be intentional and clearly linked to student achievement outcomes. How professional learning will be evaluated should be considered as soon as planning for a session or initiative begins. Kenosha Unified School District's professional learning evaluations are based on the work of Dr. Thomas R. Guskey (2000) and consist of five successive levels.

<u>Level 1: Participant's Reaction</u>	
Purpose:	Assess participant's initial response to the professional learning.
Methods:	Online or paper evaluation completed at end of session
<u>Level 2: Participant's Learning</u>	
Purpose:	To determine if participants gained the intended knowledge/skills
Methods:	Course-assigned summative assessment, reflection (oral or written), or demonstration of learning
<u>Level 3: Organizational Support</u>	
Purpose:	Analyze if sufficient organizational support was provided for implementation of new learning
Methods:	Staff surveys, structured interviews with participants and district/school administrators, and district and school records
<u>Level 4: Participant's Use of New Knowledge and Skills</u>	
Purpose:	To assess participant's degree and quality of implementation of new knowledge and skills
Methods:	Direct observation, classroom videos, participant portfolio, participant reflections, surveys, or structured interviews
<u>Level 5: Student Outcomes</u>	
Purpose:	To demonstrate the impact on student learning or behavior
Methods:	Standardized assessments; school data (e.g., referrals, suspensions, etc.); student work samples; student surveys; and structured interviews with students, parents, teachers, and/or administrators

Appendix

KUSD District Professional Learning Needs Survey

KUSD places a high priority on the continuing professional learning of teachers. The following needs assessment will assist us in determining our professional development plan. Your answers will not be used in any way to evaluate you as a teacher, but only to create opportunities for professional learning.

Please complete the survey by May 15, 2013.

* 1. Please select your building(s). (check all that apply)

- | | | |
|---|---|--|
| <input type="checkbox"/> 4k Program | <input type="checkbox"/> Grant Elementary | <input type="checkbox"/> Nash Elementary |
| <input type="checkbox"/> Bose Elementary | <input type="checkbox"/> Grewenow Elementary | <input type="checkbox"/> Pleasant Prairie Elementary |
| <input type="checkbox"/> Boys & Girls Club | <input type="checkbox"/> Harborside/Paideia Academy | <input type="checkbox"/> Prairie Lane Elementary |
| <input type="checkbox"/> Bradford High School | <input type="checkbox"/> Harvey Elementary | <input type="checkbox"/> Reuther High School |
| <input type="checkbox"/> Brass Community School Elementary | <input type="checkbox"/> Hillcrest School | <input type="checkbox"/> Roosevelt Elementary |
| <input type="checkbox"/> Brompton Academy | <input type="checkbox"/> Indian Trail High School | <input type="checkbox"/> Somers Elementary |
| <input type="checkbox"/> Bullen Middle School | <input type="checkbox"/> Jefferson Elementary | <input type="checkbox"/> Southport Elementary |
| <input type="checkbox"/> Chavez Center | <input type="checkbox"/> Jeffery Elementary | <input type="checkbox"/> Stocker Elementary |
| <input type="checkbox"/> Dimensions of Learning | <input type="checkbox"/> Kenosha e-School | <input type="checkbox"/> Strange Elementary |
| <input type="checkbox"/> Early Education Community Approach | <input type="checkbox"/> Kenosha School Of Technology Enhanced Curriculum | <input type="checkbox"/> Tremper High School |
| <input type="checkbox"/> EBSOLA Elementary - Dual Language | <input type="checkbox"/> Lakeview Tech Academy | <input type="checkbox"/> Vernon Elementary |
| <input type="checkbox"/> EBSOLA Elementary- Creative Arts | <input type="checkbox"/> Lance Middle School | <input type="checkbox"/> Washington Middle School |
| <input type="checkbox"/> Educational Support Center | <input type="checkbox"/> Lincoln Middle School | <input type="checkbox"/> Whittier Elementary |
| <input type="checkbox"/> Forest Park Elementary | <input type="checkbox"/> Mahone Middle School | <input type="checkbox"/> Wilson Elementary |
| <input type="checkbox"/> Frank Elementary | <input type="checkbox"/> McKinley Elementary | |
| <input type="checkbox"/> Other (please specify) | | |

Appendix

KUSD District Professional Learning Needs Survey

* 2. Which of the following best describes your position? (check all that apply)

- ☐ Primary (PK – 2)
- ☐ Intermediate (3 – 5)
- ☐ Middle (6 – 8)
- ☐ Secondary (9 – 12)
- ☐ Special Education
- ☐ Instructional Support (Librarian, Instructional Coach, Instructional Department Leader, Learning Facilitator, etc.)
- ☐ Student Support Staff (Dean, Guidance, Speech, Psychologist, Social Worker, OT, PT, etc.)
- ☐ Other (please specify):

* 3. What subject(s) do you teach? (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Career and Tech Ed | <input type="checkbox"/> Math |
| <input type="checkbox"/> Early Education | <input type="checkbox"/> Physical Education/Health |
| <input type="checkbox"/> Elementary - all | <input type="checkbox"/> Science |
| <input type="checkbox"/> English/Reading | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> ESL/Dual Language | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Fine Arts | <input type="checkbox"/> Student Support/Guidance |
| <input type="checkbox"/> Library Media/Instructional Tech | <input type="checkbox"/> World Languages |
| <input type="checkbox"/> Other (please specify):
<input type="text"/> | |

* 4. Are you in your first three years as a KUSD employee? (check one)

- ☐ No
- ☐ Yes, Emergency License/Initial Educator
- ☐ Yes, Professional Educator

Appendix

KUSD District Professional Learning Needs Survey					
* 5. How interested are you in receiving professional learning in the following areas?					
	Very Interested	Somewhat Interested	Neutral	Not Very Interested	Not At All Interested
Addressing Diverse Student Needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being Culturally Competent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating Student Assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing Common Core	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing Effective Instructional Strategies that Engage Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing Response to Intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing Workshop Model of Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in Professional Learning Communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personalizing Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing Workshop Model of Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using PBIS/Effective Classroom Management Strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using Standards - Based Grading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using Student Data to Make Instructional Decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing Instructional Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix

KUSD District Professional Learning Needs Survey			
* 6. In general, how interested are you in each of the following presentation formats?			
	Strong Interest	Some Interest	Little or No Interest
Action Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blended/Hybrid (some face-to-face, some online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaching and Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Face-to-Face Workshop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow-up Training and Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Learning Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study Group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) <input type="text"/>			
* 7. What resources do you prefer to use for your professional learning? (check all that apply)			
<input type="checkbox"/> Professional books (print)	<input type="checkbox"/> Video (DVD)		
<input type="checkbox"/> Professional books (electronic)	<input type="checkbox"/> Video (web)		
<input type="checkbox"/> Educational periodicals (print)	<input type="checkbox"/> Online resources		
<input type="checkbox"/> Educational periodicals (electronic)	<input type="checkbox"/> Professional memberships		
<input type="checkbox"/> Other (please specify): <input type="text"/>			

Appendix

KUSD District Professional Learning Needs Survey					
* 8. How interested are you in receiving additional professional learning opportunities in these areas? (The provided examples are not all-inclusive)					
	Very Interested	Somewhat Interested	Neutral	Not Very Interested	Not At All Interested
Assessment of Student Learning (Formative, Performance-based, Standards-based)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Challenging behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally relevant instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective instructional strategies and teaching methods (i.e. Close reading, writing instruction, disciplinary literacy, Standards for Mathematical Practice)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective use of curriculum resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELL - English language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SENG (Supporting the emotional needs of the gifted)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special Education (i.e. Autism, IEP, FBA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology (Blended Instruction, Flipped Classrooms, iPad,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix

KUSD District Professional Learning Needs Survey	
Student Response	
Systems	
(ActiveExpressions),	
Promethean, Web 2.0,	
Microsoft Office Suite)	
Other (please specify)	
* 9. Are you interested in pursuing an add-on certification/endorsement in one or more of the following areas? (check all that apply)	
<input type="checkbox"/>	Alternative Education (925)
<input type="checkbox"/>	English (300)
<input type="checkbox"/>	English as a Second Language (395)/Bilingual (023)
<input type="checkbox"/>	Gifted and Talented (014)
<input type="checkbox"/>	Math (400)
<input type="checkbox"/>	Online Teaching Endorsement
<input type="checkbox"/>	Reading Teacher (316, 317)
<input type="checkbox"/>	Other (please specify):
10. Is there anything else you would like to share about your professional learning needs?	
Thank You	
Thank you for taking time to complete this important survey.	

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**Kenosha Unified School District
Teaching and Learning**

**OFFICE OF ORGANIZATIONAL TRAINING
AND DEVELOPMENT**

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**Kenosha Unified School District
Kenosha, Wisconsin**

July 23, 2013

CURRICULUM PROPOSAL FOR MATHEMATICS IN GRADES 6 THROUGH 9

Background

The February 14, 2006, board report outlined the implementation of the Holt and McDougal-Littell Mathematic Series at Kenosha Unified School District middle schools and high schools. This curriculum met the Wisconsin Model Academic Standards as required by the state of Wisconsin.

Since the adoption of the curriculum in 2006, much discussion about mathematics instruction has occurred in the United States. Current teaching in mathematics classrooms centers on the procedural teaching of mathematics instead of the conceptual teaching of mathematics. In the United States many students lack a deep conceptual understanding of how math works, and they are not able to apply mathematical skills or solve complex problems. This is largely because the mathematics curriculum in the United States has been “a mile wide and an inch deep” (leadandlearn.com, 2013). To address this issue, on June 2, 2010, the Common Core State Standards were released to the states and adopted by the state of Wisconsin.

In addition to rigorous standards for mathematics and English/language arts, the Common Core State Standards included a component for literacy in all subject areas. Beginning in the 2014-15 school year, students from Kenosha Unified will be assessed using The Smarter Balanced Assessment system, which is based on the new standards. Thus, the current Kenosha Unified School District curriculum for mathematics needed to be reviewed so all students would be on a successful path for the 2015 assessment.

During the summer of 2011, the decision was made to offer Algebra 1 for all grade 8 students. To begin the phase-in process, teacher representatives from each school, one middle school principal, and the coordinator of Science and Mathematics began the work of rearranging the grade 6 and grade 7 existing curriculum to ensure that all students received prealgebra instruction in grade 7. The Common Core State Standards for Mathematics (CCSSM) were used to guide this work. It was completed and implemented during the 2011-12 school year.

In order to prepare for the implementation of Algebra 1 for all grade 8 students, a team of grade 8 and grade 9 algebra teachers met during the summer of 2012. These groups provided two sample curriculum guides with pacing based on the Common Core State Standards for Mathematics. In the 2012-13 school year, Algebra I was implemented for all grade 8 students.

A variety of resources were provided to supplement the existing curriculum materials. This table is an example of the different materials used by grade 8 teachers this past year:

SCHOOL	RESOURCES USED
Bullen Middle School	<ul style="list-style-type: none"> • McDougal Littell Algebra I (traditional textbook, does not include all CCSSM) • Carson Delosa Algebra (practice problems workbook) • Yummy Math (Web site) • Compass Learning • On-Core activities disk • Self-created materials
Lance Middle School	<ul style="list-style-type: none"> • McDougal Littell Algebra I (traditional textbook, does not include all CCSSM) • Punch line binders • Kuda software • Math Dude (videos) • Teachers Pay Teachers (purchased materials), • Ideas from Pinterest • Math In Context • iPad apps • Assessment and Learning in Knowledge Spaces (ALEKS) • Self-created materials
L i n c o l n Middle School	<ul style="list-style-type: none"> • McDougal Littell Algebra I (traditional textbook, does not include all CCSSM) • Punch line practice • Teachers Pay Teachers • ALEKS • iPad apps • Self-created materials
M a h o n e Middle School	<ul style="list-style-type: none"> • McDougal Littell (traditional textbook, does not include all CCSSM) • Kuda software • On-Core Activities Disk • Math in Context • Self-created • iPad apps • Teachers Pay Teachers
W a s h i n g t o n Middle School	<ul style="list-style-type: none"> • McDougal Little (Red Book) • Pearson Common Core Edition for Algebra I • Punch line practice • Teachers Pay Teachers • Assessment and Learning in Knowledge Spaces ALEKS • iPad apps • Self-created materials
K e n o s h a School of Technology	<ul style="list-style-type: none"> • Math in Context • Navigating through Algebra in grades 6-8 • Differentiating Instruction with Menus: Math—Grades 6-8

SCHOOL	RESOURCES USED
Enhanced Curriculum	<ul style="list-style-type: none"> • Station Activities for Mathematics—Grades 6-8

In summary, this attempt proved to be more complex than originally thought. Not all teachers were involved, and the structures for communicating the intention left some teachers unclear as to the direction of implementation of the Common Core State Standards for Mathematics. It left teachers struggling to find resources, rather than focusing on the instructional shifts necessary for successful implementation.

Rationale for Curriculum Update

- The current curriculum materials, published in 2007 by Holt and McDougal-Littell, are not aligned to the Common Core State Standards for Mathematics.
- Current district curriculum documents need further revision to provide clear guidance for teachers, to avoid communication gaps, and to prevent learning gaps for students.
- Teachers currently have to supplement with resources found on their own in order to meet the requirements of the Common Core State Standards for Mathematics.
- Without a unifying curriculum there will be potential for teachers to get side tracked from the direction of the Common Core State Standards.
- Students that transfer between Kenosha schools are not guaranteed to see the same materials or even the same type of instruction.
- It is difficult to analyze curriculum gaps when the materials used are so varied.
- Our current curriculum will not prepare students for the 2015 Smarter Balanced Assessment.
 - The Smarter Balanced assessment gives students complex problems that must be solved by first reading and understanding the problem deeply and then applying knowledge to provide a solution. Our current materials give students problems, which require little thinking and application. Too often, they are required only to repeat a skill as demonstrated by a teacher.
 - Students must practice reasoning and problem-solving skills in a variety of situations to be comfortable with these questions on the upcoming assessment. The problem solving included in the current materials does not provide the needed depth for students.

Grades 6 Through 9 Math Curriculum Review

The following curriculum materials were reviewed by the content coordinators from the Office of Teaching and Learning, instructional technology teacher consultants, and groups of lead teachers from middle schools and high schools:

- Connected Math by Pearson (CMP3)
- College Preparatory Mathematics
- University of Chicago School Mathematics Project (UCSMP)
- Pearson Algebra 1, Geometry, Algebra 2 Common Core Editions
- Holt-McDougal Mathematics Series: Common Core Editions
- Glencoe Mathematics Series: Common Core Editions
- SpringBoard pre-Advanced Placement curriculum
- ALEKS Mathematics
- Odyssey Mathematics courses by Compass Learning

After this thorough review, the committee recommended implementation of the College Preparatory Mathematics Curriculum. The instrument used to evaluate curriculum is attached in Appendix A.

Curriculum Update: Unifying the Curriculum in 2013-14

College Preparatory Mathematics is a nonprofit educational consortium managed and staffed by middle school and high school teachers that offers a complete mathematics program for grades 6 through 12 (calculus). College Preparatory Mathematics provides:

- Free professional development programs, on site and on-line, for all teachers using the program.
- Research-based curriculum materials fully aligned with the Common Core State Standards for Mathematics that use problem-based lessons, collaborative student study teams, and appropriately spaced practice with course concepts.
- Learning strategies that are consistent with the Common Core Standards for Mathematical Practices and highly effective strategies, such as those identified by Dr. Robert Marzano of Mid-Continent Research for Education and Learning.

THE COLLEGE PREPATORY MATHEMATICS PATHWAY	
Grade 6	<ul style="list-style-type: none">• Core Connections Course 1• Topics from Core Connections Course 2
Grade 7 Prealgebra	<ul style="list-style-type: none">• Core Connections Course 2 for Grade 7
Grade 7 Advanced Pre-Algebra	<ul style="list-style-type: none">• Core Connections Topics from Course 2

THE COLLEGE PREPATORY MATHEMATICS PATHWAY	
	<ul style="list-style-type: none"> • Core Connections Course 3
Grade 8 Algebra	<ul style="list-style-type: none"> • Core Connections Course 3 for Grade 8
Grade 8 Advanced Algebra	<ul style="list-style-type: none"> • College Preparatory Math Integrated Math 1
Grade 9 (Students not proficient in grade 8 algebra)	<ul style="list-style-type: none"> • College Preparatory Math Integrated Math 1
Grade 9 (Students proficient in grade 8 algebra)	<ul style="list-style-type: none"> • Geometry or Geometry Honors

Appendix B contains the curriculum overviews for the College Preparatory Mathematics Curriculum outlined above.

Professional Learning Related to Curriculum Update

College Preparatory Mathematics will provide the following training and support free with the purchase of the curriculum:

- Initial training for Kenosha Unified School District middle school and grade 9 teachers in district for five full days (8 a.m. to 3 p.m.), August 12-16, 2013
- Possible abbreviated second training session in early September 2013
- Three on-site follow-up visits during the first year of implementation
- On-going lesson directions and Webinars are available on line.

The Office of Teaching and Learning will provide the following additional support:

- Monthly lead teacher meetings
- On-line collaboration via My Big Campus
- On-going professional learning supported by the building level Common Core cadre

Other training opportunities are available at the following locations:

COURSE	DATES	LOCATION
Core Connections Course 3	July 22-25, 2013	Eagle River, Wisconsin
Algebra Component of Math 1	July 29, 2013-August 2, 2013	DeForest, Wisconsin

COURSE	DATES	LOCATION
Core Connections Course 1	August 5-9, 2013	Oshkosh, Wisconsin
Core Connections Course 2	August 5-9, 2013	Oshkosh, Wisconsin
Core Connections Course 3	August 5-9, 2013	Oshkosh, Wisconsin
Algebra Component of Math 1	August 5-9, 2013	New Berlin, Wisconsin

Budget

STUDENT MATERIALS	
<u>Grade 6</u> <ul style="list-style-type: none"> Core Connections Course 1 Topics from Core Connections Course 2 	\$69 per student x 1,700 students = \$117,300
<u>Grade 7 Prealgebra</u> <ul style="list-style-type: none"> Core Connections Course 2 for Grade 7 	\$69 per student x 1,700 students = \$117,300
<u>Grade 7 Advanced Prealgebra</u> <ul style="list-style-type: none"> Core Connections Topics from Course 2 Core Connections Course 3 	
<u>Grade 8 Algebra</u> <ul style="list-style-type: none"> Core Connections Course 3 for Grade 8 	\$69 per student x 500 students = \$34,500
<u>Grade 8 Advanced Algebra</u> <ul style="list-style-type: none"> College Preparatory Math Integrated Math 1 	\$12 per student x 1,200 students = \$14,400
<u>Grade 9</u> (Students not proficient in grade 8 Algebra) <ul style="list-style-type: none"> College Preparatory Math Integrated Math 1 	\$12 per student x 700 students = \$8,400
<u>Grade 9</u> (Students proficient in grade 8 Algebra) <ul style="list-style-type: none"> Geometry or Geometry Honors 	Use current materials.

TEACHER MATERIALS	
<u>Grades 6 and 7</u> <ul style="list-style-type: none"> Core Connections Course 1 and Course 2 	\$565 per teacher x 30 teachers = \$16,950
<u>Grade 8 Algebra</u> <ul style="list-style-type: none"> Core Connections Course 3 for Grade 8 	\$335 per teacher x 15 teachers = \$5,025
<u>Grade 8 Advanced Algebra</u> <ul style="list-style-type: none"> College Preparatory Math Integrated Math 1 	\$250 per teacher x 15 teachers = \$3,750
<u>Grade 9</u> (Students not proficient in grade 8 algebra)	\$250 per teacher x 10 teachers = \$2,500

TEACHER MATERIALS	
<ul style="list-style-type: none"> College Preparatory Math Integrated Math 1 	
<p style="text-align: center;"><u>Grade 9</u> (Students proficient in grade 8 algebra)</p> <ul style="list-style-type: none"> Geometry or Geometry Honors 	Use current materials.
TOTAL ESTIMATED DOLLAR AMOUNT	\$320,125

Note: All figures are estimations.

References

Appendix A: Curriculum Evaluation Instrument, adapted from the EQuIP Rubric for Lessons & Units: Mathematics from <http://www.achievethecore.org>

Appendix B: College Preparatory Mathematics Curriculum Overviews

Appendix C: College Preparatory Mathematics schools

Recommendation

At the July 9, 2013 Curriculum/Program meeting, the Committee voted to forward this proposal to the School Board for consideration. Administration recommends that the School Board approve this proposal for mathematics in grades 6 through 9 utilizing the College Preparatory Mathematics Curriculum.

Dr. Michele Hancock
Superintendent of Schools

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

Mrs. Christine Pratt
Coordinator of Science and Mathematics

APPENDIX A

Rating: 3 2 1 0

Task 1: Alignment to the Depth of the CCSS

Directions: *Examine 1 lesson from the CPM curriculum and provide an in-depth analysis. For each guiding question below, provide evidence from the lesson that you evaluate and choose a rating from 3 to 0.*

1. Lesson targets a set of grade-level CCSS mathematics standard(s) to the full depth of the standards for teaching and learning. (list the standards along with your perception of whether or not the lesson fully meets these standards)
2. Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed. (Identify the specific Standards for Mathematical Practice including examples)
3. Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS. (what skills will students need to solve the problems in this unit? Is there sufficient practice included to help them develop those skills?)
4. What specific improvements might be made to meet the criteria or strengthen alignment?

