

Curriculum/Technology Committee

February 10, 2020

Welcome

- ▶ **Jennifer Farthing, Director of Curriculum**
 - Updates



Digital Art & Design 2


A Graphic Design Studio for the Community

Course Description

Digital Art & Design II is intended for students who want in-depth experience using design software for visual communications.

Students will explore design challenges that will continue to develop their knowledge of design and the Adobe Creative Suite from Digital Art & Design I.

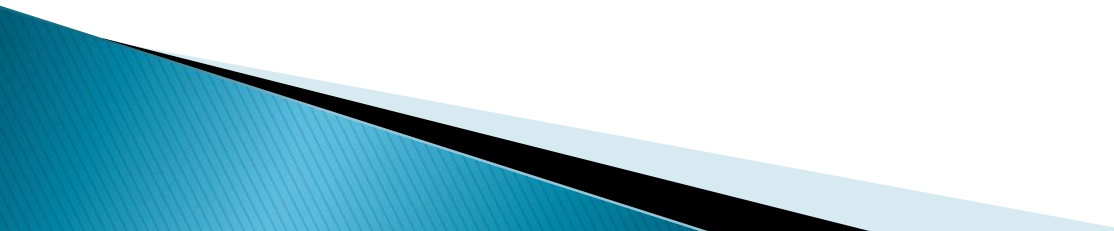
This course is meant for students who are skilled in digital arts and have a desire to pursue the field beyond Twinsburg High School.



Course Description

Students will create designs for real world applications. The class will become the design studio for school teams, classes, clubs, etc. In addition, students will design for local businesses and organizations, providing marketable skills for the digital world.

Students will focus on the design process needed to create print and digital media that effectively communicates messages and information.



Adobe Photoshop



Adobe Illustrator



REMBRANDT RESTORATION CO.



Adobe InDesign

Show off your Cooking with

BANANA PUDDING



INGREDIENTS

- 4 tablespoons all-purpose flour
- 1 1/2 cups sugar
- pinch salt
- 3 large eggs separated (you'll need whites later for meringue)
- 3 cups milk
- 1 teaspoon vanilla extract
- 1 box vanilla wafers approximately 45 wafers
- 5-6 bananas
- 5 egg whites reserved from above
- 1/8 teaspoon cream of tartar
- 1/4 cup sugar
- 1 teaspoon vanilla extract

INSTRUCTIONS

Preheat oven to 325 °
Combine flour, sugar and salt in a large, heavy saucepan. Lightly beat egg yolks and combine with milk in a large bowl or measuring cup. Pour the egg and milk mixture into dry ingredients in heavy saucepan. Cook over low to medium heat, stirring constantly, until ingredients are thickened and smooth. Remove saucepan from heat and stir in vanilla.

To layer your banana pudding, begin by placing vanilla wafers on the bottom of a 2 quart oven-safe glass bowl or baking dish. Slice bananas and place on top of wafers. Pour one-third of custard over wafers and bananas.

Repeat layering process two more times until all wafers, bananas, and custard have been used, ending with a final layer of wafers.



INGREDIENTS

- 2 SLEEVES GRAHAM CRACKERS, CRUSHED (ABOUT 2 1/2 - 3 CUPS)
- 3 TABLESPOONS SUGAR
- 12 TABLESPOONS BUTTER (1 1/2 STICKS), MELTED
- 1 1/2 CUPS POWDERED SUGAR
- 8 OUNCES CREAM CHEESE, LIGHT OR REGULAR, SOFTENED TO ROOM TEMPERATURE
- 1/2 TEASPOON VANILLA EXTRACT
- 2 CUPS HEAVY WHIPPING CREAM, CHILLED
- 5-6 FRESH PEACHES, PEELLED, PITTED AND SLICED THINLY

DIRECTIONS

IN A MEDIUM BOWL, STIR THE GRAHAM CRACKER CRUMBS AND GRANULATED SUGAR. STIR IN THE MELTED BUTTER UNTIL COMBINED. TAKE OUT 1/3 CUP OF THE CRUMBS AND SET ASIDE. PRESS THE REMAINING MIXTURE ON THE BOTTOM OF A 9x13-INCH PAN. REFRIGERATE THE CRUST WHILE PREPARING THE REST OF THE DESSERT. IN A LARGE BOWL USING A MIXER, BEAT THE POWDERED SUGAR AND CREAM CHEESE UNTIL LIGHT AND SMOOTH. MIX IN THE VANILLA. POUR IN THE COLD HEAVY CREAM AND MIX ON LOW (TO AVOID SPATTERS) UNTIL THE MIXTURE STARTS TO COME TOGETHER. INCREASE THE SPEED TO MEDIUM-HIGH AND MIX UNTIL IT IS THICK AND FLUFFY. SPREAD A THIN LAYER OF THE CREAM FILLING OVER THE CHILLED CRUST, ABOUT 1 1/2 CUPS OF THE MIXTURE. LAYER THE SLICED PEACHES ON TOP. DOLLOP THE REMAINING CREAM OVER THE PEACHES AND SPREAD CAREFULLY TO COVER THEM COMPLETELY TO SEAL THE PEACHES. SPRINKLE THE RESERVED GRAHAM CRACKER MIXTURE ON TOP. COVER AND CHILL FOR AT LEAST 2 HOURS OR UP TO 12 HOURS BEFORE SERVING. CUT INTO PIECES, SCOOP ONTO A PLATE AND SERVE.

ZUCCHINI CARROT MUFFINS

...Scurmptious and practically guilt free!



Ingredients

- All purpose flour
- Baking powder and baking soda
- Salt
- Spices including cinnamon, ginger, nutmeg and cloves
- Granulated sugar and brown sugar
- Canola oil
- Unsweetened appleauce
- Eggs
- Vanilla
- Carrots
- Zucchini



Directions

1. Preheat oven and line muffin cups.
2. In a bowl whisk dry ingredients.
3. In another bowl whisk together granulated sugar, brown sugar, canola oil, appleauce, eggs and vanilla.
4. Stir in carrots and zucchini.
5. Add in flour mixture and whisk. If using store-bought and fold batter with a rubber spatula just until combined.
6. Divide batter among prepared muffin cups filling each cup nearly full.
7. Bake in preheated oven until toothpick inserted into center comes out clean then let cool.

Reppin' East Atlanta... jid

DREAMVILLE

Dreamville Records is an American record label founded by American hip hop artist J. Cole and his Southern-American manager Robin Hamor. The label is currently distributed through Interscope Records, a unit of Universal