Rating Scale: 3: Meets most to all of the criteria
1: Meets some of the criteria

2: Meets many of the criteria
0: Does not meet the criteria

Task 2: Key Shifts in the CCSS

Rating: 3 2 1 0

Directions: Examine 1 lesson from the CPM curriculum and provide an in-depth analysis. For each guiding question below, provide evidence from the lesson that you evaluate and choose a rating from 3 to 0.

1. **Focus:** Lessons and units targeting the major work of the grade (at the standard and cluster level) provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting work of the grade (at the standard and cluster level) have visible connection to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades.

2. **Coherence:** The content develops through reasoning about the new concepts on the basis of previous understandings.

3. **Rigor:** Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:

Application: Provides opportunities for students to independently apply mathematical concepts in real-world situations and problem solve with persistence, choosing and applying an appropriate model or strategy to new situations.

Conceptual Understanding: Develops students' understanding through brief conceptual problems and questions, multiple representations and opportunities for students to write and speak about their understanding.

Procedural Skill and Fluency: Expects, supports, and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.

4. **Comments:**

Rating Scale: 3: Meets most to all of the criteria

1: Meets some of the criteria

2: Meets many of the criteria

0: Does not meet the criteria

Task 3: Instructional Supports

Rating: 3 2 1 0

Directions: *Examine 1 lesson from the CPM curriculum and provide an in-depth analysis. For each guiding question below, provide evidence from the lesson that you evaluate and choose a rating from 3 to 0.*

1. Responsiveness to student learning needs in a lesson/unit:

- Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media.
- Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representation (e.g. pictures, symbols, expressions, equations, graphics, models) in the discipline.
- Engages students to productive struggle through relevant, thought provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking.
- Addresses instructional expectations and is easy to understand and use.
- Provides appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners.
- Supports diverse cultural and linguistic backgrounds, interests and styles.
- Provides extra supports for students working below grade level.
- Provides extensions for students with high interest or working above grade level.

2. Unit or Longer Lesson:

- Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations (e.g. including models, using a range of questions, checking for understanding, flexible grouping, pair share).
- Gradually remove supports, requiring students to demonstrate their mathematical understanding independently.
- Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time.
- Expect, support and provide guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.

Rating Scale: 3: Meets most to all of the criteria
1: Meets some of the criteria

2: Meets many of the criteria
0: Does not meet the criteria

Task IV: Assessment

Rating: 3 2 1 0

Directions: *Examine 1 lesson from the CPM curriculum and provide an in-depth analysis. For each guiding question below, provide evidence from the lesson that you evaluate and choose a rating from 3 to 0.*

1. The lesson/unit regularly assesses whether students are mastering standards-based content and skills:

- Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.
- Assesses student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts.
- Includes assigned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance.

2. Unit or Longer Lesson:

- Use varied modes of curriculum embedded assessments that may include pre, formative, summative, and self-assessment measures.

3. Comments:

3. Rigor: Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:

Application: Provides opportunities for students to independently apply mathematical concepts in

Rating Scale: 3: Meets most to all of the criteria
1: Meets some of the criteria

2: Meets many of the criteria
0: Does not meet the criteria

real-world situations and problem solve with persistence, choosing and applying an appropriate model or strategy to new situations.
Conceptual Understanding: Develops students' understanding through brief conceptual problems and questions, multiple representations and opportunities for students to write and speak about their understanding.
Procedural Skill and Fluency: Expects, supports, and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.

4. **Comments:**

Rating Scale: 3: Meets most to all of the criteria
1: Meets some of the criteria

2: Meets many of the criteria
0: Does not meet the criteria

Core Connections, Course 1

Introduction and Overview

Core Connections, Course 1 is the first of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards released in June 2010.

Upon completion of this course, students should be able to:

- Collect, organize and display data in multiple ways.
- Analyze data using measures of central tendency.
- Represent data sets using various methods and analyze how changes in data impact the representation.
- Represent and compare quantities using manipulatives, diagrams and number expressions.
- Represent multiplication using rectangular arrays.
- Model integers.
- Make sense of multiple representations of portions (decimal, fraction, percent) and convert from one form to the other.
- Compare fractions and generate equivalent fractions.
- Recognize ratios in tables and graphs and solve corresponding problems.
- Use ratios to describe relationships with similar plane figures and other situations.
- Use models and standard algorithms for computations with fractions and decimals.
- Simplify variable expressions by combining like terms and using the Distributive Property.
- Evaluate variable expressions and solve simple equations and inequalities.
- Solve distance, rate and time problems.
- Solve percent problems including those with discounts, interest and tips.
- Compute area, surface area and volume of rectangular solids.
- Represent solids using nets.

Lesson Structure and Support

The course is structured around problems and investigations that build conceptual understanding of these topics and an awareness of connections between different ideas. Students are encouraged to investigate concepts, communicate their thinking and generalize.

Lessons are structured for students to collaborate actively by working in study teams. During class time, students work in study teams on challenging problems that introduce new material. The teacher provides guidance as needed and helps to consolidate topics.

The homework in the “Review & Preview” section of each lesson reinforces previously introduced skills and concepts and prepares students for new ones. The homework problems also allow students to apply previously-learned concepts and skills in new contexts and deepen their understanding by solving the same type of problem in different ways. CPM offers open access homework support at the website www.cpm.org/students/homework and also provides teachers with the answers to problems. There are extra practice resources and a parent guide at www.cpm.org and in booklet form.

Course Structure

Chapters are divided into sections that are organized around core topics. Within each section, lessons include activities, challenging problems, investigations and practice problems. Teacher notes for each lesson include a “suggested lesson activity” section with ideas for lesson introduction, specific tips and strategies for lesson implementation to clearly convey core ideas, and a means for bringing the lesson to closure.

Core ideas are synthesized in “Math Notes” boxes. These notes are placed in a purposeful fashion, often falling one or more lessons after the initial introduction of a concept. This approach allows students time to explore and build conceptual understanding of an idea before they are presented with a formal definition or an algorithm. “Math Notes” boxes include specific vocabulary, definitions and instructions about notation, and occasionally interesting extensions or real-world applications of mathematical concepts.

Technology is used in the course to allow students to see and explore concepts after they have developed some initial conceptual understanding. Ideally, classes would have access to a computer lab with computers for pairs of students to use the dynamic tools available at the CPM website that provide students with a deeper understanding of the concepts involved. A classroom computer equipped with projection technology would suffice but not allow students to explore individually.

Learning Log reflections appear periodically at the end of lessons to allow students to synthesize what they know and identify areas that need additional explanation. Toolkits are provided as working documents in which students write Learning Logs, interact with Math Notes and create other personal reference tools.

Core Connections, Course 2

Introduction and Overview

Core Connections, Course 2 is the second of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards released in June 2010.

Upon completion of this course, students should be able to:

- Model integers and operations with integers and rational numbers including using order of operations.
- Use linear models and equal ratios to represent part-whole relationships.
- Use percents and scale factors to determine percent increase or decrease, discounts and markups.
- Use variable expressions to represent quantities in contextual problems.
- Simplify variable expressions by combining like terms and using the Distributive Property.
- Solve linear equations including those with fractional coefficients and those with no solutions or infinite solutions.
- Solve and graph one-variable inequalities.
- Compare experimental and theoretical probabilities.
- Distinguish between dependent and independent events and calculate the probability of compound independent events.
- Represent probabilities of multiple events using systemic lists, charts, or tree diagrams.
- Design, conduct and analyze surveys.
- Collect and compare data and describe the distribution of sets of data.
- Solve distance, rate and time problems.
- Compare ratios and calculate unit rates.
- Recognize and solve problems involving proportional relationships.
- Recognize and use the properties of similar shapes and scale factors to solve problems.
- Describe angles, angle pairs and their measures.
- Compute area and perimeter of standard and compound shapes.
- Compute the volume of a variety of solids.

Lesson Structure and Support

The course is structured around problems and investigations that build conceptual understanding of these topics and an awareness of connections between different ideas. Students are encouraged to investigate concepts, communicate their thinking and generalize.

Lessons are structured for students to collaborate actively by working in study teams. During class time, students work in study teams on challenging problems that introduce new material. The teacher provides guidance as needed and helps to consolidate topics.

The homework in the “Review & Preview” section of each lesson reinforces previously introduced skills and concepts and prepares students for new ones. The homework problems also allow students to apply previously-learned concepts and skills in new contexts and deepen their understanding by solving the same type of problem in different ways. CPM offers open access homework support at the website www.cpm.org/students/homework and also provides teachers with the answers to problems. There are extra practice resources and a parent guide at www.cpm.org and in booklet form.

Course Structure

Chapters are divided into sections that are organized around core topics. Within each section, lessons include activities, challenging problems, investigations and practice problems. Teacher notes for each lesson include a “suggested lesson activity” section with ideas for lesson introduction, specific tips and strategies for lesson implementation to clearly convey core ideas, and a means for bringing the lesson to closure.

Core ideas are synthesized in “Math Notes” boxes. These notes are placed in a purposeful fashion, often falling one or more lessons after the initial introduction of a concept. This approach allows students time to explore and build conceptual understanding of an idea before they are presented with a formal definition or an algorithm. “Math Notes” boxes include specific vocabulary, definitions and instructions about notation, and occasionally interesting extensions or real-world applications of mathematical concepts.

Technology is used in the course to allow students to see and explore concepts after they have developed some initial conceptual understanding. Ideally, classes would have access to a computer lab with computers for pairs of students to use the dynamic tools available at the CPM website that provide students with a deeper understanding of the concepts involved. A classroom computer equipped with projection technology would suffice but not allow students to explore individually.

Learning Log reflections appear periodically at the end of lessons to allow students to synthesize what they know and identify areas that need additional explanation. Toolkits are provided as working documents in which students write Learning Logs, interact with Math Notes and create other personal reference tools.

Core Connections, Course 3

Introduction and Overview

Core Connections, Course 3 is the third of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. It uses a problem-based approach with concrete models. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards released in June 2010.

Upon completion of this course, students should be able to:

- Represent a linear function with a graph, table, rule, and context and should be able to find any representation when provided one of the others
- Solve systems of equations represented in tables and graphs.
- Symbolically manipulate expressions in order to solve problems including those with fractional coefficients.
- Solve contextual word problems using multiple strategies, including making tables, looking for patterns, drawing diagrams, and creating a table of guesses to assist with writing and solving a variable equation.
- Describe various transformations on a coordinate grid.
- Represent data using scatterplots and describe associations.
- Collect and analyze data and make predictions based on the trend of the data.
- Compare ratios, calculate unit rates and slope ratios.
- Analyze the slope of a line graphically, numerically, and contextually.
- Recognize and solve problems involving proportional relationships.
- Graph and analyze non-linear functions.
- Recognize and use the properties of similar shapes to solve problems.
- Use the Pythagorean Theorem and its converse to solve problems in 2 and 3 dimensions.
- Use square and cube roots.
- Represent and simplify expressions using positive and negative exponents.
- Represent and compare large and small numbers using standard and scientific notation.
- Perform operations with numbers represented in scientific notation.
- Use the relationships between angles created by parallel lines with transversals and the triangle sum theorem to solve problems.
- Compute the volume of a variety of solids.

Lesson Structure and Support

The course is structured around problems and investigations that build conceptual understanding of these topics and an awareness of connections between different ideas. Students are encouraged to investigate concepts, communicate their thinking and generalize.

Lessons are structured for students to collaborate actively by working in study teams. During class time, students work in study teams on challenging problems that introduce new material. The teacher provides guidance as needed and helps to consolidate topics.

The homework in the “Review & Preview” section of each lesson reinforces previously introduced skills and concepts and prepares students for new ones. The homework problems also allow students to apply previously-learned concepts and skills in new contexts and deepen their understanding by solving the same type of problem in different ways. CPM offers open access homework support at the website www.cpm.org/students/homework and also provides teachers with the answers to problems. There are extra practice resources and a parent guide at www.cpm.org and in booklet form.

Course Structure

Chapters are divided into sections that are organized around core topics. Within each section, lessons include activities, challenging problems, investigations and practice problems. Teacher notes for each lesson include a “suggested lesson activity” section with ideas for lesson introduction, specific tips and strategies for lesson implementation to clearly convey core ideas, and a means for bringing the lesson to closure.

Core ideas are synthesized in “Math Notes” boxes. These notes are placed in a purposeful fashion, often falling one or more lessons after the initial introduction of a concept. This approach allows students time to explore and build conceptual understanding of an idea before they are presented with a formal definition or an algorithm. “Math Notes” boxes include specific vocabulary, definitions and instructions about notation, and occasionally interesting extensions or real-world applications of mathematical concepts.

Technology is used in the course to allow students to see and explore concepts after they have developed some initial conceptual understanding. Ideally, classes would have access to a computer lab with computers for pairs of students to use the dynamic tools available at the CPM website that provide students with a deeper understanding of the concepts involved. A classroom computer equipped with projection technology would suffice but not allow students to explore individually.

Learning Log reflections appear periodically at the end of lessons to allow students to synthesize what they know and identify areas that need additional explanation. Toolkits are provided as working documents in which students write Learning Logs, interact with Math Notes and create other personal reference tools.

CPM SCHOOLS

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Lisa Academy	21 Corporate Hill Dr	Little Rock, 72205	(501) 227-4942	AR
Arizona Western College	PO Box 929	Yuma, 85366	(888) 293-0392	AZ
Pinon Accelerated Middle	P.O. Box 839	Pinon, 86510	(928) 725-2301	
Pinon High School	1 Mi North of Bashas on Nava	Pinon, 86510	(928) 725-2489	
Abbott Middle	600 36th Ave	San Mateo, 94403	(650) 312-7600	CA
Abraham Lincoln High	2162 - 24th Ave	San Francisco, 94116	(415) 759-2700	
Academy of Alameda	401 Pacific Ave	Alameda, 94501	(510) 214-2460	
Adele Harrison Middle	1150 Broadway	Sonoma, 95476	(707) 935-6080	
Alameda Community Lrng Ctr	210 Central Ave Rm 603	Alameda, 94501	(510) 521-7123	
Alameda Community Lrng Ctr	210 Central Ave Rm 603	Alameda, 94501	(510) 521-7123	
ALBA	4041 Oregon St	San Diego, 92104-1706	(619) 287-8395	
Albert Einstein Academy	3035 Ash St	San Diego, 92102	(619) 795-1190	
Alhambra Sr High	150 E Street	Martinez, 94553-3194	9253355810	
Alisal High	777 Williams Rd.	Salinas, 93905	(831) 796-7600	
Alta Sierra Intermediate	380 W. Teague Ave	Clovis, 93611	5593273500	
Altimira Middle	17805 Arnold Dr.	Sonoma, 95476	(707) 935-6020	
Amador Valley High	1155 Santa Rita Rd	Pleasanton, 94566-6176	9254616100	
American Canyon Middle	300 Benton Way	American Canyon, 94589	(707) 259-8592	
Anderson High	1471 Ferry St	Anderson, 96007	(530) 365-2741	
Anderson Middle	1646 West Ferry St	Anderson, 96007	5303787060	
Anderson Valley Elem.	12300 Anderson Valley Way	Boonville, 95415	(707) 895-3010	
Anderson Vly JR/SR High	18200 Mountain View Rd	Boonville, 95415	(707) 895-3496	
Animo Locke ACE Acad	325 E 111th St	Los Angeles, 90061	(323) 420-2172	
Animo Locke Charter #1	325 E 111th St	Los Angeles, 90061-3003	(323) 568-8622	
Animo Locke Charter #2	325 East 111th St.	Los Angeles, 90061	(323) 249-4027	
Animo Locke Tech #3	325 East 11th St.	Los Angeles, 90061	(323) 420-2100	
Animo Locke Tech High	810 East 111th Pl.	Los Angeles, 90059	(323) 568-8613	
Animo Pat Brown Chrtr	3801 S Broadway	Los Angeles, 90061	(323) 232-9450	
Animo Watts #1	1155 West Arbor Vitae	Inglewood, 90301	(213) 621-0276	
APEX Academy	1309 N. Wilton Pl	Los Angeles, 90028	(323) 817-6500	
Aragon High	900 Alameda de las Pulgas	San Mateo, 94402	6505582999	
Arcade Middle School	3500 Edison Ave	Sacramento, 95821	(916) 971-7300	
Arcata High	1720 M Street	Arcata, 95521	7078252400	
Arellanes K-8	1890 Sandalwood Dr.	Santa Maria, 93455	8053616860	
Arroyo High	15701 Lorenzo Ave	San Lorenzo, 94580-1499	(510) 317-4000	
Arroyo Valley High	1881 W. Baseline St.	San Bernardino, 92411	(909) 381-4295	

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<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
ASCEND K-8	3709 East 12th St	Oakland, 94601	(510) 534-7252	CA
Aspire Alexander Twilight Sec	2360 El Camino Ave	Sacramento, 95821	9169791788	
Aspire AM Lugo Academy	2665 Clarendon Ave	Huntington Park, 90255	(323) 585-1153	
Aspire Berkeley Maynard Acad	6200 San Pablo Ave	Oakland, 94608	(510) 658-2900	
Aspire Cal College Prep	2125 Jefferson Ave	Berkeley, 94703	(510) 486-8133	
Aspire Centennial Coll Prep	2079 Saturn Ave.	Huntington Park, 90255	(323) 826-9616	
Aspire East Palo Alto Phoenix Acad	1848C Bay Rd.	East Palo Alto, 94303	(650) 325-1460	
Aspire ERES Academy	1936 Courtland Ave	Oakland, 94601	(510) 434-5000	
Aspire Golden State Coll Prep	1009 66th Ave	Oakland, 94610	(510) 562-8030	
Aspire Huntington Park	6005 Stafford Ave	Huntington Park, 90255	(323) 826-9616	
Aspire Langston Hughes Acad	2050 West Lane	Stockton, 95205-3358	(510) 434-5000	
Aspire Lionel Wilson Coll Prep	400 105th Ave	Oakland, 94603	(510) 635-7737	
Aspire Pacific Academy	2950 58th St	Huntington Park, 90255	(323) 826-9616	
Aspire Public Schools	1001 22nd Ave	Oakland, 94606	(510) 434-5000	
Aspire Vanguard College Prep	5255 First St	Empire, 95319	(559) 269-9977	
Ball Junior High	1500 W Ball Rd	Anaheim, 92802	(714) 999-3663	
Barstow High	430 South First Ave	Barstow, 92311	(760) 255-6105	
Bear Creek High	10555 Thornton Rd	Stockton, 95209	(209) 953-8234	
Beechwood School	780 Beechwood Ave	Fullerton, 92835	(714) 447-2850	
Bella Vista Elementary	22661 Old Alturas Rd	Bella Vista, 96008	5305494415	
Belmont Sr High	1575 W. Second St	Los Angeles, 90026	(213) 250-0244	
Ben Franklin Intermediate	700 Stewart Avenue	Colma, 94015	6509911202	
Ben Holt College Prep	3293 East Morada Ln	Stockton, 95212	(209) 955-1477	
Benicia High	1101 Military West	Benicia, 94510	(707) 747-8325	
Benicia Middle	1100 Southampton Rd	Benicia, 94510	(707) 747-8340	
Berkeley High	1980 Allston Way	Berkeley, 94704	5106446120	
Beverly Hills High	241 Moreno Dr.	Beverly Hills, 90212	(310) 229-3685	
Bidwell Junior High	2376 North Ave	Chico, 95926	5308913000	
Black Mountain Middle	9353 Oviedo St	San Diego, 92129-2198	8584841300	
Blue Oak Charter	450 West East Ave	Chico, 95926	(530) 879-7483	
Borel Middle	425 Barneson Ave	San Mateo, 94402	6503127670	
Boulder Creek Elem	505 Springer Dr	Redding, 96003	5302244140	
Brandeis Hillel Day	655 Brotherhood Way	San Francisco, 94132	(415) 406-1035	
Brook Haven Elementary	7905 Valentine Ave	Sebastopol, 95472	(707) 829-4590	
Bullard High School	5445 North Palm Ave	Fresno, 93704-1941	5594514320	
Bullis Charter	102 W. Portola Ave	Los Altos, 94022	(650) 947-4939	
Cabrillo Elementary	601 Crespi Dr	Pacifica, 94044	(650) 738-6660	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Cajon Park Jr High	10300 Magnolia Ave	Santee, 92071-1704	(619) 258-2400	CA
Cal Baptist University	8432 Magnolia Ave	Riverside, 92504	8772283615	
Calaveras Hills High	1331 East Calaveras Blvd	Milpitas, 95035	(408) 635-2690	
Camino Nuevo Acad #4	Sandra Cisneros Learning Acad	Los Angeles, 90026	(213) 353-5300	
Camino Nuevo Academy #2	635 South Harvard Blvd	Los Angeles, 90005	(213) 736-5542	
Camino Nuevo Charter Acad	697 South Burlington Ave	Los Angeles, 90057	(213) 413-4245	
Camino Nuevo Chrtr Acad HS	3500 West Temple St	Los Angeles, 90026	(213) 417-3400	
Camino Nuevo Jose Castellanos	1723 Cordova St	Los Angeles, 90007	(323) 730-7165	
Camptonville Academy	848 Gold Flat Rd., Ste. 3	Nevada City, 95959	(530) 478-9458	
Capuchino High	1501 Magnolia Dr	San Bruno, 94066-5451	6505582799	
Carlton Hills Elementary	9353 Pike Road	Santee, 92071-2515	6192583400	
Carlton Oaks Middle	9353 Wethersfield Rd.	Santee, 92072-9007	6199564500	
Cathedral School for Boys	1275 Sacramento Street	San Francisco, 94108	(415) 771-6600	
Catherine Zane Middle	2155 S St	Eureka, 95501	(707) 441-2470	
Cedar Springs Waldorf	6029 Gold Meadows Rd.	Placerville, 95667	(530) 642-9903	
Center High	3111 Center Court Ln	Antelope, 95843	9163386330	
Central LA Area New High #9	450 North Grand Ave	Los Angeles, 90012	(213) 217-8759	
Central Middle	828 Chestnut St	San Carlos, 94070	(650) 508-7321	
Central Middle	2565 Mesa Ave	Oroville, 95966	5305323002	
Cherry Avenue Middle	540 N Cherry	Tulare, 93274	(559) 685-7320	
Chet F. Harritt Elementary	8120 Arlette St.	Santee, 92071-3513	(619) 258-4800	
Chico Christian	2801 Notre Dame Blvd.	Chico, 95928	(530) 343-6051	
Chico Jr High	280 Memorial Way	Chico, 95926	(530) 891-3066	
Chico Senior High	901 The Esplanade	Chico, 95926	(530) 891-3026	
Childrens Community Chrtr	6830 Pentz Rd	Paradise, 95969	5308772227	
Christa McAuliffe Elem	12211 Titus Ave	Saratoga, 95070	(408) 253-4696	
Christa McAuliffe Middle	3880 Iron Canyon Cir	Stockton, 95209	2099539432	
Christian Brothers High	4315 Martin Luther King Jr Blvd.	Sacramento, 95820-2797	(916) 452-2876	
Chrysalis Charter	21945 Old Forty-Four Dr	Palo Cedro, 96073	(530) 547-9726	
City Arts & Tech High	325 La Grande Ave	San Francisco, 94112	(415) 841-2200	
Civitas Schl of Ldrshp	1200 West Colton St.	Los Angeles, 90026	(213) 241-8560	
Coastal Grove Charter	P.O. Box 510	Arcata, 95521	(707) 825-1761	
Comm Chrtr Early College HS	11500 Eldridge Ave	Lakeview Terrace, 91342	(818) 845-0950	
Community Day	804 N Fairview	Santa Ana, 92703	(714) 796-9000	
Contra Costa Jewish Day	3800 Mt. Diablo Blvd	Lafayette, 94549	(925) 284-8288	
Coronado Alternative High	1500 E Francisquito Ave	West Covina, 91791	(626) 931-1810	
Countryside High	1084 South Pratt St	Tulare, 93274	(559) 687-7384	

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Crawford Sr High	4191 Colts Way	San Diego, 92115	(619) 583-2500	CA
Crossroads School for Art & Sci	1714 21st Street	Santa Monica, 90404	(310) 829-7391	
Crystal Middle	400 Whispering Way	Suisun City, 94585	7074355800	
Culver City High	4401 Elenda St.	Culver City, 90230-4101	(310) 842-4200	
Cupertino High	10100 Finch Ave	Cupertino, 95014	4083667300	
Cutler-Orosi Community Day	14198 Avenue 384	Yerterem, 93670	(559) 528-3190	
Da Vinci Charter Acad	1400 East 8th St	Davis, 95616	(530) 757-7154	
DaVinci High	13500 Aviation Blvd	Hawthorne, 90250	(310) 725-5800	
De Marillac Academy	175 Golden Gate Ave	San Francisco, 94102	(415) 552-5220	
Deer Valley High	4700 Lone Tree Way	Antioch, 94509	5107765555	
Del Norte High	1301 El Dorado ST	Crescent City, 95531	(707) 464-0274	
Del Norte High	16601 Maascot Ln.	San Diego, 92127	(858) 487-0877	
Del Oro High School	3301 Taylor Road	Loomis, 95650	(916) 652-7243	
Desert Hot Springs High	65850 Pierson Blvd	Desert Hot Springs, 92240	(760) 288-7000	
Dewolf Continuation High	2021 N. Clark AVE	Fresno, 93703	(209) 441-3233	
Discovery Charter	4021 Teale Ave	San Jose, 95117	(408) 243-9800	
Dixon High School	455 East A Street	Dixon, 95620	(707) 678-2391	
Dixon Montessori Charter	355 North Almond St	Dixon, 95620	(707) 678-8953	
Downtown College Prep Alviso	1621 Gold St.	Alviso, 95002	(408) 942-7000	
Downtown Magnet High	1081 W. Temple St	Los Angeles, 90012	(213) 481-0371	
Durham High	9455 Putney Dr.	Durham, 95973	(530) 895-4685	
E.V. Cain Middle	150 Palm Avenue	Auburn, 95603	(530) 823-6106	
Eagle Rock High	1750 Yosemite Dr.	Los Angeles, 90041	(323) 254-6891	
East Bay School for Boys	1798 Scenic Ave	Berkeley, 94709	(510) 849-8190	
East Palo Alto Academy	475 Pope St	Menlo Park, 94025	(650) 329-2811	
East Palo Alto Charter	1286 Runnymede St.	East Palo Alto, 94303	(650) 614-9100	
East Palo Alto High	475 Pope St	Menlo Park, 94025	(650) 329-2811	
Ecole Bilingue Elem.	1009 Heinz Ave	Berkeley, 94710-2718	(510) 549-3867	
Edgewood High	1301 Trojan Way	West Covina, 91790	(626) 939-4600	
Edgewood Middle	1625 West Durness	West Covina, 91790	(626) 939-4900	
Edison High	540 E. California	Fresno, 93706	(559) 441-3900	
Edward Roybal Lrng Center	1200 West Colton St	Los Angeles, 90026	(213) 580-6400	
Eich (Warren T.) Intermediate	1509 Sierra Gardens Dr	Roseville, 95661	(916) 783-5245	
EJE Middle Academy	851 South Johnson Ave	El Cajon, 92020	(619) 401-4150	
El Camino High	400 Rancho del Oro Dr	Oceanside, 92057	(760) 757-8550	
El Camino Junior High	219 W. El Camino St.	Santa Maria, 93454	(805) 361-7800	
El Capitan High	10410 Ashwood St	Lakeside, 92040-2497	(619) 938-9191	

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El Colegio New City School	1633 Long Beach Blvd	Long Beach, 90813	(562) 599-7405	CA
El Monte Middle	42111 Road 128	Orosi, 93647	(559) 528-3017	
El Puente	20 Sherwood Pl	Salinas, 93906	(831) 796-7700	
El Rancho High	6501 S. Parsons Blvd	Pico Rivera, 90660	(562) 801-5355	
El Sausal Middle	1155 E Alisal St	Salinas, 93905	(831) 796-7200	
Ellen Ochoa Lrng Ctr	5027 Live Oak St	Cudahy, 90201	(323) 562-1611	
Emerson (Ralph Waldo) Jr High	2121 Calaveras Ave	Davis, 95616	(530) 757-5430	
Enrique Camarena Jr High	800 East Rivera Ave	Calexico, 92231	7607683808	
Envision Academy	1515 Webster St	Oakland, 94612	(510) 596-8901	
Eugene A. Obregon	3300 Sandoval Ave	Pico Rivera, 90660	(562) 463-0258	
Eureka Senior High	1915 J Street	Eureka, 95501	(707) 441-2508	
Everett Alvarez High	1900 Independence Blvd	Salinas, 93906	(831) 796-7800	
Fair View High School	102 West 11th Street	Chico, 95928	(530) 891-3092	
Fairfax Sr High	7850 Melrose Ave	Los Angeles, 90046	3233701200	
Fairfield High	205 E. Atlantic Ave	Fairfield, 94533	(707) 422-8672	
Fernando Rivera Intermediate	1255 Southgate Ave	Daly City, 94015	(650) 991-1225	
Fesler Jr High	1100 E. Fesler St	Santa Maria, 93454	(805) 346-8586	
Fieldbrook Elem.	4070 Fieldbrook Rd	Arcata, 95519-9709	(707) 839-3201	
Foothill Country Day	1035 West Harrison Ave	Claremont, 91711	(909) 626-5681	
Foshay Learning Center	3751 S. Harvard Blvd	Los Angeles, 90018	(323) 735-0241	
Frances E.W. Harper Jr High	4000 East Covell Blvd	Davis, 95616	(530) 757-5330	
Franklin Jr High	501 Starr Ave	Vallejo, 94590	(707) 556-8470	
Franklin Sr High	820 N. Avenue 54	Los Angeles, 90042	(213) 254-7104	
Fremont High	1279 Sunnyvale-Saratoga Rd	Sunnyvale, 94087	(408) 522-2400	
Freshwater Charter Middle	75 Greenwood Heights Dr.	Eureka, 95503	(707) 442-2969	
Fresno High	1839 N. Echo Ave	Fresno, 93704	(209) 441-3800	
Gabriella Charter	1435 Logan St	Los Angeles, 90026	(213) 413-5741	
Galt High	145 N. Lincoln Way	Galt, 95632	(209) 745-3081	
Garfield Senior High	5101 E 6th St	Los Angeles, 90022	(323) 981-5500	
George Washington High	600 - 32nd Ave	San Francisco, 94121	(415) 750-8400	
Gilmore (Lyman) Intermediate	10837 Rough & Ready Hwy	Grass Valley, 95945	(916) 273-8479	
Glendale Sr High	1440 E. Broadway	Glendale, 91205	(818) 242-3161	
Glendora High School	1600 E. Foothill Blvd	Glendora, 91741	(626) 963-5731	
Godinez Fundamental HS	3002 W Centennial Rd.	Santa Ana, 92704	(714) 433-6731	
Goleta Valley Jr High	6100 Stow Canyon Rd	Goleta, 93017	(805) 967-3486	
Gompers Charter Middle	1005 47th St	San Diego, 92102	(619) 263-2171	
Gompers Prep Academy	1005 47th St	San Diego, 92102	(619) 263-2171	

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Gonzalo Felicitas Mendez Fund.	2000 N. Bristol St.	Santa Ana, 92706	(714) 973-6329	CA
Granite Oaks Middle	2600 Wyckford Blvd.	Rocklin, 95765	(916) 315-9009	
Grant Elementary	8835 Swasey Dr	Redding, 96001	5302430561	
Grenada Elementary	P.O. Box 10	Grenada, 96038	(530) 438-2233	
Half Moon Bay High	498 Kelly Ave	Half Moon Bay, 94019	6507127200	
Hall Middle	200 Doherty	Larkspur, 94939	(415) 927-6978	
Happy Camp High	234 Indian Creek Rd	Happy Camp, 96039	(530) 493-2697	
Harbor High	300 La Fonda Ave	Santa Cruz, 96062	(831) 429-3810	
Harden Middle	1561 McKinnon St	Salinas, 93906	(831) 796-7300	
Harvest Ridge Coop Chtr	9050 Old State Hwy	Newcastle, 95658	(916) 663-3307	
Heber Elementary	1052 Heber Ave	Heber, 92249	7603376530	
Helen Bernstein High	1309 North Wilton Pl.	Hollywood, 90028	(323) 817-6400	
Helms Middle	2500 Road 20	San Pablo, 94806	(510) 233-3988	
High Tech High	2861 Womble Rd	San Diego, 92169	(619) 243-5000	
High Tech High Media Arts	2230 Truxton Rd.	San Diego, 92106	(619) 398-8620	
Hill Creek Middle	9665 Jeremy St.	Santee, 92072-9007	(619) 258-2370	
Hillsdale High	3115 Del Monte St	San Mateo, 94403	6505582699	
Hiram Johnson High	6879 14th Ave	Sacramento, 95820	(916) 277-6300	
Hogan Senior High	850 Rosewood Ave	Vallejo, 94590	(707) 556-8510	
Holden High	10 Irwin Way	Orinda, 94563	(925) 254-0199	
Hollywood Sr High	1521 N. Highland Ave	Los Angeles, 90028	(323) 461-3891	
Holmes (Oliver Wendell) Jr High	1220 Drexel Dr	Davis, 95616	(530) 757-5445	
Homestead High School	21370 Homestead Rd	Cupertino, 95014	(408) 522-2500	
Hoopa Valley High	P.O. Box 1308	Hoopa, 95546	(530) 625-4218	
Hoover High	5550 N. First St	Fresno, 93710	(209) 441-3888	
Hubert Howe Bancroft MS	929 N Las Palmas Ave	Los Angeles, 90038	(323) 993-3400	
Huntington Park HS	6020 Miles Ave	Huntington Park, 90255	(323) 826-2300	
Idyllwild Arts Academy	52500 Temecula Dr	Idyllwild, 92549	(909) 659-2171	
Impact Acad of Arts & Tech HS	2560 Darwin St	Hayward, 94545	(510) 300-1560	
Imperial Co. Ofc of Ed.	1398 Sperber Rd	El Centro, 92243	(760) 339-6464	
Ingrid B. Lacy Middle	1427 Palmetto Ave	Pacifica, 94044	(650) 738-6665	
International Studies Academy	655 De Haro St.	San Francisco, 94107	(415) 695-5866	
Ione Junior High	217 Rex Avenue	Jackson, 95642	(209) 274-2491	
Ishi Hills Middle	1 Ishi Hills Way	Oroville, 95966	5305323045	
Jackson Junior High	747 Sutter St	Jackson, 95642	(209) 257-5742	
Jackson Street Elemn	405 Jackson St	Yreka, 96097	5308423561	
James Madison High	4833 Doliva Dr.	San Diego, 92117	(858) 496-8410	

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Jefferson Middle	823 Acacia Ave	Oceanside, 92054	(760) 757-6060	CA
Jepson (Willis) Middle	580 Elder Street	Vacaville, 95688	(707) 453-6280	
Jesse Bethel High	1800 Ascot Pkwy	Vallejo, 94591	(707) 556-5700	
John C Fremont Sr. High	7676 S San Pedro St.	Los Angeles, 90003	(323) 565-1200	
John F. Kennedy High	4300 Cutting Blvd.	Richmond, 94804	(510) 235-2291	
John Liechty Middle	650 S. Union Ave.	Los Angeles, 90017	(213) 482-5386	
John O'Connell High	1920 41st AVE	San Francisco, 94709	(415) 759-2724	
Julian Charter	1704 Cape Horn	Julian, 92036	(760) 765-3847	
Junction Middle	9019 Deschutes Rd	Palo Cedro, 96073	5305475494	
Kabbalah Childrens Academy	9250 W Olympic Blvd	Beverly Hills, 90212	(310) 385-1187	
Katherine Edwards Middle	6812 S Norwalk Blvd	Whittier, 90606	(562) 789-3115	
Kearny Sr High	7651 Wellington St	San Diego, 92111	(858) 496-8370	
Keiller Leadership	7270 Lisbon St.	San Diego, 92114	(619) 263-9266	
Kenilworth Jr High	998 E. Washington St	Petaluma, 94952	(707) 778-4710	
Kennedy Middle	900 N. Sixth St.	El Centro, 92243	(760) 352-0444	
Kettleman City Elem.	P.O. Box 599	Kettleman City, 93239	(559) 386-5702	
King (M.L., Jr) Middle	26890 Holly Hill Ave	Hayward, 94545	(510) 293-8528	
King Drew Medical Magnet High	1601 E 120th St	Los Angeles, 90059	(323) 566-0420	
Knox Middle	1098 South 49th St	San Diego, 92113	(619) 262-2473	
La Colina Jr High	4025 Foothill Rd	Santa Barbara, 93110	(805) 967-4506	
La Cuesta Cont. High	905 North Nopal St	Santa Barbara, 93103-2318	(805) 966-0883	
La Cumbre Middle School	2255 Modoc Rd	Santa Barbara, 93101	(805) 687-0761	
La Paz Middle	1300 N. Sanborn	Salinas, 93905	(831) 796-7900	
La Serna High	15301 E. Youngwood Dr	Whittier, 90605-1397	(562) 698-8121	
Larchmont Charter	815 N El Centro Ave	Los Angeles, 90038	(323) 836-0860	
Larchmont Chrtr W. Hlywd	1265 N Fairfax Ave	West Hollywood, 90046	(323) 656-6418	
Las Plumas High	2380 Las Plumas Ave	Oroville, 95966	(530) 538-2310	
Lathrop Intermediate	1111 S. Broadway	Santa Ana, 91707	(714) 558-5701	
Latino College Prep Academy	1966 Flint Ave	San Jose, 95148	(408) 729-2281	
Laurel Elementary	925 North Hayworth Ave	Los Angeles, 90046	(323) 654-1930	
Laurel Tree Charter	4555 Valley West Blvd	Arcata, 95521	(707) 822-5626	
Leadership Public Schools	1881 Cunningham Ave	San Jose, 95122	(408) 937-2700	
Lemoore High School	101 E. Bush St	Lemoore, 93245	(559) 924-6600	
Liberty Elementary	11535 Avenue 264	Visalia, 93277	5596861675	
Liberty Ranch High	12945 Marengo Rd	Galt, 95632	2097444250	
Life Learning Academy-Charter 140	651 8th St, Bldg 229	San Francisco, 94107	(415) 397-8957	
Lighthouse Comm. Charter High	444 Hegenberger Rd	Oakland, 94621-1418	(510) 271-8403	

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Lincoln High	150 South 49th St.	San Diego, 92113	(619) 264-2326	CA
Lincoln High	1081 Seventh ST	Lincoln, 95648	(916) 645-6360	
Little Citizens Westside Academy	3666 7th Ave	Los Angeles, 90018	(323) 732-1212	
Live Oak Middle	980 N. Laspina	Tulare, 93274	(559) 685-7310	
Live Oak Middle	2082 Pennington Rd	Live Oak, 95953	(530) 865-3447	
Live Oak School	1555 Mariposa St	San Francisco, 94107	(415) 861-8840	
Lodi High	3 S. Pacific Ave	Lodi, 95242	(209) 331-7815	
Lodi Unified School Dist.	1305 E. Vine Street	Lodi, 95420	(209) 331-7000	
Logan Street Elementary	1711 W Montana St	Los Angeles, 90026	(213) 413-6353	
Los Angeles Leadership Acad	234 East Ave 33	Los Angeles, 90031	3232277719	
Los Angeles River School	2050 San Fernando Rd	Los Angeles, 90065	(213) 241-0131	
Los Angeles Schl of Global Studies	322 S Lucas Ave.	Los Angeles, 90017	(213) 240-3850	
Los Molinos Elementary	7700 Stanford	Los Molinos, 96055	5303847903	
Los Tules Middle	801 W Gail	Tulare, 93274	(559) 687-3156	
Lovell High	12724 Avenue 382	Cutler, 93615	(559) 528-4703	
Luther Burbank Middle	6460 N Figueroa St	Los Angeles, 90042	(323) 340-4400	
MacArthur (Douglas) Jr High	600 W. Alton Ave	Santa Ana, 92707	714) 513-9800	
Magnolia Science Acad 5	5616 Carlton Way	Hollywood, 90028	(323) 871-4258	
Manual Arts High	4131 S. Vermont Ave	Los Angeles, 90037	(323) 232-1121	
Manzanita Elementary	627 East Evans-Reimer Rd	Gridley, 95948	(530) 846-5594	
Marcum-Illinois Elem.	2452 El Centro Blvd.	East Nicolaus, 95659	(530) 658-2407	
Maria Carrillo High	6975 Montecito Blvd.	Santa Rosa, 95409	(707) 528-5785	
Marina Middle	3500 Fillmore St	San Francisco, 94123	(415) 749-3495	
Marina Village Middle	1901 Francisco Dr	El Dorado Hills, 95762	(916) 933-3993	
Marsh Jr High	2253 Humboldt Rd	Chico, 95928	(530) 895-4110	
Marshall Sr High	3939 Tracy St	Los Angeles, 90027	(323) 660-1440	
Mary Collins Charter	1001 Cherry St	Petaluma, 94952	(707) 778-4740	
Mayfair High	6000 N Woodruff Ave	Lakewood, 90713	(562) 925-9981	
McCaffrey Middle	997 Park Terrace Dr	Galt, 95632	2097455462	
McFadden Intermediate	2701 South Raitt	Santa Ana, 92704	(714) 435-3700	
McKinleyville Elementary	2285 Central Avenue	McKinleyville, 95519	(707) 839-1508	
McKinleyville High	1300 Murray RD	McKinleyville, 95521-3599	7078396400	
Medea Creek Middle	1002 Doubletree Rd.	Oak Park, 91301	(818) 707-7922	
Mendocino High	P.O. Box 226	Mendocino, 95460	(707) 937-5871	
Mendocino K-8	44261 Little Lake Rd	Mendocino, 95460	(707) 937-5460	
Mesa Middle	2555 Halcyon RD	Arroyo Grande, 93420	(805) 473-4136	
Metro Arts & Tech High	1195 Hudson Ave	San Francisco, 94124	(415) 550-5920	

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Miguel Contreras Lrng Complex	322 Lucas Ave.	Los Angeles, 90017	(213) 240-3805	CA
Mill Valley Middle	425 Sycamore Ave	Mill Valley, 94941	(415) 389-7711	
Millswood Middle	233 N. Mills	Lodi, 95242	(209) 331-8332	
Mira Mesa Senior High	10510 Reagan Rd	San Diego, 92126	(858) 566-2262	
Mission Oak High	3442 East Bardsley Ave	Tulare, 93274	(559) 688-2021	
Monta Vista High	21840 McClellan Rd	Cupertino, 95014	(408) 366-7600	
Montevideo Elementary	13000 Broadmoor Dr.	San Ramon, 94583	(925) 803-7450	
Morada Middle School	5001 Eastview Dr	Stockton, 95212	2099538495	
Moreland Middle	4600 Student Lane	San Jose, 95130-1709	4088753300	
Morse Senior High	6905 Skyline DR	San Diego, 92114	(619) 262-0763	
Mount Toro High	10 Sherwood Pl	Salinas, 93906	(831) 796-7700	
Mt. Baldy Elem.	1 Mt. Baldy Rd., Box 489	Mt. Baldy, 91759-0489	(909) 985-0991	
Mulcahy (Alice G.) Middle	1001 W. Sonora Ave	Tulare, 92374	(559) 685-7250	
Murphy (Martin) Middle	141 Avenida Espana	San Jose, 95131	408) 201-6260	
Nevada City Schl of the Arts	13032 Bitney Spgs Rd #8	Nevada City, 95959-9017	530) 273-7736	
New City School	1230 Pine Ave	Long Beach, 90813	(562) 436-0689	
New Roads School	3131 Olympic Blvd	Santa Monica, 90404	(310) 828-5582	
New Technology High	920 Yount St	Napa, 94559	(707) 259-8557	
Newcastle Elementary	8951 Valley View Dr.	Newcastle, 95658	(916) 663-3307	
North Cow Creek Elem	10619 Swede Creek Rd.	Palo Cedro, 96073	(530) 549-4488	
North High	3620 West 182nd St	Torrance, 90504	(310) 533-4412	
North Park Middle	4450 S Durfee Ave	Pico Rivera, 90660	(562) 801-5137	
North Salinas High	55 Kip Dr	Salinas, 93906	(831) 796-7506	
Northridge Academy High	9601 Zelzah Ave	Northridge, 91325	(818) 700-2222	
Northview High	1016 W. Cypress AVE	Covina, 91722	626) 974-6120	
Northwood High	4515 Portola Pkwy	Irvine, 92620-2200	(949) 936-7200	
Norwalk High School	11356 E. Leffingwell RD	Norwalk, 90650	(562) 868-0431	
Notre Dame	435 Hazel St	Chico, 95928	(530) 342-2502	
Oak Valley Union Elem	24500 Road 68	Tulare, 93274	5596882908	
Oakland Military Institute	3877 Lusk St	Oakland, 94608	(510) 594-3900	
Oakland School for the Arts	530 18th St	Oakland, 94612	(510) 873-8800	
Oakland Technical Sr High	4351 Broadway	Oakland, 94611	510) 879-3050	
Oakland U.S.D.	1025 2nd Avenue	Oakland, 94606	510) 879-8582	
Oakmont High	1710 Cirby Way	Roseville, 95661	(916) 782-3781	
Ocean Shore Elem.	411 Ocean Blvd.	Pacifica, 94118	(650) 738-6650	
Oceana High	401 Paloma Ave	Pacifica, 94044	(650) 550-7300	
Oceanside High	One Pirates Cove	Oceanside, 92054	(760) 722-8201	

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Orchard Academies	6411 Orchard Ave	Bell, 90201	(323) 826-3975	CA
Orosi High	41815 Road 128	Orosi, 93647	(559) 528-4731	
Oroville High	1535 Bridge St	Oroville, 95966	(916) 538-2320	
Oroville Union HSD	2211 Washington Ave	Oroville, 95966	5305382300	
Osburn Burke Middle	8101 Orange Ave	Pico Rivera, 90660	(562) 801-5059	
Pacheco Elementary	7430 Pacheco School Rd	Redding, 96002	5302244585	
Pacific High	1020 Pacific St	San Bernardino, 92404	909) 388-8419	
Palisades Charter High	15777 Bowdoin St.	Pacific Palisades, 90066	(310) 230-6623	
Parlier High	601 Third St	Parlier, 93648	(559) 646-3573	
Parlier Jr High	900 Newmark Ave	Parlier, 93648	(559) 646-1660	
Patrick Henry Sr High	6720 Wandermere DR	San Diego, 92120	(619) 286-7700	
Peoples High	233 Hobbs Ave	Vallejo, 94590	(707) 556-8670	
Pepper Drive Elem.	1935 Marlinda Way	El Cajon, 92021-1998	619) 956-5100	
Petaluma High	201 Fair St.	Petaluma, 94952	(707) 778-4651	
Phillip & Sala Burton High	400 Mansell St	San Francisco, 94134	(415) 469-4550	
Piedmont Middle	955 Piedmont Rd	San Jose, 95132	(408) 923-1945	
Pinewood Upper Campus	26800 Fremont Rd	Los Altos Hills, 94022	(650) 209-3010	
Pinole Middle School	1575 Mann Drive	Pinole, 94564	510) 231-1436	
Pleasant Grove	3075 Howsley Rd	Pleasant Grove, 95668	(916) 655-3235	
Pleasant Grove Middle	2540 Green Valley Rd	Rescue, 95672	5306724400	
Pleasant Valley Sr High	1475 East Ave	Chico, 95926	(530) 891-3050	
Point Arena High	270 Lake St	Point Arena, 95468	(707) 882-2134	
Pollicita (Thomas R.) Middle	550 East Market St	Daly City, 94014-2103	(650) 991-1216	
Price Intermediate	1320 Sixth St	Orland, 95973	(530) 865-1225	
PRIDE Academy	9303 Prospect Ave	Santee, 92071-1998	(619) 258-2420	
Prospect High Continuation	2060 Second St	Oroville, 95965	(530) 538-2330	
Raoul Wallenberg Trad High	40 Vega Street	San Francisco, 94115	(415) 749-3469	
REALM Charter HS	1442 A Walnut St #172	Berkeley, 94709	(510) 672-4653	
REALM Charter MS	2023 Eighth St	Berkeley, 94710	5108099800	
Redwood Elementary	6900 Lake Earl Dr	Crescent City, 95531	(707) 464-0360	
Redwood Middle	3600 Oxford St	Napa, 94558	(707) 253-3415	
Richard Henry Dana Middle	5504 W. 135th St	Hawthorne, 90250	(310) 725-4700	
Richmond High	1250 23rd St.	Richmond, 94804	(510) 237-8770	
Ridgeview High	8501 Stine Road	Bakersfield, 93313	(661) 398-3100	
Rincon Valley Jr High	950 Middle Rincon Rd.	Santa Rosa, 95405	(707) 528-5255	
Ring Mountain Day	70 Lomita Dr	Mill Valley, 94941	(415) 381-8183	
Rio Seco Elementary	9545 Cuyamaca St	Santee, 92071	(619) 956-5500	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
River Oak Charter	555 Leslie St	Ukiah, 95482	(707) 467-1855	CA
Rivera Middle School	7200 Citronell	Pico Rivera, 90660	(310) 801-5088	
Rocklin Alternative Ed	3250 Victory Dr	Rocklin, 95765	(916) 632-3195	
Rocklin Elementary	5025 Meyers St	Rocklin, 95877	(916) 624-3311	
Rocklin High School	5301 Victory Ln	Rocklin, 95765	(916) 632-1600	
Roosevelt High	4250 E. Tulare St	Fresno, 93702	(209) 441-3777	
Ruben Salazar Continuation	9115 Balfour St	Pico Rivera, 90660	(562) 801-5021	
Salinas High School	726 S. Main St	Salinas, 93901	(831) 796-7400	
San Ardo Elementary	62428 Center St	San Ardo, 93450	(831) 627-2520	
San Diego City USD	4100 Normal ST	San Diego, 92103-2682	(619) 293-8686	
San Dieguito Academy	800 Santa Fe Dr	Encinitas, 92024	(760) 753-1121	
San Francisco Unified SD	555 Franklin St	San Francisco, 94102	(415) 241-6000	
San Francisco Waldorf	2938 Washington St	San Francisco, 94115	(415) 931-2750	
San Gabriel High	801 Ramona St	San Gabriel, 91776	(626) 308-2352	
San Geronio High	2299 E. Pacific Ave.	San Bernardino, 92404	(909) 862-1440	
San Lorenzo High School	50 East Lewelling Blvd.	San Lorenzo, 94580	(510) 481-4627	
San Marcos Sr High	4750 Hollister Ave	Santa Barbara, 93110	(805) 967-4581	
San Roque School	2300 Garden St	Santa Barbara, 93105	(805) 687-3717	
Santa Barbara Charter	6100 Stow Canyon Rd	Goleta, 93117	(805) 967-6522	
Santa Barbara Jr High	721 E. Cota St	Santa Barbara, 93103	(805) 963-7751	
Santa Cruz High	415 Walnut Ave	Santa Cruz, 95060	(831) 429-3960	
Santa Maria High	901 South Broadway	Santa Maria, 93454	(805) 925-2567	
Santa Paula High	404 North 6th St	Santa Paula, 93060	(805) 525-4406	
Santa Rosa Charter	1835A West Steele Ln	Santa Rosa, 95403-2628	(707) 547-2480	
School of the Madeleine	1225 Milvia Street	Berkeley, 94709	(510) 526-4744	
Sebastopol Indep Charter	200 Main St	Sebastopol, 95473	(707) 824-9700	
Sequoia High	1201 Brewster Ave.	Redwood City, 94062	6503679780	
Serra Sr High	5156 Santo Rd	San Diego, 92124-2098	(619) 496-8342	
Shasta COE	1644 Magnolia Ave	Redding, 96001-1513	5302250200	
Sierra Intermediate	1901 N. McClay	Santa Ana, 92705	(714) 558-5886	
Sierra Vista High	1070 South Pratt	Tulare, 93274	(559) 687-7384	
Sinai Akiba Academy	10400 Wilshire Blvd	Los Angeles, 90024	(310) 475-6401	
Sir Francis Drake High	1327 S.F. Drake Blvd.	San Anselmo, 94960	(415) 453-8770	
Six Rivers Charter High	1720 M St.	Arcata, 95521	(707) 825-2428	
Solano Junior High	1025 Corcoran Ave	Vallejo, 94589	(707) 556-8600	
Soloquest Acad & Lrning Center	414 W Napa St	Sonoma, 95476	(707) 939-1133	
Sonoma Valley High	20000 Broadway	Sonoma, 95476	(707) 933-4010	

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Soquel High	401 Old San Jose Rd	Soquel, 95073	(831) 429-3909	CA
South High	1101 Planz Road	Bakersfield, 93304-6199	(661) 831-3680	
South High School	4801 Pacific Coast Hwy	Torrance, 90505	(310) 533-4352	
South Region High	8800 S. San Pedro St	Los Angeles, 90003	(323) 565-4500	
Southeast Middle	2560 Tweedy Blvd	South Gate, 90280	(323) 568-3100	
Springstowne Jr High	2833 Tennessee St.	Vallejo, 94590	(707) 556-8620	
Spurgeon (Wm H.) Intermediate	2701 W. Fifth ST	Santa Ana, 92703	(714) 480-2200	
St. John the Baptist	11156 San Pablo Ave	El Cerrito, 94530	(510) 234-2244	
St. John the Baptist Catholic	360 South Abel St	Milpitas, 95035	(408) 262-8110	
St. John's School	4501 Bob Doyle Dr	Roseville, 95678	(916) 786-5400	
St. Lucy Parrish Schl	76 Kennedy Ave	Campbell, 95008	4088718023	
St. Mary and All Angels	7 Pursuit	Aliso Viejo, 92656	(949) 448-9027	
St. Mary's College High	1294 Albina Ave.	Berkeley, 94706	(510) 559-6237	
St. Paul's Episcopal	116 Montecito Ave	Oakland, 94610	(510) 285-9600	
St. Simon Elementary	1840 Grant Rd.	Los Altos, 94024	(650) 968-9952	
Stuart Hall for Boys	2222 Broadway St	San Francisco, 94115	(415) 292-3143	
Summit Prep Charter High	890 Broadway St	Redwood City, 94063	(650) 683-0455	
Sycamore Hills Elementary	10201 Settle Rd	Santee, 92071	6199565400	
Synergy School	1387 Valencia St	San Francisco, 94110	(415) 567-6177	
Tahoe-Truckee Jr/Sr High	11725 Donner Pass RD	Truckee, 96161	(916) 582-7630	
Taylor Middle	850 Taylor Blvd	Millbrae, 94030	6506974096	
The Bishop's School	7607 La Jolla Blvd	La Jolla, 92037	(858) 459-4021	
The Girls Middle	3400 Bayshore Dr	Palo Alto, 94303	(650) 968-8338	
The San Francisco School	300 Gaven St	San Francisco, 94134	CO TURNE	
Thomas Starr King Middle	4201 Fountain Middle	Los Angeles, 90029	(323) 644-6700	
Toddy Thomas School	2800 Thomas St.	Fortuna, 95540	(707) 725-5197	
Tommie Kunst Jr High	930 Hidden Pines Way	Santa Maria, 93458	(805) 361-5800	
Town School for Boys	2750 Jackson Street	San Francisco, 94115	(415) 921-3747	
Triumph Academy	919 Eighth St.	San Fernando, 91340	(818) 559-7699	
Trona High	83600 Trona Rd	Trona, 93562	(760) 372-2865	
Tulare Christian	470 North Gem St	Tulare, 93274	5596882010	
Tulare COE	2637 West Burrel Ave	Visalia, 93291	(559) 733-6300	
Tulare Tech Prep High	737 West Bardsley Ave	Tulare, 93274	(559) 687-7400	
Tulare Union High	755 E. Tulare Ave	Tulare, 93274	(209) 686-4761	
Tulare Western High	824 West Maple Ave	Tulare, 93274	(559) 686-8751	
Twin Peaks Middle	14640 Tierra Bonita Rd	Poway, 92064-3091	(858) 748-5131	
UC Davis	Department of Math.	Davis, 95616	(916) 752-2212	

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UCLA Community School	3400 Wilshire Blvd	Los Angeles, 90010	(213) 480-3750	CA
Vaca Pena Middle	200 Keith Way	Vacaville, 95687	(707) 453-6270	
Vallejo Charter	436 Del Sur St	Vallejo, 94591	(707) 556-8850	
Vallejo High	840 Nebraska St	Vallejo, 94590	(707) 556-8700	
Vallejo Middle	1347 Amador St	Vallejo, 94590	(707) 556-8650	
Vallemar Elementary	377 Reina Del Mar	Pacifica, 94127	(650) 738-6655	
Valley Christian High	100 Skyway Dr, Ste 110	San Jose, 95111	4085132400	
Verdugo Hills Sr High	10625 Plainview Ave	Tujunga, 91042	(818) 353-1171	
Villa Fundamental	1441 E. Chestnut Ave	Santa Ana, 92701	(714) 558-5100	
Vina Elementary	7th & D Streets	Vina, 96092	5308392182	
Vista del Lago High	1970 Broadstone Pkwy	Folsom, 95630	(916) 294-2410	
Vista Middle School	1770 S. Jackson St	Red Bluff, 96080	(530) 527-7840	
Walnut Grove Intermediate	614 East Vine	West Covina, 91790	(626) 919-7018	
Walnut Park Middle Sci/Tech	7500 Marbrisa Ave	Walnut Park, 90255	(323) 568-8503	
Walter Dexter Middle	11532 East Floral Dr	Whittier, 91709	(562) 789-3090	
Washington Middle	560 Iverson St	Salinas, 93901	(831) 796-7100	
Weaver Middle	3076 East Childs Ave.	Merced, 95341	(209) 723-2174	
Weaverville Elementary	234 Trinity Lakes Rd.	Weaverville, 96093-1000	(530) 623-5533	
Webster Middle	11330 W. Graham Pl	Los Angeles, 90064	(310) 478-2041	
Weed High School	909 Hillside Dr	Weed, 96094	(530) 938-4774	
Weimar Hills Middle	200 W. Weimar Cross Road	Weimar, 95736	(530) 637-4121	
West Covina High	1609 East Cameron Ave.	West Covina, 91791	(626) 859-2900	
Weston Ranch High	4604 McCuen Ave	Stockton, 95206	(209) 982-5387	
White Hill Middle	101 Glen Dr	Fairfax, 94930	(415) 454-8390	
Whitney High	701 Wildcat Blvd	Rocklin, 95765	(916) 632-6500	
Whittier High	12417 E. Philadelphia St	Whittier, 90601	(562) 698-8121	
Wildwood School	11811 Olympic Blvd	Los Angeles, 90064	(310) 558-9284	
Will C. Wood High	998 Marshall Road	Vacaville, 95687	(707) 453-6900	
Willard (Frances E.) Intermediate	1342 N. Ross	Santa Ana, 92706	(714) 480-4800	
William Mulholland Middle	17120 Vanowen St	Van Nuys, 91406	(818) 609-2500	
Willits Charter	1431 South Main St	Willits, 95490	(707) 459-5506	
Willits Jr-Sr High	299 N. Main ST	Willits, 95490	(707) 459-7706	
Windsor High	9291 Old Redwood Hwy	Windsor, 95492-9217	(707) 837-7767	
Woodlake High School	400 W. Whitney Ave	Woodlake, 93286	5595643307	
Woodland School	360 La Cuesta Dr	Portola Valley, 94028	(650) 854-9065	
Woodland Star Charter	17811 Arnold Dr	Sonoma, 95476	(707) 996-3849	
Yosemite Middle	1292 North Ninth St.	Fresno, 93703	(559) 457-3450	

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Young Oak Kim Academy	615 South Shatto Pl	Los Angeles, 90005	(213) 739-6500	CA
Arvada Middle	5751 Balsam St	Arvada, 80002	(303) 982-1240	CO
Aspen High	235 High School Rd	Aspen, 81611	(970) 925-3760	
Bayfield High	800 Co Rd 501	Bayfield, 81122	(970) 884-9521	
Bell Middle	1001 Ulysses St	Golden, 80401	(303) 982-4280	
Bennett Middle	455 8th St	Bennett, 80102	(303) 644-3234	
Berthoud High	850 Spartan Ave	Berthoud, 80513	(970) 613-7700	
Bill Reed Middle	370 W 4th St	Loveland, 80537	(970) 613-7200	
Brighton High	360 S. 8th St.	Brighton, 80601	(303) 655-4200	
Brighton Schl Dist 27J	18551 E 160th Ave	Brighton, 80601	(303) 655-2900	
Caliche JR/Sr High	26308 Buffalo Rd	Iliff, 80736	(970) 522-8200	
Carmel Middle	1740 Peppercorn Drive	Colorado Springs, 80910	(719) 579-3210	
Carmody Middle	2050 S. Kipling St	Lakewood, 80227	(303) 982-8930	
Carson Middle School	6919 Prairie Wind Dr.	Colorado Springs, 80923	(719) 382-1610	
Castle Rock Middle	2575 Meadows Blvd	Castle Rock, 80109	(303) 387-1300	
Christ The King	860 Elm St	Denver, 80220	(303) 388-1643	
Colorado Academy	3800 S. Pierce St	Denver, 80235	(303) 986-1501	
Columbine Middle	600 South 12th	Montrose, 81402	(970) 249-2581	
Conrad Ball Middle	2660 N. Monroe Ave	Loveland, 80538	(970) 613-5000	
Cotopaxi School	345 County Rd 12	Cotopaxi, 81223	(719) 942-4131	
Craig Jr High	915 Yampa Ave	Craig, 81625	(970) 824-3289	
Creighton Middle	50 S Kipling St	Lakewood, 80228	(303) 982-6282	
Crested Butte Comm Schl	818 Red Lady Ave	Crested Butte, 81224	(970) 641-7720	
Darrell Smith High	201 South 11th Ave	Sterling, 80751	(970) 522-5079	
Deer Creek Middle	9201 W. Columbine Dr.	Littleton, 80128	(303) 982-3820	
Denver Schl of Sci & Tech	Stapleton Middle	Denver, 80235	(303) 320-5570	
Douglas County High	2842 Front St	Castle Rock, 80104	3033871000	
Dunstan Middle	1855 S Wright St	Lakewood, 80228	(303) 982-9270	
Eagleview Middle	1325 Vindicator Dr	Colorado Springs, 80919	(719) 234-3400	
Evergreen Middle	8059 Hiwan Dr	Evergreen, 80439	(303) 982-5020	
Falcon Bluffs Middle	8449 S Garrison St	Littleton, 80128	(303) 982-9900	
Falcon High	10255 Lambert Rd	Peyton, 80831-3800	(719) 495-2261	
Falcon Middle	9755 Towner Ave	Peyton, 80831	(719) 391-5232	
Ferguson High	804 E. Eisenhower	Loveland, 80537	(970) 613-5300	
Fremont Middle	251 N Maple	Florence, 81226	(719) 784-4856	
Ft. Lupton High	530 Reynolds St	Ft. Lupton, 80621	(303) 857-7100	
Glenwood Springs High	1340 Pitkin Ave.	Glenwood Springs, 81602	(970) 384-5555	

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Golden High	701 24th Street	Golden, 80401	(303) 982-4200	CO
Harold Ferguson High	804 East Eisenhower	Loveland, 80537	(970) 613-5300	
Hayden High	495 West Jefferson Street	Hayden, 81639	(970) 276-3761	
Henderson Elementary	12301 East 124th Avenue	Henderson, 80640	(303) 655-2700	
Highland High	201 W First St.	Ault, 80610	(970) 834-2816	
Highland Middle	209 West 1st	Ault, 80610	(970) 834-2820	
Holy Family High	5195 West 144th Ave	Broomfield, 80020	(303) 410-1411	
Horizon Middle	1750 Piros Dr	Colorado Springs, 80915	(719) 574-7700	
Janitell Jr High	7635 Fountain Mesa Rd	Fountain, 80817	(719) 391-3295	
La Escuela Tlatelolco	2949 N. Federal Blvd	Denver, 80211	(303) 964-8993	
Lake County High	1000 West 4th St	Leadville, 80461	(719) 486-6950	
Lake County Middle	1000 W 6th St	Leadville, 80461	(719) 486-6830	
Lakewood High	9700 W. 8th Ave	Lakewood, 80215	(303) 982-7096	
Lewis Palmer High	1300 Higby Rd	Monument, 80132	(719) 488-4720	
Littleton High	199 E. Littleton Blvd.	Littleton, 80121	(303) 347-7700	
Loveland High	920 West 29th St.	Loveland, 80538	(970) 613-5243	
Lucille Erwin Middle	4700 Lucerne Ave	Loveland, 80538	(970) 613-7600	
Mandalay Middle	9651 North Pierce St	Westminster, 80021	(303) 982-9802	
Mary E. Pennock Elementary	3707 Estrella St	Brighton, 80601	(720) 685-7500	
Mesa Middle	365 N Mitchell St	Castle Rock, 80104	(303) 387-4750	
Mesa Ridge High	6070 Mesa Ridge Pkwy	Colorado Springs, 80911	(719) 391-3600	
Milliken Middle	66 Irene Ave	Milliken, 80543	(970) 587-4341	
Moffat County High	900 Finley Ln	Craig, 81625	(970) 824-7036	
Moffat County School Dist	775 Yampa Ave	Craig, 81625	(970) 824-3268	
Montrose High	1002 S. Colorado Ave	Montrose, 81402	(970) 249-6636	
Mountain Ridge Middle	9150 Lexington Dr.	Colorado Springs, 80920	(719) 234-3200	
Mountain Valley High	403 Pitkin Avenue	Saguache, 81149	(719) 655-2578	
Mountain View Elementary	810 Third St	Windsor, 80550	(970) 686-8300	
Mountain View High	3500 Mountain Lion Dr.	Loveland, 80537	(970) 613-7800	
Nativity of Our Lord	900 W Midway Blvd	Broomfield, 80020	(303) 466-4177	
North Arvada Middle	7285 Pierce St	Arvada, 80003	(303) 982-0528	
Northeast Elementary	1605 Longspeak	Brighton, 80601	(303) 655-2550	
Oberon Middle	7300 Quail Street	Arvada, 80005	(303) 982-2020	
Olathe Middle	P.O. Box 430	Olathe, 81425	(970) 323-5521	
Otho Stuart Middle	15955 E 101st Way	Commerce City, 80022	(720) 685-5500	
Overland Trail Middle	455 N. 19th Ave	Brighton, 80601	(303) 655-4000	
Palmer Ridge High	19255 Monument Hill Rd	Monument, 80132	(719) 867-8600	

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Patriot Learning Center	11990 Swingline NE Rd.	Peyton, 80831	(719) 495-5505	CO
Pine Creek High	10750 Thunder Mtn Ave	Colorado Springs, 80908	(719) 234-2600	
Platte River Academy	4085 Lake Sparrow St	Denver, 80126	(303) 221-1070	
Platte Valley Middle	700 Hill St	Kersey, 80644	(970) 336-8610	
Prairie View High	12909 E. 120th Ave	Henderson, 80640	(303) 655-8800	
Prairie View Middle	12909 E. 120th Ave.	Henderson, 80640	(720) 685-5400	
Rampart High	8250 Lexington Dr.	Colorado Springs, 80920	(719) 234-2000	
Sand Creek High	7005 N. Carefree Cir	Colorado Springs, 80922	(719) 495-1160	
Severance Middle	1801 Avery Plaza St	Windsor, 80550	(970) 674-5200	
Sierra Middle	6651 Pine Lane Ave	Parker, 80138	(303) 387-3800	
Silver Creek High	4901 Nelson Rd	Longmont, 80503	(720) 494-3721	
Skyview Elementary	1000 Stone Mountain Dr	Windsor, 80550	(970) 686-8500	
Skyview Middle	6350 Windom Peak Blvd	Colorado Springs, 80922	(719) 495-5560	
Soroco High	305 South Grant Street	Oak Creek, 80467	(970) 736-2531	
South Park High	640 Hathaway St	Fairplay, 80440	(719) 836-2006	
Southeast Elementary	1595 Southern St	Brighton, 80601	(303) 655-2650	
Sproul Jr High	235 Sumac Dr	Colorado Springs, 80911	(719) 391-3215	
St. John the Baptist	323 Collyer St	Longmont, 80501	(303) 776-8760	
St. Louis Catholic School	925 Grant Ave	Louisville, 80027	(303) 666-6220	
Standley Lake High	9300 W. 104th Ave.	Westminster, 80021	(303) 982-3311	
Sterling High	407 W Broadway	Sterling, 80751	(970) 522-2944	
Sterling Middle	1177 Pawnee St	Sterling, 80751	(970) 522-1041	
Thompson Valley High	1669 Eagle Dr.	Loveland, 80537	(970) 613-7900	
Turner Middle	950 Massachusetts	Berthoud, 80513	(970) 613-7444	
University Schools	6525 18th St	Greeley, 80634	(970) 330-2221	
Vikan Middle	879 Jessup St	Brighton, 80601	(303) 655-4050	
Vista Ridge High	6888 Black Forest Rd.	Colorado Springs, 80923	(719) 494-8800	
Walter Clark Middle	2605 Carlisle Dr	Loveland, 80537	(970) 613-5400	
Wasson High	2115 Afton Way	Colorado Springs, 80909	(719) 328-2000	
Watson Jr High	136 Fontaine Blvd	Colorado Springs, 80911	(719) 391-3255	
Wayne Carle Middle	10200 W. 100th Ave	Westminster, 80021	(303) 982-9070	
Weld Re-4 School District	1020 Main St	Windsor, 80550	(970) 686-8000	
West Denver Prep - Federal Cmps	1825 South Federal	Denver, 80219	(303) 573-23017	
West Jefferson Middle	9449 S. Barnes St	Conifer, 80433	(303) 982-3056	
Wheat Ridge High	9505 W. 32nd Ave	Wheat Ridge, 80033	(303) 982-7695	
Wheat Ridge Middle	7101 W. 38th Ave.	Wheat Ridge, 80033	(303) 982-2833	
Widefield High	615 Widefield Dr	Colorado Springs, 80911	(719) 391-3200	

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Windsor High	1100 West Main St	Windsor, 80550	(970) 686-8100	CO
Windsor Middle	900 Main St	Windsor, 80550	(970) 686-8200	
Zion Lutheran School	1400 Skeel St	Brighton, 80601	(303) 659-3443	
Fairfield Ludlowe High	785 Unquowa Rd	Fairfield, 06824	(203) 255-7201	CT
Fairfield Warde High	755 Melville Ave	Fairfield, 06825	(203) 255-8354	
Fairfield Woods Middle	1115 Fairfield Woods Rd	Fairfield, 06824	(203) 255-8334	
Mansfield Middle	205 Spring Hill Rd	Storrs, 06268	(860) 429-9341	FL
Tomlinson Middle	200 Unquowa Rd	Fairfield, 06824	(203) 255-8336	
Carrollton School	3747 Main Hwy	Miami, 33133	(305) 446-5673	
Crooms Academy	2200 W. 13th St	Sanford, 32771	(407) 320-5750	
GW Carver Middle	4901 Lincoln Dr.	Coral Gables, 33133	(305) 444-7388	
Hagerty High School	3225 Lockwood Blvd	Oviedo, 32765	(407) 851-0750	
Lake Brantley High	991 Sand Rd.	Altamonte Springs, 32714	(407) 320-3450	
Lake Howell High	4200 Dike Rd.	Winter Park, 32792	(407) 320-9050	
Lake Mary High	2647 Creekview Circle	Oviedo, 32765	(407) 320-9500	
Lyman High	865 S Ronald Reagan Blvd	Longwood, 32750	(407) 320-2050	
Markham Woods Middle	6003 Markham Woods Rd	Lake Mary, 32746	(407) 871-1750	
New Springs Middle	2410 East Busch Blvd	Tampa, 33612	(813) 933-5025	
Orlando Science MS/HS	2427 Lynx Lane, Unit #4	Orlando, 32804	(407) 928-3790	
Oviedo High	601 King St.	Oviedo, 32765	(407) 320-4050	
Quest Academy	1626 W. Airport Blvd.	Sanford, 32773	(407) 320-4790	
River City Science Academy	3266 Southside Blvd	Jacksonville, 32216	(904) 565-0085	
Rosenwald Center	1096 Merritt Street	Altamonte Springs, 32701	(407) 320-3250	
Seminole High	2701 Ridgewood Lane	Sanford, 32771	(407) 320-5050	
Shultz Ctr for Tchng & Ldshp	4019 Boulevard Ctr Dr	Jacksonville, 32207	(904) 348-5757	
Stars Middle	1234 Blountstown Hwy	Tallahassee, 32304	(850) 681-7827	GA
Sweetwater Branch Academy	1000 NE 16th Ave Bldg C	Gainesville, 32608	(352) 375-8838	
Tuskawilla Middle School	1801 Tuskawilla Rd	Oviedo, 32765	(407) 320-8550	
Winter Springs High	300 Tuskawilla Rd.	Winter Springs, 32708	(407) 320-8750	
Atlanta Girls' School	3254 Northside Pkwy NW	Atlanta, 30327	(404) 845-0900	
Forsyth Central High	520 Tribble Gap Road	Cumming, 30040	(770) 887-8151	HI
Fulton Science Academy	1675 Hembree Rd	Alpharetta, 30004	(770) 753-4141	
Liberty Middle	7465 Wallace Tatum Rd	Cumming, 30040	(770) 781-4889	
TEACH Charter High	4100 Old Milton Parkway	Alpharetta, 30005	(404) 768-3600	
American Renaissance Acad	91-1011 Lexington St	Kapolei, 96707	(808) 682-7337	
Hawaii Baptist Academy	2429 Pali Hwy	Honolulu, 96817	(808) 595-7585	HI
High School of the Pacific	79-7486 Mamalahoa Hwy	Kealahakua, 96750	(808) 324-7333	

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Highlands Intermediate	1460 Hoolaulea St	Pearl City, 96782	(808) 453-6480	HI
Island Pacific Academy	909 Haumea St.	Kapolei, 96707	(808) 637-1526	
Kailua High	451 Ulumanu Dr	Kailua, 96734	(808) 266-7900	
Kamehameha Schools	16-714 Volcano Rd	Keaau, 96749	(808) 982-0000	
Kapolei High	91-5005 Kapolei Parkway	Kapolei, 96707	(808) 692-8200	
Mid-Pacific Institute	2445 Kaala Street	Honolulu, 96822	(808) 973-5001	
Moanalua High	2825 Ala Ilima St	Honolulu, 96816	(808) 837-8455	
Sacred Hearts Academy	3253 Waialae Ave.	Honolulu, 96816	(808) 734-5058	
St. Joseph School	94-651 Farrington Highway	Waipahu, 96797	(808) 677-4475	
St. Theresa School	712 N School St	Honolulu, 96817	(808) 536-4703	
Waolani Judd Nazarene Schl	408 N Judd St	Honolulu, 96817	(808) 531-5251	
Windward Nazarene Academy	45-232 Puaae Rd	Kaneohe, 96744	(808) 235-8787	
Bettendorf High	3333 18th St	Bettendorf, 52722	(562) 332-7001	IA
Bettendorf Middle	2030 Middle Rd	Bettendorf, 52722	(563) 359-3686	
Scattergood Friends	1951 Delta Ave	West Branch, 52358	(319) 643-7600	
Arts West School	3415 Flint Dr.	Eagle, 83616	(208) 283-6421	ID
Idaho Science & Tech Charter	21 N. 550 W	Blackfoot, 83221	(208) 785-7827	
Lake City High	6101 Ramsey Rd	Coeur d'Alene, 83815	(208) 769-0769	
Marion Pritchett Schl	1617 North 24th	Boise, 83702	2088546830	
Moscow Junior High	1410 E D St	Moscow, 83843	(208) 882-3577	
Post Falls High	2832 E. Poleline Rd	Post Falls, 83854	(208) 773-0581	
ACE Tech Charter High	5410 S State St	Chicago, 60609	(773) 548-8705	IL
Beach Park Middle	40667 N Green Bay Rd	Beach Park, 60099	(847) 596-5880	
Booker T Washington STEM	606 E Grove St	Champaign, 61820	2173513901	
Bradley Bourbonnais Comm. HS	700 W. North Street	Bradley, 60915	(815) 937-3707	
Breese Central High	7740 Old US 50	Breese, 62230	6185264578	
Centennial High	913 S Crescent Dr	Champaign, 61821	(217) 351-3954	
Central Community High	7740 Old US 50	Breese, 62230	6185264578	
Central High	610 W University Ave	Champaign, 61820	(217) 351-3914	
Champaign Schools Unit 4	703 South New St	Champaign, 61820	(217) 351-3800	
Edison Middle	306 West Green St	Champaign, 61820	(217) 351-3771	
Franklin Middle	817 North Harris Ave	Champaign, 61820	(217) 351-3819	
Garden Hills Elem	2001 Garden Hills	Champaign, 61821	(217) 351-3872	
Genoa-Kingston High	980 Park Ave.	Genoa, 60135	(815) 784-5111	
Genoa-Kingston Middle	941 W. Main St	Genoa, 60135	(815) 970-2917	
Haines Middle	305 S. 9th St	St. Charles, 60174	(630) 377-4827	
Jefferson Middle	1115 S Crescent Dr	Champaign, 61821	(217) 351-3790	

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North Ridge Middle	1619 N Jackson St	Danville, 61832	(217) 444-3400	IL
Olive Harvey Middle College	10001 S. Woodlawn Ave.	Chicago, 60628	(773) 291-6518	
South View Middle	133 E 9th St	Danville, 61832	(217) 444-1800	
Spectrum Progressive	2909 North Main St	Rockford, 61103	(815) 877-1600	
St. Charles East High	1020 Dunham Rd	St. Charles, 60174	(630) 377-4709	
St. Charles North High	255 Red Gate Rd	St. Charles, 60175	(630) 443-5700	
Stillman Valley High	425 S Pine St	Stillman Valley, 61084	(815) 645-2291	
Stratton Elementary	902 North Randolph	Champaign, 61820	2173737330	
Thompson Middle	705 W. Main St	St. Charles, 60174	(630) 377-4872	
UIC College Prep	1231 S Damen	Chicago, 60608	(312) 243-3741	
UNO Major Garcia Chrtr High	4248 W. 47th St, 3rd Flr	Chicago, 60632	(773) 579-3480	
Wredling Middle	818 Indiana St	St. Charles, 60174	(630) 443-3360	
Zion Benton High	1 Z-B Way	Zion, 60099	(847) 731-9300	
Belmont Sr High	1000 North Adams	Decatur, 46733	(260) 724-7121	IN
Central Middle	725 7th St	Columbus, 47201	(812) 376-4287	
Charlestown Middle	8804 High Jackson Rd	Charlestown, 47111	(815) 256-6363	
Charlestown Sr High	1 Pirate Place	Charlestown, 47111	(812) 256-3328	
Columbus North High	1400 25th St	Columbus, 47201	(812) 376-4431	
Corden Porter Edu Center	601 East Couroute Ave	Jeffersonville, 47130	(812) 288-4891	
Discovery Middle	10050 Brummit Rd	Granger, 46530	(574) 674-6010	
Elkhart Central High	1 Blazer Blvd	Elkhart, 46516	(574) 295-4700	
Elkhart Memorial High	2608 California Rd	Elkhart, 46517	(574) 262-5600	
Fremont High	701 W Toledo St	Fremont, 46737	(260) 495-9876	
Fremont Middle	811 W Renee Dr	Fremont, 46737	(260) 495-6100	
Griffith High	600 North Wiggs St	Griffith, 46319	(219) 924-4281	
Jeffersonville High	2315 Allison Lane	Jeffersonville, 47130	(812) 282-6601	
LIFE @ Tipton Street Ctr	1013 Tipton St	Elkhart, 46516	(574) 295-4903	
New Washington Middle	226 Rd 62 North	New Washington, 47162	(812) 293-3368	
Northside Middle	1400 27th St	Columbus, 47201	(812) 376-4405	
Parkside Elementary	1400 Parkside Dr	Columbus, 47201	(812) 376-4314	
Parkview Middle	1600 Brigman Ave	Jeffersonville, 47130	(812) 288-4844	
Penn High	56100 Bittersweet Rd	Mishawaka, 46545	(574) 259-7961	
Phoenix School of Discovery	4601 Valley Station Rd NW	Corydon, 47112	(502) 485-7700	
Prairie Heights High	245 S 1150 E	LaGrange, 46761	(260) 351-3214	
Prairie Heights Middle	395 S 1150 E	LaGrange, 46761	(260) 351-3214	
Richmond High	380 Hub Etchison Pkwy	Richmond, 47374	(765) 973-3424	
Schmucker Middle	56045 Bittersweet Rd	Mishawaka, 46545	(574) 259-5661	

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St. Josephs Catholic Schl	127 N 4th St	Decatur, 46733	(260) 724-2765	IN
Veritas Academy	530 E Ireland Rd Bldg B	South Bend, 46614	(574) 287-3230	
Virgil Grissom Middle	13881 Kern Rd	Mishawaka, 46544	(574) 633-4061	
Capital City School	500 SW Tuffy Kellogg Dr	Topeka, 66606	(785) 295-3600	KS
Highland Park High	2424 SE California Ave	Topeka, 66605	(785) 274-6000	
Hope Street Academy	1900 SW Hope St	Topeka, 66604	(785) 438-4280	
Topeka High School	800 SW 10th St	Topeka, 66612	(785) 295-3150	
Topeka West High	2001 SW Fairlawn Rd	Topeka, 66604	(785) 438-4000	
Alex Kennedy Metro MS	4515 Taylorsville Rd	Louisville, 40220	(502) 485-6950	KY
Atherton High	3000 Dundee Rd	Louisville, 40205	(502) 485-8202	
Audubon Youth Dev Ctr	8711 Lagrange Road	Louisville, 40242	(502) 429-7287	
Ballard High	6000 Brownsboro Rd	Louisville, 40222	(502) 482-8206	
Barret Traditional MS	2561 Grinstead Dr.	Louisville, 40206	(502) 485-8207	
Barrett Traditional MS	2561 Grinstead Dr	Louisville, 40206	(502) 485-8207	
Bellewood School	11103 Park Rd	Louisville, 40223	(502) 245-4171	
Boone County High	7056 Burlington Pike	Florence, 41042	(859) 282-5655	
Boys Haven	2301 Goldsmith Lane	Louisville, 40218	(502) 454-5194	
Breckinridge Metro High	1128 E Broadway	Louisville, 40204	(502) 485-8215	
Brooklawn Youth Svs	2125 Goldsmith Lane	Louisville, 40218	(502) 515-0460	
Buechel Metro High	1960 Bashford Manor Ln	Louisville, 40218	(502) 485-8316	
Butler Traditional HS	2222 Crums Lane	Louisville, 40216	(502) 485-8220	
Carrithers Middle	4320 Billtown Rd	Louisville, 40299	(502) 485-8224	
Central High	1130 W Chestnut St	Louisville, 40203	(502) 485-8226	
Conway Middle	6300 Terry Rd	Louisville, 40258	(502) 485-8233	
Crosby Middle	303 Gatehouse Ln	Louisville, 40243	(502) 485-8235	
Dawson-Orman Ed Ctr	900 S Floyd St	Louisville, 40203	(502) 485-3173	
Doss High	7601 St. Andrews Church Rd	Louisville, 40228	(502) 485-8239	
DuPont Manual High	120 W Lee St.	Louisville, 40208	(502) 485-8241	
Eastern High	12400 Old Shelbyville Rd	Louisville, 40243	(502) 485-8243	
Fairdale High MCA	1001 Fairdale Rd	Louisville, 40118	(502) 485-8248	
Farnsley Middle	3400 Lees Lane	Louisville, 40216	(502) 485-8242	
Fern Creek Traditional HS	9115 Fern Creek Rd	Louisville, 40291	(502) 485-8251	
FL Olmstead Acad North	4530 Bellevue Ave	Louisville, 40215	(502) 485-8331	
FL Olmstead Acad South	5650 Southern Pkwy	Louisville, 40214	(502) 485-8270	
Frost Middle	13700 Sandray Blvd	Louisville, 40272	(502) 485-8256	
Gheens Prof Dev Academy	4425 Preston Hwy	Louisville, 40213	(502) 485-3055	
Graham Brown High	546 S First St	Louisville, 40202	(502) 485-8216	

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Highland Middle	1700 Norris Place	Louisville, 40205	(502) 485-8266	KY
Iroquois High MCA	4615 Taylor Blvd	Louisville, 40215	(502) 485-8269	
Jefferson County High	900 S Floyd St	Louisville, 40203	(502) 485-3173	
Jefferson County Public Schools	PO Box 34020	Louisville, 40232	(502) 485-3011	
Jefferson County Trad MS	1418 Morton Ave	Louisville, 40291	(502) 485-8272	
Jefferson Cty Virtual School	10200 Dixie Hwy	Louisville, 40272	(502) 485-7700	
Jeffersontown HS MCA	9600 Old Six Mile Ln	Louisville, 40299	(502) 485-8275	
Johnson Trad Middle	2509 Wilson Ave	Louisville, 40210	(502) 485-8277	
Kammerer Middle	7315 Westboro Rd	Louisville, 40222	(502) 485-8279	
King Middle	1101 Moberly Rd	Harrodsburg, 40330	(859) 733-7060	
Knight Middle	9803 Blue Lick Rd	Louisville, 40229	(502) 485-8287	
Lassiter Middle	8200 Candleworth Dr	Louisville, 40214	(502) 485-8288	
Liberty High	3307 E Indian Trail	Louisville, 40213	(502) 485-7100	
Louisville Male High	4409 Preston Hwy	Louisville, 40213	(502) 485-8292	
Mary Ryan Academy	1900 S 7th St	Louisville, 40208	(502) 485-8988	
Mercer Cnty 9th Grd Acad	937 Moberly Rd	Harrodsburg, 40330	(859) 733-7100	
Mercer County Sr High	1125 Moberly Rd	Harrodsburg, 40330	(859) 733-7160	
Meyzeek Middle	828 S Jackson St	Louisville, 40203	(502) 485-8299	
Moore Traditional High	6415 Outer Loop	Louisville, 40228	(502) 485-8304	
Myers Middle	3741 Pulliam Dr	Louisville, 40218	(502) 485-8305	
Newburg Middle	4901 Exeter Ave	Louisville, 40218	(502) 485-8306	
Newcomer Academy	4018 West Market St	Louisville, 40212	(502) 485-6324	
Noe Middle School	121 W Lee St	Louisville, 40208	(502) 485-8307	
Peace Academy	2020 Newburg Rd	Louisville, 40205	(502) 479-4180	
Phoenix Schl of Discovery	10200 Dixie Hwy	Louisville, 40720	(502) 485-7700	
Pleasure Ridge Park HS	5901 Greenwood Rd	Louisville, 40258	(502) 485-8311	
Ramsey Middle	6409 Gellhaus Ln	Louisville, 40299	(502) 485-8391	
Seneca High MCA	3510 Goldsmith Ln	Louisville, 40220	(502) 485-8323	
Shawnee High MCA	3510 Goldsmith Ln	Louisville, 40220	(502) 485-8326	
South Oldham Middle	6403 West Highway 146	Crestwood, 40014	(502) 241-0320	
South Park TAPP	1010 Neighborhood Pl	Louisville, 40118	(502) 485-8748	
Southern High MCA	8620 Preston Hwy	Louisville, 40219	(502) 485-8330	
Stuart Middle	4601 Valley Station Rd	Louisville, 40272	(502) 485-8334	
Ten Broeck-KMI	8521 LaGrange Road	Louisville, 40242	(502) 426-6380	
The Brook KMI	8521 LaGrange Rd	Louisville, 40242	(502) 426-6380	
Thomas Jefferson Middle	1501 Rangeland Road	Louisville, 40219	(502) 485-8273	
Valley Traditional High	10200 Dixie Hwy	Louisville, 40272	(502) 485-8339	

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Waggener Traditional High	330 S Hubbards Lane	Louisville, 40207	(502) 485-8340	KY
Western Middle	2201 W Main St	Louisville, 40212	(502) 485-8345	
Western MST Magnet	2501 Rockford Lane	Louisville, 40216	(502) 485-8344	
Westport Trad MS & FAA	8100 Westport Rd	Louisville, 40242	(502) 485-8346	
Woodford County High	180 Frankfort St	Versailles, 40383	(859) 873-5434	
Bancroft School	110 Shore Dr	Worcester, 01605	(508) 853-2640	MA
Codman Academy Charter	637 Washington St	Dorchester, 02124	(617) 822-8144	
Derby Academy	56 Burditt Ave.	Hingham, 02043	(781) 749-0746	
Hudson High	69 Brigham St	Hudson, 01749	(978) 567-6250	
Jerimiah Burke High	60 Washington St	Dorchester, 02121	(617) 635-9837	
Nativity Prep of New Bedford	66 Spring St	New Bedford, 02740	(508) 994-3800	
Calverton School	300 Calverton School Rd	Huntingtown, 20639	(410) 535-0216	MD
Deep Creek Middle	1000 S Marilyn Ave	Baltimore, 21221	(410) 887-0112	
Caribou High	308 Sweden St	Caribou, 04736	(207) 493-4260	ME
Spruce Mtn North High (Jay High)	33 Community Drive	Jay, 04239	(207) 897-4336	
Abbott Middle	3380 Orchard Lake Rd	West Bloomfield, 48324	(248) 865-3670	MI
Armada High	23655 Armada Center Rd	Armada, 48005	5867842400	
Armada Middle Acad	23550 Center Rd	Armada, 48005	5867842500	
Austin Catholic Acad	24125 26 Mile Rd	Ray Township, 48096	5867497900	
Douglas Welch High	830 Harrison St	Ionia, 48846	(616) 527-3530	
Ionia High	250 East Tuttle Rd	Ionia, 48846	(616) 527-0600	
Ionia Middle	438 Union St	Ionia, 48846	(616) 527-0040	
Kalamazoo Central High	2432 N. Drake Rd	Kalamazoo, 49006	(269) 337-0300	
Loy Norrix High	606 E. Kilgore Road	Kalamazoo, 49001	(269) 337-0200	
Macomb Acad of Arts & Sci	2321 West 54th St	Armada, 48005	5867842150	
Mason High	1001 S Barnes	Mason, 48854	5176769055	
North Central High	W3795 Hwy US 2	Powers, 49874	(906) 498-7737	
Orchard Lake Middle	6000 Orchard Lake Rd	West Bloomfield, 48322	(248) 865-4480	
Surline Middle	147 State Street	West Branch, 48661	(989) 343-2140	
West Bloomfield High	4925 Orchard Lake Rd	West Bloomfield, 48323	(248) 865-6720	
Agriculture & Food Science Acad	100 Vadnais Blvd	Vadnais Heights, 55127	(651) 415-5370	MN
Bethel American Intl School	2236 Marshall Ave	St. Paul, 55104	(651) 646-3047	
Cannon River STEM School	1800 14th St NE	Faribault, 55021	(507) 331-7836	
Carondelet Catholic Schl	2900 W 44th St	Minneapolis, 55410	(612) 927-8673	
Dover-Eyota High	615 South Ave. SW	Eyota, 55934	(507) 545-2631	
Edison High	700 22nd Ave NE	Minneapolis, 55418	(612) 668-1300	
El Colegio Charter	4137 Bloomington Ave	Minneapolis, 55407	(612) 728-5728	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
High School For Recording Arts	550 Vandalia St	St. Paul, 55114	(651) 287-0890	MN
Hill City Secondary	500 Ione Ave	Hill City, 55748	(218) 697-2394	
Holdingford Secondary	900 5th St	Holdingford, 56340	(320) 746-2221	
Jefferson Sr High	4001 W. 102nd St	Bloomington, 55437	(952) 806-7600	
Kennedy High	9701 Nicollet Ave S	Bloomington, 55420	(952) 681-5000	
Kittson Central Secondary	PO Box 670	Hallock, 56728	(218) 843-3682	
Learning for Leadership	3300 Fifth st NE	Minneapolis, 55418	(612) 789-9598	
Legacy Christian Academy	3037 Bunker Lake Blvd NW	Andover, 55304	(763) 427-4595	
Lincoln High	101 Knight Ave. S	Thief River Falls, 56701	(218) 681-7432	
MERC Alternative	2539 Pleasant Ave S	Minneapolis, 55404	(612) 872-2777	
Minneapolis Public Schools	807 NE Broadway St	Minneapolis, 55413	(612) 668-0000	
Mounds Park Academy	2051 Larpenteur Ave. East	St. Paul, 55109	(651) 777-2555	
North Sr High	1500 James Ave N	Minneapolis, 55411	(612) 668-1700	
Oak Grove Middle	1300 W. 106th St	Bloomington, 55431	(952) 681-6600	
Ogilvie High	333 School Dr	Ogilvie, 56358	(612) 272-5000	
Olson Middle	4551 W. 102nd St	Bloomington, 55437	(952) 806-8600	
PACT Charter	7250 E Ramsey Pkwy	Ramsey, 55303	(763) 712-4200	
Red Wing High	2451 Eagle Ridge Dr	Red Wing, 55066	(651) 385-4600	
Spring Lake Park High	1100 81st Ave NE	Spring Lake Park, 55432	(763) 786-5571	
St. Croix Lutheran MS/HS	1200 Oakdale Ave	So St. Paul, 55075	(612) 387-6961	
St. Croix Prep Academy	4260 Stagecoach Dr N	Stillwater, 55082	(651) 395-5900	
Valley View Middle	8900 Portland Ave	Bloomington, 55420	(952) 681-5800	
Westwood Middle	711 91st Ave NE	Blaine, 55434	(763) 784-8625	
Center Hill High	13250 Kirk Rd	Olive Branch, 38654	6628902490	MS
Center Hill Middle	8756 Forest Hill Irene	Olive Branch, 38654	6628926800	
DeSoto Central High	2911 Central Pkwy	Southaven, 38672	(662) 536-3612	
DeSoto Central Middle	2611 Central Pkwy	Southaven, 38672	6623496660	
DeSoto County Schools	5 East South St	Hernando, 38632	(662) 429-5271	
Hernando High	805 Dilworth Lane	Hernando, 38632	6624294170	
Hernando Middle	700 Dilworth Ln	Hernando, 38632	(662) 429-4154	
Horn Lake High	3360 Church Rd.	Horn Lake, 38637	(662) 393-5273	
Horn Lake Middle	6125 Hurt Rd	Horn Lake, 38637	6623937443	
Lake Cormorant High	10201 Starlanding Rd	Lake Cormorant, 38641	(662) 996-3060	
Lake Cormorant Middle	3203 Wilson Mill Rd	Lake Cormorant, 38641	6627810778	
Lewisburg High	1755 Craft Rd	Olive Branch, 38654	(662) 890-6201	
Lewisburg Middle	1711 Craft Road	Olive Branch, 38654	6628925050	
Olive Branch High	9366 E Sandidge Rd	Olive Branch, 38654	(662) 893-3344	

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Olive Branch Middle	6530 Blocker St	Olive Branch, 38654	6628954610	MS
Southaven High	735 Rasco Rd	Southaven, 38671	(662) 393-9300	
Southaven Middle	899 Rasco Rd W	Southaven, 38671	6622800422	
CM Russell High	228 17th Ave NW	Great Falls, 59404	(406) 268-6100	MT
East Middle	4040 Central Ave.	Great Falls, 59405	(406) 268-6500	
Great Falls High	1900 2nd Ave. S	Great Falls, 59405	(406) 268-6250	
Helena Flats School	1000 Helena Flats Rd	Kalispell, 59901	(406) 257-2301	
Holy Spirit Catholic	2820 Central Ave	Great Falls, 59401	(406) 761-5775	
North Middle	2601 8th St NE	Great Falls, 59405	(406) 268-6534	
St. Matthews Catholic Schl	602 S. Main	Kalispell, 59901	(406) 752-6303	
Whitefish High	600 East 2nd St.	Whitefish, 59937	(406) 862-8600	
Whitefish Middle	600 E 2nd St	Whitefish, 59937	(406) 862-8650	
Triad Math & Science Chtr	700 Creek Ridge Rd	Greensboro, 27407	(336) 621 0061	NC
Auburn High	1829 Central Ave.	Auburn, 68305	(402) 274-4328	NE
Auburn Middle	1713 J Street	Auburn, 68305	(402) 274-4027	
Grand Island Sr. High	2124 N. Lafayette	Grand Island, 68803	(308) 385-5950	
RJ Barr Middle	602 W. Stolley Park Rd	Grand Island, 68801	(308) 385-5875	
RM Marrs Magnet Ctr	5619 S. 19th St.	Omaha, 68107	(402) 557-4400	
Scottsbluff High	313 E 27th St	Scottsbluff, 69361	(308) 635-6230	
Walnut Middle	1600 N Custer Ave	Grand Island, 68803	(308) 385-5990	
Westridge Middle	1812 Mansfield Rd	Grand Island, 68803	(308) 385-5886	
A Crosby Kennett Jr High	176 Main Street	Conway, 03818	(603) 447-6364	NH
A Crosby Kennett Sr High	409 Eagles Way	North Conway, 03860	(603) 356-4343	
Claremont Middle	107 South St.	Claremont, 03743	(603) 543-4250	
Coe-Brown Academy	907 1st Nh Turnpike	Northwood, 03261	(603) 942-5531	
Daisy Bronson Middle	96 School St	Littleton, 03561	(603) 444-3361	
Littleton High	159 Oak Hill Ave	Littleton, 03561	(603) 444-5601	
Stevens High	175 Broad Street	Claremont, 03743	(603) 543-4220	
Belen High	520 North Main St	Belen, 87002	(505) 966-1300	NM
Belen Middle School	314 S 4th Street	Belen, 87002	(505) 966-1600	
Native Amer Comm Acad	1100 Cardenas Ave SE	Albuquerque, 87108	(505) 266-0992	
Navajo Preparatory	1220 W Apache St	Farmington, 87401	(505) 326-6571	
Raton High	1535 Tiger Circle	Raton, 87740	5754453541	
Raton Middle	500 South Third St	Raton, 87740	5754455988	
Springer High	1401 8th St	Springer, 87747	(505) 483-2482	
Acad of Medical Technology	8-21 Bay 25th St	Far Rockaway, 11691	(718) 471-3571	NY
Baccalaureate Sch/Global Ed	34-12 36th Ave	Long Island City, 11106	(718) 361-5275	

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Blue Rock School	110 Demarest Mill Rd.	West Nyack, 10994	(845) 627-0234	NY
Bronx Design & Construction Acad	333 East 151 St	Bronx, 10451	(718) 402-7690	
Bronx Leadership Academy	1710 Webster Ave	Bronx, 10457	(718) 299-4274	
Brooklyn Schl for Collab Studies	610 Henry St	Brooklyn, 11231	(718) 923-4750	
Canisius High	1180 Delaware Ave	Buffalo, 14216	(716) 882-0466	
CES Vanguard High	317 E 67th St Rm 401	New York, 10021	(212) 517-5175	
Chelsea Vocational High	131 Ave of the Americas	New York, 10013	(212) 925-1080	
Community Action School	154 West 93rd St	New York, 10025	(212) 678-5888	
Creative Digital Minds High	439 W 49th St	New York, 10027	(212) 245-5925	
East Bronx Acad for the Future	1716 Southern Blvd	Bronx, 10460	7188618641	
East Side Comm High	420 East 12th St.	New York, 10009	(212) 460-8467	
Harry S. Truman High	750 Baychester Ave	Bronx, 10475	(718) 904-5400	
In-Tech Academy MS/HS	2975 Tibbett Ave	Bronx, 10463	7184324300	
International High-Union Sq	40 Irving Place	New York, 11222	2125332560	
Intl Prep School @ Grover	110 14th St	Buffalo, 14213	(716) 816-4306	
Manhasset Sr. High	200 Memorial Pl	Manhasset, 11030	(516) 267-7600	
Math For America	160 5th Ave 8th Floor	New York, 10010	(646) 437-0904	
MLK Arts & Tech	122 Amsterdam Ave	New York, 10023	(212) 501-1198	
Northwest College Prep	940 Fernwood Park	Rochester, 14609	(585) 456-2110	
Palisade Prep School	201 Palisade Ave	Yonkers, 10701	(914) 376-8177	
Satellite Academy HS	120 W 30th St	New York, 10001	(212) 646-2800	
St. Ann's School	33 Jefferson St	Nyack, 10980	(845) 358-0125	
Victor Central High	953 High St	Victor, 14564	(585) 924-3252	
Washington Hghts Exp. Lrng.	511 West 182nd St	New York, 10033	(212) 781-0524	
World Journalism Prep	34-65 192nd St.	Flushing, 11358	(646) 283-7234	
Arthur Road Elementary	33425 Arthur Rd.	Solon, 44139	(440) 349-6210	OH
Beachwood High	25100 Fairmount Blvd	Beachwood, 44122	2168312080	
Beachwood Middle	2860 Richmond Rd	Beachwood, 44122	2168310355	
Blendon Middle	223 S Otterbein Ave	Westerville, 43081	6147976400	
Buckeye Valley High	901 Coover Rd	Delaware, 43015	(740) 363-1349	
Buckeye Valley Middle	683 Coover Rd.	Delaware, 43015	(740) 363-6626	
Chagrin Falls High	400 E Washington St	Chagrin Falls, 44022	4402472583	
Chagrin Falls Intermediate	77 E Washington St	Chagrin Falls, 44022	4408937691	
Chagrin Falls Middle	342 E Washington St	Chagrin Falls, 44022	4408937695	
Chardon Middle	424 North St	Chardon, 44024	4402854062	
Dayton Regional STEM Schl	1724 Woodman Dr	Kettering, 45420	(937) 256-3777	
Gahanna East Middle	730 Clotts Rd	Gahanna, 43230	(614) 478-5550	

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Gahanna MS South	349 Shady Spring Dr	Gahanna, 43230	(614) 337-3730	OH
Gahanna West Middle	350 Stygler Rd.	Gahanna, 43230	(614) 478-5570	
Genoa Middle	5948 Old 3C Highway	Westerville, 43082	6147976500	
Greenbriar Middle	11810 Huffman Rd	Parma, 44130	4408852370	
Heritage Middle	390 N Spring Rd	Westerville, 43082	6147976600	
Hillside Middle	1 Educational Park Dr	Seven Hills, 44131	4408852373	
Hudson City Schools	2400 Hudson Aurora Rd	Hudson, 44236	3306531200	
Hudson High	2500 Hudson-Aurora Rd	Hudson, 44236	3306531416	
Hudson Middle	77 N Oviatt St	Hudson, 44236	3306531316	
Kenston High	9500 Bainbridge	Chagrin Falls, 44023	4405439831	
Kenston Middle	17425 Snyder Rd	Chagrin Falls, 44023	4405438241	
Loudonville High	421 Campus Ave	Loudonville, 44842	(419) 994-4101	
Normandy High	2500 W Pleasant Vly Rd	Parma, 44134	4408852400	
Parma City Schools	5311 Longwood Dr	Parma, 44134	4408425300	
Parma Senior High	6285 West 54th St	Parma, 44129	4408852300	
Shiloh Middle	2303 Grantwood Dr	Parma, 44134	4408858485	
Solon High	33600 Inwood Drive	Solon, 44139-4199	(216) 349-6230	
Solon Middle	6835 S.O.M. Center Rd	Solon, 44139	(440) 349-7405	
Valley Forge High	9999 Independence Blvd	Parma Heights, 44130	4408852330	
Walnut Springs Middle	888 E Walnut St	Westerville, 43081	6147976700	
Westerville Central High	7118 Mount Royal Ave	Westerville, 43082	6147976800	
Westerville North High	950 County Line Rd	Westerville, 43081	6147976200	
Westerville South High	303 S Otterbein Ave	Westerville, 43081	6147976800	
Alice Robertson Jr High	402 North S St	Muskogee, 74403	9186843775	OK
Ben Franklin Science Acad	300 Virgil Matthews Dr	Muskogee, 74401	9186843870	
Boulevard Academy	215 N Boulevard	Edmond, 73034	(405) 715-6100	
Central Middle	500 East Ninth	Edmond, 73034	(405) 340-2890	
Edmond Memorial High	1000 East 15th St	Edmond, 73013	(405) 340-2850	
Edmond North High	215 West Danforth	Edmond, 73003	4053402875	
Glenpool High	461 E 146th St	Glenpool, 74033	9183229500	
Glenpool Middle	PO Box 1149	Glenpool, 74033	9183229500	
Muskogee High	3200 East Shawnee Rd	Muskogee, 74403	9186843700	
Muskogee Juvenile Det Ctr	601 W Shawnee	Muskogee, 74401	9186833696	
Muskogee Public Schls	202 West Broadway	Muskogee, 74401	9186843700	
Putnam North High	11800 North Rockwell	Oklahoma City, 73162	(405) 722-4220	
Sadler Arts Academy	800 Altamont	Muskogee, 74401	9186843820	
Santa Fe High	1901 W 15th St	Edmond, 73013	(405) 340-2230	

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Tulsa Technology Ctr	5647 S 122nd East Ave	Tulsa, 74146	9188285000	OK
University School @ Tulsa U	800 S Tucker Dr	Tulsa, 74104	(918) 631-5060	
Wynnewood Middle	702 E Robert S Kerr Blvd	Wynnewood, 73098	4056652004	
Abiqua School	4985 Battle Creek Rd SE #107	Salem, 97302	(503) 399-9020	OR
Acad of Arts & Academics	615 Main St	Springfield, 97477	(541) 744-6728	
Arts & Technology Academy	1650 West 22nd Ave	Eugene, 97405	(541) 790-5700	
Barbara Roberts High	3620 State St	Salem, 97301	(503) 399-5550	
Beaumont Middle	4043 NE Fremont St	Portland, 97212	(503) 916-5610	
Benson Polytechnic High	546 NE 12th Ave	Portland, 97232	(503) 916-5100	
Boise-Eliot	620 N Fremont Ave	Portland, 97227	(503) 916-6171	
Bridger K-8	7910 SE Market St	Portland, 97215	(503) 916-6336	
Cal Young Middle	2555 Gilham Rd	Eugene, 97401	(541) 790-6400	
Cleveland High	3400 SE 26th Ave	Portland, 97202	(503) 916-5120	
Clinton School	3400 SE 26th	Portland, 97202	(503) 916-2693	
Creative Science	1231 SE 92nd Ave	Portland, 97216	(503) 916-6431	
Da Vinci School	2508 NE Everett	Portland, 97232	(503) 916-5356	
Dallas High	1250 SE Holman Ave	Dallas, 97338	(503) 623-8336	
Durham Education Ctr	8040 SW Durham Rd	Tigard, 97224	(503) 431-4580	
Eugene School District 4J	200 North Monroe St	Eugene, 97402	(541) 790) 7700	
Franklin High	5405 SE Woodward St	Portland, 97206	(503) 916-5140	
Grant High	2245 NE 36th Ave	Portland, 97212	(503) 916-5160	
Hamilton Creek Middle	32135 Berlin Rd	Lebanon, 97355	(541) 451-8574	
Harrison Park School	2225 SE 87th Ave	Portland, 97216	(503) 916-5700	
Hayhurst School (Odyssey)	5037 SW Iowa St	Portland, 97221	(503) 916-6300	
Hazelbrook Middle	11300 SW Hazelbrook	Tualatin, 97062	(503) 431-5100	
Hosford Middle	2303 SE 28th Pl	Portland, 97214	(503) 916-5640	
Houck Middle	1155 Connecticut SE	Salem, 97301	(503) 399-3446	
Humboldt School	4915 N Gantenbein Ave	Portland, 97217	(503) 916-5468	
Irvington School	1320 NE Brazee	Portland, 97212	(503) 916-6185	
Jackson Middle	10625 SW 35th	Portland, 97219	(503) 916-5680	
Jason Lee K-8	2222 NE 92nd Ave	Portland, 97220	(503) 916-6144	
Jefferson High	5210 N Kerby	Portland, 97217	(503) 916-5180	
Judson Middle	4512 Jones Rd SE	Salem, 97302	(503) 399-3201	
Kelly Middle	850 Howard Ave	Eugene, 97404	(541) 790-4740	
Kennedy Middle	2200 Bailey Hill Rd	Eugene, 97405	(541) 790-5500	
Lane Middle	7200 SE 60th Ave	Portland, 97206	(503) 916-6355	
Laurelhurst School	840 NE 41st Ave	Portland, 97232	(503) 916-6210	

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Lebanon High	1700 S 5th St	Lebanon, 97355	(541) 451-8555	OR
Leslie Middle	3850 Pringle Rd	Salem, 97302	(503) 399-3208	
Lincoln High	1600 SW Salmon St	Portland, 97205	(503) 916-5200	
Madison High	2735 NE 82nd Ave	Portland, 97220	(503) 916-5220	
Madison Middle	875 Wilkes Dr	Eugene, 97404	(541) 790-4300	
McKay High	2440 Lancaster Dr NE	Salem, 97305	(503) 399-3080	
McNary High	595 Chemawa Rd N	Keizer, 97303	(503) 399-3233	
Molalla High	357 Frances St	Molalla, 97038	(503) 829-2355	
Molalla River Middle	318 Leroy Ave	Molalla, 97038	(503) 829-6133	
Monroe Middle	2800 Bailey Lane	Eugene, 97401	(541) 790-6300	
Mount Tabor Middle	5800 SE Ash St	Portland, 97215	(503) 916-5646	
North Eugene High	200 Silver Lane	Eugene, 97404	(541) 687-3261	
North Salem High	765 14th St NE	Salem, 97301	(503) 399-3241	
Park Academy	PO Box 34	Marylhurst, 97036	(503) 697-6213	
Parrish Middle	801 Capitol St NE	Salem, 97301	(503) 399-3210	
Portland Public Schools	501 N Dixon St	Portland, 97227	(503) 916-2000	
Robert Gray Middle	5505 SW 23rd Ave	Portland, 97239	(503) 916-5676	
Roosevelt High	6941 N. Central St	Portland, 97203	(503) 916-5260	
Roosevelt Middle	680 E 24th Ave	Eugene, 97405	(541) 790-8500	
Roseburg High	400 W. Harvard Ave	Roseburg, 97470	(541) 440-4142	
Rosemary Anderson M/HS	717 N. Killingsworth Ct.	Portland, 97006	(503) 735-1825	
Rosemont DART	9911 SE Mt. Scott Blvd	Portland, 97266	(503) 777-8090	
Roseway Heights K-8	7334 NE Siskyou St	Portland, 97213	(503) 916-5600	
Salem Keizer SD	2450 Lancaster DR NE	Salem, 97305	(503) 399-3000	
Sellwood Middle	8300 SE 15th Ave	Portland, 97202	(503) 916-5656	
Seven Oaks Middle	38910 Mountain Home Dr	Lebanon, 97355	(541) 367-6512	
Sheldon High	2455 Willakenzie Rd.	Eugene, 97401	(541) 790-6600	
Skyline Elementary	2634 NE Halsey St	Portland, 97232	(503) 916-5212	
Skyline School	11536 NW Skyline Blvd	Portland, 97231	(503) 916-5212	
South Eugene High	400 E 19th Ave	Eugene, 97401	(541) 790-8000	
South Medford High	815 S Oakdale	Medford, 97501	(541) 842-3680	
South Salem High	1910 Church St SE	Salem, 97302	(503) 399-3252	
Spencer Butte Middle	500 E 43rd Ave	Eugene, 97405	(541) 790-8300	
Sprague High	2373 Kuebler Blvd S	Salem, 97302	(503) 399-3261	
Springfield Acad Arts & Academics	615 Main St	Springfield, 97478	(541) 744-6728	
St. Mary's Academy	1615 SW 5th Avenue	Portland, 97201	(503) 228-8306	
Stephens Middle	4962 Hayesville Dr NE	Salem, 97305	(503) 399-3442	

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Straub Middle	1920 Wilmington Ave NW	Salem, 97304	(503) 399-2030	OR
Sunnyside Environmental	3421 SE Salmon St	Portland, 97214	(503) 916-6226	
Thomas Fowler Middle	10865 SW Walnut St.	Tigard, 97223	(503) 431-5000	
Tigard High School	9000 SW Durham Rd.	Tigard, 97224	(503) 431-5532	
Tualatin High	22300 SW Boones Ferry Rd	Tualatin, 97062	(503) 431-5800	
Twality Middle	14650 SW 97th Ave	Tigard, 97224	(503) 431-5200	
Vernon School	2044 NE Killingsworth	Portland, 97211	(503) 916-6415	
Vestal School	161 NE 82nd Ave	Portland, 97216	(503) 916-6437	
Waldo Middle	2805 Lansing Ave NE	Salem, 97303	(503) 399-3215	
West Salem High	1776 Titan Dr NW	Salem, 97304	(503) 399-5533	
West Sylvan Middle	8111 SW West Slope Dr	Portland, 97225	(503) 916-5690	
Whiteaker Middle	1605 Lockhaven Dr NE	Keizer, 97303	(503) 399-3224	
Wilson High	1151 SW Vermont St	Portland, 97219	(503) 916-5280	
Winston Churchill High	1850 Bailey Hill Rd	Eugene, 97405	(541) 790-5100	
Winterhaven School	3830 SE 14th Ave	Portland, 97202	(503) 916-6200	
Woodburn High	1785 N Front St	Woodburn, 97317	(503) 981-2600	
Woodlawn School	7200 NE 11th	Portland, 97211	(503) 916-6282	
Academy Park High	300 Calcon Hook Rd	Sharon Hill, 19079	(610) 522-4330	PA
Bala Cynwyd Middle	510 Bryn Mawr Ave	Bala Cynwyd, 19004	(610) 645-1480	
Boyertown Area Senior High	120 North Monroe St.	Boyertown, 19512	(610) 369-7435	
Boyertown Junior High East	2020 Big Rd.	Gilbertsville, 19525	(610) 754-9550	
Central York High	601 Mundis Mill Rd	York, 17404	(717) 846-6789	
Central York Middle	1950 North Hills Rd	York, 17402	(717) 846-6789	
Christopher Dock Mennonite	1000 Forty Foot Rd	Lansdale, 19446-4398	(215) 362-2675	
Cumberland Valley High	6746 Carlisle Pike	Mechanicsburg, 17050	(717) 766-0217	
Darby Township School	801 Ashland Ave	Glenolden, 19036	(610) 522-4375	
Eagle View Middle	6747 Carlisle Pike	Mechanicsburg, 17050	(717) 766-0217	
Ephrata Middle	957 Hammon Ave	Ephrata, 17522	(717) 733-1468	
Fairfield High	4840 Fairfield Rd	Fairfield, 17320	(717) 642-8228	
Friendship Elementary	3457 Sticks Rd	Glen Rock, 17327	(717) 235-4811	
Good Hope Middle	451 Skyport Rd	Mechanicsburg, 17050	(717) 761-1865	
Hanover Middle	300 Keagy Ave	Hanover, 17331	(717) 637-9000	
Harris School	501 Sharon Ave	Collingdale, 19023	(610) 522-4370	
Harriton Sr High	600 N. Ithan Ave	Rosemont, 19010	(610) 658-3950	
Haverford Middle School	1701 Darby Rd.	Havertown, 179083	(610) 853-5900	
Haverford Senior High	200 Mill Rd.	Havertown, 19083	(610) 853-5900	
Hershey High	P.O. Box 898	Hershey, 17033	(717) 531-2244	

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Hershey Middle	Homestead Rd	Hershey, 17033	(717) 531-2222	PA
I-LEAD Charter	200 Noirth 8th St	Reading, 19601	(855) 453-2327	
Kennard-Dale High	393 Main Street	Fawn Grove, 17321	(717) 382-4871	
Kraybill Mennonite School	598 Kraybill Church Rd	Mount Joy, 17552	(717) 653-5236	
Lancaster Mennonite	2176 Lincoln Hwy E	Lancaster, 17602	(717) 229-0436	
Littlestown Sr High	200 E Myrtle St	Littlestown, 17340	(717) 359-4146	
Lower Merion High	245 E Montgomery Ave	Ardmore, 19003	(610) 645-1810	
Maple Avenue Middle	75 Maple Avenue	Littlestown, 17340	(717) 359-4146	
Merion Elementary	549 South Bowman Ave	Merion, 19066	(610) 645-1470	
New Oxford High	130 Berlin Rd	New Oxford, 17350	(717) 624-2157	
New Oxford Middle	130 Berlin Rd	New Oxford, 17350	(717) 624-2157	
North Hills Elementary	1330 North Hills Rd	York, 17406	(717) 846-6789	
Northley Middle	2801 Concord Road	Aston, 19014	(610) 497-6300	
Penn Bernville Elementary	24 Shartlesville Rd	Bernville, 19506	(610) 488-6248	
Penn Valley Elementary	301 Righters Mill Rd	Narberth, 19072	(610) 645-1460	
Penn View Christian	420 Cowpath Rd	Souderton, 18964	(215) 723-1196	
Penn Wynne Elementary	250 Haverford Rd	Wynnewood, 19096	(610) 645-1450	
Red Lion Area Jr High	200 Country Club Rd	Red Lion, 17356	(717) 244-1448	
SD of Upper Moreland Twp	2900 Terwood Rd	Willow Grove, 19090	2158301511	
Sharon Hill School	701 Coates St	Upper Darby, 19082	(610) 522-4355	
Shrewsbury Elem	P.O. Box 128	Glen Rock, 17327	(717) 235-4811	
Sinking Springs Elementary	2850 Susquehanna Trail	York, 17402	(717) 846-6789	
Somerset Area Sr High	645 S Columbia Ave	Somerset, 15501	(814) 443-2831	
South Eastern MS East	375 Main Street	Fawn Grove, 17321	(717) 382-4851	
Southern Elementary	3280 Fissels Church Rd	Glen Rock, 17327	(717) 235-4811	
Southern York Middle	P.O. Box 128	Glen Rock, 17327	(717) 235-4811	
Spring Ford 8th Grade Ctr	700 Washington St	Royersford, 19468	(610) 705-6002	
Spring Ford HS 9th Grd Ctr	400 S Lewis Rd	Royersford, 17468	(610) 705-6011	
Spring Ford Senior High 10-12	350 S Lewis Rd	Royersford, 19468	(610) 705-6001	
Sun Valley High	2881 Pancoast Ave	Aston, 19014	(610) 497-6300	
Susquehannock High	3280 Fissels Church Rd	Glen Rock, 17327	(717) 235-4811	
Tulpehocken Jr/Sr High	430 New Schaefferstown Rd	Bernville, 19506	(610) 488-6286	
Twin Valley High	4851 N. Twin Valley Rd	Elverson, 19520	(610) 286-8600	
Twin Valley Middle	770 Clymer Hill Rd	Elverson, 19520	(610) 286-8660	
Upper Moreland High	3000 Terwood Rd	Willow Grove, 19090	2158301500	
Upper Moreland Middle	4000 Orangemans Rd	Hatboro, 19040	2156744185	
Welsh Valley Middle	325 Tower Lane	Narberth, 19072	(610) 658-3920	

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West York Area High	1800 Bannister St.	York, 17406	(717) 845-6600	PA
West York Area Middle	1700 Bannister St	York, 17404	(717) 845-1671	
Wilkes University	84 West South St	Wilkes Barre, 18766	8009455978	
Wilson High	2601 Grandview Blvd	West Lawn, 19609	(610) 670-0180	
Wissahickon High	521 Houston Rd	Ambler, 19002	2156198112	
York Suburban Middle	455 Sundale Dr	York, 17402	(717) 755-2841	
Gordon School	45 Maxfield Ave	E. Providence, 02914	(401) 434-3833	RI
Rocky Hill School	530 Ives Rd	East Greenwich, 02906	(401) 884-9070	
The Wheeler School	216 Hope St.	Providence, 02906	(401) 421-8100	
Central High	433 North 8th	Rapid City, 57701	(605) 394-4023	SD
Douglas High	420 Patriot Dr.	Box Elder, 57719	(605) 923-0030	
Enning Union Ctr Elem	Hwy 34 Box 22	Enning, 57737	6059855367	
Jefferson Academy (Alternative)	21 St. Joseph	Rapid City, 57701	(605) 394-4048	
New Underwood Jr/Sr High	300 East Ash	New Underwood, 57761	(605) 754-6485	
Piedmont Vly Elem	16159 Second St	Piedmont, 57769	6057875295	
Stevens High	1200 44th Street	Rapid City, 57702	(605) 394-4051	
Sturgis Brown High	12930 E HWY 34	Sturgis, 57785	6053472686	
Sturgis William Middle	1425 Cedar St	Sturgis, 57785	6053475232	
Todd County High	PO Box 726	Winner, 57580	(605) 856-4812	
Todd County Middle	2005 Omaha St Hwy 83	Mission, 57555	(605) 856-2341	
Notre Dame High	2701 Vermont Ave	Chattanooga, 37404	(423) 624-4618	TN
Sacred Heart Catholic Schl	711 Northshore Dr	Knoxville, 37919	(865) 588-0415	
Saint Ann School	5105 Charlotte Pike	Nashville, 37209	(615) 269-0568	
St. Cecilia Academy	4210 Harding Rd	Nashville, 37205	(615) 298-4525	
St. Joseph School	1225 South Gallatin Rd	Madison, 37115	(615) 865-1491	
Abell Jr High	3201 Heritage Blvd	Midland, 79701	(432) 689-6200	TX
Adams Middle	833 W. Tarrant Rd	Grand Prairie, 75051	(972) 262-1936	
Alamo Jr High	3800 Storey Ave	Midland, 79703	(432) 689-1700	
Carver Center	1300 E. Wall	Midland, 79701	(432) 689-1420	
First Baptist Academy Middle	PO Box 868	Dallas, 75221	(214) 969-2478	
Frassati Catholic High	PO Box 131645	Spring, 77393	(832) 482-4031	
Gilmer High	850 Buffalo St.	Gilmer, 75644	(903) 841-7500	
Goddard Jr High	2500 Haynes Ave	Midland, 79705	(432) 689-1300	
KIPP Sharpstown College Prep	8430 Westglen Dr.	Houston, 77063	(281) 879-3000	
Lee Freshman High	1400 E Oak Ave	Midland, 79705	(432) 689-1250	
Lee Senior High	3500 Neely Ave	Midland, 79707	(432) 689-1600	
Midland Early College High	3600 N Garfield	Midland, 79705	(432) 685-4641	

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Midland Freshman	100 E Gist Ave.	Midland, 79701	(432) 689-1200	TX
Midland High	906 W. Illinois	Midland, 79701	(432) 689-1100	
Midland Independent S.D.	615 W Missouri Ave	Midland, 79701	(432) 689-1000	
Pleasanton Jr High	831 Stadium Dr	Pleasanton, 78064	(830) 569-1280	
San Jacinto Jr High	1400 N N St	Midland, 79701	(432) 689-1350	
South Grand Prairie	301 Warrior Tr.	Grand Prairie, 75050	(972) 264-4731	
Acad for Math Eng & Science	5715 South 1300 East	Salt Lake City, 84121	(801) 278-9460	UT
Daniels Academy	3725 South Big Hollow Rd	Daniel, 84032	(801) 979-6294	
Salt Lake Arts Academy	844 South 200 East	Salt Lake City, 84111	(801) 531-1173	
Brook Road Academy	8000 Brook Road	Richmond, 23227	(804) 262-7848	VA
Eastern Mennonite School	801 Parkwood Dr	Harrisonburg, 22802	(540) 432-4500	
Barre City Elem/Middle	50 Parkside Terrace	Barre, 05641	(802) 476-6541	VT
Barre Town MS/ES	70 Websterville Rd	Barre, 05641	(802) 476-6617	
Long Trail School	1045 Kirby Hollow Rd	Dorset, 05251	(802) 867-5717	
Rochester School	222 S Main	Rochester, 05767	(802) 767-3161	
Spaulding High School	155 Ayers St.	Barre, 05641	(802) 476-4811	
Williamstown High	120 Hebert Road	Williamstown, 05679	(802) 433-5359	
Allen Elementary	17145 Cork Road	Bow, 98232	(360) 757-3352	WA
Amboy Middle	22115 NE Chelatchie Rd	Amboy, 98601	(360) 885-6050	
Assumption Catholic	2116 Cornwall Ave	Bellingham, 98225	(360) 733-6133	
Battle Ground High	300 W. Main St	Battle Ground, 98604	(360) 885-6500	
Bay View Elementary	15241 Josh Wilson Rd	Burlington, 98233	(360) 757-3322	
Bellingham High	2020 Cornwall Ave	Bellingham, 98225	(360) 676-6470	
Burlington Edison High	301 N Burlington Blvd	Burlington, 98233	(360) 757-4074	
Carriage Crest Elementary	18235 -140th Avenue. SE	Renton, 98058	(253) 373-2597	
Cedar Heights Jr High	2220 Pottery Ave	Port Orchard, 98366	(360) 876-7323	
Cedar Heights Middle	19640 SE 272nd St	Covington, 98042	(253) 373-7620	
Cedar Valley Elementary	26500 Timberlane Way SE	Covington, 98002	(253) 373-7649	
Chief Umtuch Middle	700 NW 9th St	Battle Ground, 98604	(360) 885-6350	
Clover Park High	11023 Gravelly Lake Dr SW	Lakewood, 98499	(253) 583-5500	
Columbia Basin Secondary	6527 Patton Blvd.	Moses Lake, 98837	(509) 766-2667	
Coupeville High	501 S. Main Street	Coupeville, 98239	(360) 678-4409	
Covington Elementary	17070 SE Wax Road	Covington, 98042	(253) 373-7652	
Crestwood Elementary	25225 180th Ave SE	Kent, 98042	(253) 373-7634	
Cusick Jr Sr High	305 Monumental Way	Cusick, 99119	(509) 445-1125	
Daybreak Middle	15312 NE 43rd St.	Battle Ground, 98682	(360) 885-6900	
East Hill Elementary	9825 S 240th St	Kent, 98031	(253) 373-7455	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Emerald Park Elementary	11800 SE 216th St	Kent, 98031	(253) 373-3850	WA
Explorer Academy	1723 Wolves Dr	Port Orchard, 98366	(360) 443-3605	
Fairhaven Middle	110 Park Ridge Rd	Bellingham, 98225	(360) 676-6450	
Fairwood Elementary	16600 148th Ave SE	Renton, 98058	(253) 373-7491	
Ferndale High	5830 Golden Eagle Dr	Ferndale, 98248	(360) 383-9240	
Foothills Middle	1410 Maple St	Wenatchee, 98801	(509) 664-8961	
George T. Daniel Elem	11310 SE 248th St	Kent, 98030	(253) 373-2278	
Glenridge Elementary	19405 120th Ave SE	Renton, 98058	(253) 373-7494	
Grass Lake Elementary	28700 191st Pl SE	Kent, 98042	(253) 373-7661	
Horizon Elementary	27641 144th SE	Kent, 98042	(253) 631-7313	
Issaquah Middle	401 1st Ave SE	Issaquah, 98027	(425) 837-6800	
Jenkins Creek Elem	26915 - 186th Ave SE	Kent, 98042	(253) 373-7331	
John Sedgwick Jr High	8995 SE Sedgwick Rd	Port Orchard, 98366	(360) 876-7376	
Kent Elementary	24700 64th Ave. S	Kent, 98032	(253) 373-7497	
Kent Meridian High	10020 SE 256th St	Kent, 98031	(253) 373-7405	
Kent Mountain View Acad	22420 Military Rd. S	Des Moines, 98198	(253) 373-7488	
Kent School District	12033 SE 256th St	Kent, 98030	(253) 373-7000	
Kingston High School	26201 Siyaya Ave. NE	Kingston, 98346	(360) 394-4985	
Kingston Jr High	9000 NE W Kingston Rd	Kingston, 98346	(360) 394-4900	
Kittitas Secondary	PO Box 599	Kittitas, 98934	(509) 968-3902	
Kulshan Middle	1250 Kenoyer Dr	Bellingham, 98226	(360) 676-4886	
Lake Youngs Elementary	19660 142nd Ave. SE	Kent, 98042	(253) 373-7646	
Laurin Middle	13601 NE 97th Ave	Vancouver, 98662	(360) 885-5200	
Lucille Umbarger Elem	820 S Skagit St	Burlington, 98233	(360) 757-3366	
Lynden High	1201 Bradley Rd	Lynden, 98264	(360) 354-4401	
Lynnwood High	18218 North Rd	Bothell, 98012	(425) 670-7520	
Mabton Jr/Sr High	500 E "B" Street	Mabton, 98935	(509) 894-4951	
Marcus Whitman Jr High	1887 Madrona Dr SE	Port Orchard, 98366	(360) 874-6160	
Martin Sortun Elem	12711 SE 248th Street	Kent, 98030	(253) 373-7310	
Mattson Middle	16400 SE 251st	Kent, 98042	(253) 373-7670	
Meadow Ridge Elem	27710 108th Ave SE	Kent, 98031	(253) 373-7870	
Meeker Middle School	12600 SE 192nd St.	Renton, 98058	(253) 373-7284	
Meridian Elementary	25621 140th Ave. SE	Kent, 98042	(253) 373-7664	
Meridian High	194 W Laurel Road	Bellingham, 98226	(360) 398-8111	
Meridian Middle	23480 120th Ave. SE	Kent, 98031	(253) 373-7383	
Mill Creek Middle	620 N. Central Ave.	Kent, 98032	(253) 373-6215	
Millennium Elem	11919 SE 270th St	Kent, 98031	(253) 373-3900	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Moses Lake High	803 E. Sharon Ave.	Moses Lake, 98837	(509) 766-2666	WA
Neely-O'Brien Elem	6300 South 236th Street	Kent, 98032	(253) 373-7434	
North Kitsap High	1780 NE Hostmark	Poulsbo, 98370	(360) 779-4408	
North Thurston High	600 Sleater Kinney Rd. NE	Lacey, 98506	(360) 412-4800	
Northwood Middle	17007 SE 184th St.	Renton, 98058	(253) 373-7780	
Orchard Middle	P.O. Box 421	Peshastin, 98847	(509) 548-4889	
Our Lady of Guadalupe	3401 SW Myrtle	Seattle, 98126	(206) 935-0651	
PAL Program	1845 NE Hostmark St	Poulsbo, 98370	(360) 598-8538	
Panther Lake Elem	10200 SE 216th St	Kent, 98031	(253) 373-7470	
Park Orchard Elem	11010 SE 232nd St	Kent, 98031	(253) 373-7473	
Pine Tree Elem	27825 118th Ave SE	Kent, 98031	(253) 373-7687	
Pioneer Middle	1620 Russell St.	Wenatchee, 98801	(509) 663-7171	
Prairie High	P.O. Box 200	Battle Ground, 98604	(360) 885-5000	
Ridgewood Elem	18030 162nd Pl SE	Renton, 98058	(253) 373-7482	
River Ridge High	350 River Ridge Dr. SE	Lacey, 98513	(360) 412-4820	
Sawyer Woods Elem	31135 228th Ave SE	Black Diamond, 98010	(253) 373-7750	
Scenic Hill Elem	26025 Woodland Way S	Kent, 98031	(253) 373-7479	
Seattle Girls' School	2706 S. Jackson St	Seattle, 98122	(206) 709-2228	
Sehome High	2700 Bill McDonald Pkwy	Bellingham, 98225	(360) 676-6481	
Shuksan Middle	2713 Alderwood Ave	Bellingham, 98225	(360) 676-6454	
Soos Creek Elementary	12651 SE 218th Pl	Kent, 98031	(253) 373-7690	
South Kitsap High	425 Mitchell Ave	Port Orchard, 98366	(360) 876-7318	
South Sound High	5400 5th Ave. SE	Lacey, 98513	(360) 412-4880	
Springbrook Elementary	20035 - 100th Avenue SE	Kent, 98031	(253) 373-7485	
Squalicum High	3773 E. McLeod Rd	Bellingham, 98226	(360) 676-6471	
Sunrise Elementary	22300 132nd Ave. SE	Kent, 98031	(253) 373-3816	
The Villa Academy	5001 NE 50th St	Seattle, 98105	(206) 524-8885	
Timberline High	6120 Mullen Rd. SE	Lacey, 98503	(360) 412-4860	
Tonasket High	35 HS Hwy 20 E	Tonasket, 98855	(509) 486-2161	
Tonasket Middle School	35ms Hwy 20 E	Tonasket, 98855	(509) 486-2147	
Warden High School	101 West Beck Wy	Warden, 98857	(509) 359-2581	
Wenatchee High	1101 Millerdale Ave.	Wenatchee, 98801	(509) 663-8117	
West Valley High	8301 E Buckeye	Spokane, 99212	(509) 922-5488	
Westside High	1521 Ninth St	Wenatchee, 98801	(509) 663-7947	
Whatcom Day Academy	5217 Northwest Rd	Bellingham, 98226	(360) 734-1447	
Whatcom Middle	810 Halleck St	Bellingham, 98225	(360) 676-6460	
Windward High	5330 Labounty Dr	Ferndale, 98248	(360) 383-9150	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Abbotsford Middle/Senior High	307 N 4th Ave	Abbotsford, 54405	(715) 223-2386	WI
Adams Friendship High	1109 E North St	Adams, 53910	(608) 339-3921	
ALPS Charter	108 W New York Ave	Oshkosh, 54901	(920) 424-0349	
Appleton North High	5000 N Ballard Rd	Appleton, 54913	9208324300	
Appleton West High	610 N Badger Ave	Appleton, 54914	9208326219	
Ashwaubenon High	2391 S. Ridge Road	Green Bay, 54304	(920) 492-2950	
Ashwaubenon SD	1055 Griffiths Lane	Ashwaubenon, 54304	9204922900	
Bay Port High	2710 Lineville Rd.	Green Bay, 54313	(920) 662-7000	
Bay View Middle	1217 Cardinal Ln	Green Bay, 54313	(920) 662-8196	
Black Creek Middle	308 E Burdick St	Black Creek, 54106	(920) 984-3396	
Bloomer Middle	600 Jackson St	Bloomer, 54724	(715) 568-1025	
Bruce School	104 W Washington Ave	Bruce, 54819	(715) 868-2585	
Cardinal Heights Upper MS	220 Kronke Dr	Sun Prairie, 53590	(608) 235-2466	
Chetek Weyerhauser Middle	1001 Knapp St.	Chetek, 54868	(715) 924-3136	
Chetek-Weyerhauser High	1001 Knapp St.	Chetek, 54728	(715) 924-3137	
Cochrane-Fountain City High	P.O. Box 517	Fountain City, 54629	(608) 687-4391	
Cornell High	PO Box 517	Cornell, 54732	(715) 239-6464	
DC Everest High	6500 Alderson St.	Weston, 54476	(715) 359-6561	
DC Everest Jr. High	1000 Machmueller St.	Schofield, 54476	(715) 355-4649	
De Pere Middle	700 Swan Rd	De Pere, 54115	(920) 337-1024	
DeForest High	815 Jefferson St	De Forest, 53532	(608) 842-6600	
DeForest Middle	404 Yorktown Rd	DeForest, 53532	(608) 842-6000	
DeLong Middle	2000 Vine St	Eau Claire, 54703	(715) 852-4900	
Eau Claire Memorial High	2225 Keith St	Eau Claire, 54701	(715) 852-6300	
Eau Claire North High	1801 Piedmont Ave	Eau Claire, 54703	(715) 852-6600	
Eleva Strum Central High	W23597 U.S. Hwy 10	Strum, 54770	(715) 695-2696	
Elkhart Lake-Glenbeulah MS	PO Box 518	Elkhart Lake, 53020	(920) 876-3307	
Fall Creek High	336 E Hoover Ave	Fall Creek, 54742	(715) 877-2809	
Foxview Intermediate	650 S Michigan St	De Pere, 54115	(920) 337-1036	
Franklin Elementary	800 S 35th St	Manitowoc, 54220	(920) 683-4751	
Gilmanton High	S889 Larson Rd	Gilmanton, 54743	(715) 946-3158	
Glacier Creek Middle	2800 Military Rd	Cross Plains, 53719	(608) 829-9420	
Glenwood City High	850 Maple St.	Glenwood City, 54013	(715) 265-4266	
Granton High	217 N. Main	Granton, 54436	(715) 238-7175	
Holmen High	1001 McHugh Rd	Holmen, 54636	6085283372	
Holy Trinity School	510 Church Ave	Casco, 54205	(920) 837-7531	
Jack Young Middle	1531 Draper St	Baraboo, 53913	(608) 355-3930	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Jackson Elementary	1201 N 18th St	Manitowoc, 54220	(920) 683-4752	WI
Jefferson Elementary	1415 Division St	Manitowoc, 54220	(920) 683-4753	
Kettle Moraine High	349 N.Oak Crest Dr	Wales, 53183	(262) 968-6200	
Kettle Moraine Middle	301 E Ottawa Ave	Dousman, 53118	(262) 965-6515	
Kewaunee High	911 3rd St	Kewaunee, 54216	(920) 388-2951	
Kewaunee Intermediate	921 Third St	Kewaunee, 54216	(920) 388-2458	
Kewaunee Middle	921 3rd St	Kewaunee, 54115	(920) 388-2458	
Kiel Middle	502 Paine St	Kiel, 53042	(920) 894-2264	
Kromrey Middle	7009 Donna Dr	Middleton, 53562	(608) 829-9530	
Laconia High School	316 Eureka St.	Ripon, 54971	(920) 872-2161	
Lake Holcombe High	27331 262nd Ave	Holcolombe, 54745	(715) 595-4241	
LB Clarke Middle	4608 Bellevue Pl	Two Rivers, 54241	(920) 794-1614	
Lineville Intermediate	2700 Lineville Rd	Green Bay, 54313	(920) 662-7871	
Luxemburg Casco High	512 Center Dr	Luxemburg, 54217	(920) 845-2336	
Luxemburg Casco Intermediate	318 N Main St	Luxemburg, 54217	(920) 845-2371	
Luxemburg Casco Middle	619 Church Ave	Casco, 54205	(920) 837-2205	
Madison Elementary	701 N 4th St	Manitowoc, 54220	(920) 683-4754	
Manitowoc Lincoln High	1433 S 8th St	Manitowoc, 54220	(920) 683-4761	
Maplewood Middle	1600 Midway Rd	Menasha, 54952	9209671600	
Marshall High	623 W Madison St	Marshall, 53559	(608) 655-1310	
Marshall Middle School	401 School St.	Marshall, 53559	(608) 655-5710	
McKinley Academy	1010 Huron St	Manitowoc, 54220	(920) 683-4780	
Menasha High	420 Seventh St	Menasha, 54952	9209671800	
Menominee Indian MS	N3455 Highway 47	Neopit, 54150	(715) 756-2324	
Merrill High School	1201 N. Sales St.	Merrill, 54452	(715) 536-4594	
Merrill Middle	108 W New York Ave	Oshkosh, 54901	(920) 424-0177	
Middleton Alternative High	2429 Clark St	Middleton, 53562	(608) 829-9644	
Middleton High	2100 Bristol Street	Middleton, 53562	(608) 828-1620	
Mishicot Middle/High	660 Washington St	Mishicot, 54228	(920) 755-2311	
Mondovi Middle	337 N Jackson St	Mondovi, 54755	(715) 926-3609	
Monroe Elementary	2502 S 14th St	Manitowoc, 54220	(920) 683-4755	
Neillsville High	401 Center St.	Neillsville, 54456	(715) 743-8837	
New Auburn Jr/Sr High	704 N East St	New Auburn, 54757	(715) 237-2505	
New Holstein Middle	1717 Plymouth St	New Holstein, 53061	9208984769	
New Richmond High	701 E 11th St	New Richmond, 54017	7152437411	
North Shore Middle	800 North Shore Dr	Hartland, 53029	(262) 369-6767	
Northland Pines High	1800 Pleasure Island Rd	Eagle River, 54521	(715) 479-4473	

<i>School</i>	<i>Address:</i>	<i>City/Zip</i>	<i>Phone</i>	<i>State</i>
Northland Pines Middle	1700 Pleasure Island Rd	Eagle River, 54521	(715) 479-6479	WI
Northstar Middle	2711 Abbe Hill Dr	Eau Claire, 54703	(715) 852-5100	
Oconto Falls High	210 N Farm Rd	Oconto Falls, 54154	9208484467	
Oshkosh North High	1100 W Smith Ave	Oshkosh, 54901	(920) 424-7000	
Oshkosh West High	375 N Eagle St	Oshkosh, 54902	(920) 424-4090	
Owen Withee High	832 W 3rd St	Owens, 54460	(715) 229-2151	
Pardeeville High	120 S. Oak St.	Pardeeville, 53954	(608) 429-2153	
Pardeeville Middle	120 S Oak St	Pardeeville, 53954	(608) 429-2153	
Park Elementary	1209 Park St	Cross Plains, 53528	(608) 829-9250	
Parkside School	300 South 16th Ave	Wautoma, 54982	9207874577	
Parkview Middle	955 Willard Dr	Green Bay, 54304	(920) 492-2945	
Perry Tipler Middle	325 S Eagle St	Oshkosh, 54902	(920) 424-0320	
Phantom Knight Charter	300 S. Sixth St.	DePere, 54313	(920) 425-1915	
Portage High	301 East Collins St	Portage, 53901	6087428545	
Prairie River Middle	106 N Polk St	Merrill, 54452	(715) 536-9593	
Prentice High	1025 Town St	Prentice, 54556	7154282811	
Pulaski Community MS	911 S St. Augustine St.	Pulaski, 54162	(920) 822-6500	
Pulaski High	1040 S. St Augustine St	Pulaski, 54162	(920) 822-6700	
Second Chance	215 Waugoo Ave	Oshkosh, 54901	9204244048	
Sevastopol High	4550 Highway 57	Sturgeon Bay, 54235	(920) 743-6282	
Seymour High	10 Circle Dr	Seymour, 54165	(920) 833-2306	
Seymour Middle	10 Circle Dr	Seymour, 54165	(920) 833-7199	
Shell Lake High	271 Hwy 63 S	Shell Lake, 54871	(715) 468-7814	
Solon Springs High	8993 E. Baldwin Ave.	Solon Springs, 54873	(715) 378-2263	
South Middle	2115 Mitscher Ave	Eau Claire, 54701	(715) 852-5200	
South Park Middle	1551 Delaware St	Oshkosh, 54902	(920) 424-0431	
Spooner High	500 College St	Spooner, 54801	(715) 635-2172	
St. Mary's Luxemburg	1406 Main St	Luxemburg, 54217	(920) 845-2224	
Stangel Elementary	1002 East Cedar Ave	Manitowoc, 54220	(920) 683-4856	
Stanley Boyd High School	507 E 1st Ave	Stanley, 54768	(715) 644-5534	
Sun Prairie High	888 Grove Street	Sun Prairie, 53590	(608) 834-6717	
Traeger Middle	3000 W 20th Ave	Oshkosh, 54904	(920) 424-0065	
Turtle Lake High	205 Oak St. North	Turtle Lake, 54889	(715) 986-4470	
Union Grove High	3433 S Colony Ave	Union Grove, 53182	(262) 878-2434	
Washington Jr High	2101 Division St	Manitowoc, 54220	(920) 683-4857	
Wautoma High	514 S Cambridge St	Wautoma, 54982	(920) 787-3354	
Wayne Bartels Middle	2505 New Pinery Rd	Portage, 53901	6087422165	

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Webster Stanley Middle	915 Hazel St	Oshkosh, 54901	(920) 424-0442	WI
West De Pere High	665 Grant Street	De Pere, 54115	(920) 338-5200	
Wilson Junior High	1201 North 11th St	Manitowoc, 54220	(920) 683-4759	
New River Acad Kayak Sch	4632 Beckwith Rd	Fayetteville, 25840	(304) 574-0403	WV
Campbell Co. High School	1000 Camel Dr	Gillette, 82716	(307) 682-7247	WY
Davis Middle	837 No Name St.	Evanston, 82931	(307) 789-8096	
Dean Morgan Jr High	1440 South Elm	Casper, 82601	(307) 577-4440	
Elk Mountain Elementary	202 Veterans	Elk Mountain, 82324	(307) 348-7731	
Encampment K-12	514 Rankin	Encampment, 82325	(307) 327-5442	
Evanston High	701 West Cheyenne Dr	Evanston, 82931	(307) 789-0757	
Evanston Middle	341 Summit	Evanston, 82931	(307) 789-5499	
Hanna Elementary	P.O. Box 100	Hanna, 82324	(307) 325-6523	
Hanna Elk Mtn Jr/Sr High	PO Box 810	Hanna, 82327	(307) 325-6545	
Horizon High	P.O. Box 6002	Evanston, 82930	(307) 789-7571	
Jackson Hole Community Schl	1715 High School Rd #240	Jackson, 83002	(307) 733-5427	
Jackson Hole High	1910 W High School Rd	Jackson, 83001	(307) 732-3700	
Medicine Bow Elementary	340 West Spruce P.O. Box 185	Medicine Bow, 82329	(307) 379-2345	
Sage Valley Jr High	1000 W. Lakeway	Gillette, 82718	(307) 682-2225	
Saratoga Elementary	P.O. Box 952	Saratoga, 82331	(307) 326-8365	
Saratoga Middle/High	P.O. Box 1710	Saratoga, 82331	(307) 326-5246	
Southeast High	Lacy Avenue	Yoder, 82244	(307) 532-7176	
Torrington High	2400 West C Street	Torrington, 82240	(307) 532-7101	
Torrington Middle	626 West 25th Ave	Torrington, 82240	(307) 532-7014	
Twin Spruce Jr High	100 E. 7th St	Gillette, 82716	(307) 682-3144	
Upton High	610 Poplar St.	Upton, 82730	(307) 468-2361	
Westwood High	601 Rohan	Gillette, 82716	(307) 682-9809	
Wright Jr/Sr High	220 Wright Blvd.	Wright, 82732	(307) 464-0140	
Hong Kong Intl School	700 Tai Tam Reservoir Rd	Tai Tam, Hong Kong,	851-3-1497267	ZZ
International School of Beijing	No 10 An Hua St	Beijing, China,		
Intl School of Bangkok		Bangkok, Thailand,		
Intl School of Qatar		Doha, Qatar,		
Lincoln School of Nepal		Kathmandu, Nepal,		
Singapore American Schl	40 Woodlands St 41	Singapore,		
Tsinghua International Schl	North of Tsinghua Univ	Beijing, China, 100084		

Kenosha Unified School District
Kenosha, Wisconsin

July 23, 2013

EMPLOYMENT CONTRACT FOR THE SUPERINTENDENT OF SCHOOLS

It is recommended that the following motion be considered by the Board of Education:

I move, in accordance with Article I. CONTRACT TERM to give “notice of refusal to extend the term,” of the EMPLOYMENT CONTRACT FOR THE SUPERINTENDENT OF SCHOOLS of the KENOSHA UNIFIED SCHOOL DISTRICT, “by one year extension to June 30, 2016.” This action serves as notice and is hereby given prior to the notification requirement of “by December 31, 2013.”

Rationale: The action is consistent with the terms and conditions of the contract.

Jo Ann Taube
School Board Vice President

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 23, 2013

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board**
July - August

July

- July 4, 2013 – Fourth of July – No Summer School & ESC Offices Closed
- July 9, 2013 – Standing Committee Meetings – 5:30 P.M. in ESC Board Room
- July 23, 2013 –Regular Board of Education Meetings – 7:00 P.M. in ESC Board Room

August

- August 13, 2013 – Standing Committee Meetings – 5:30 P.M. in ESC Board Room
- August 26, 2013 – All Staff Report
- August 27, 2013 –Regular Board of Education Meetings – 7:00 P.M. in ESC Board Room

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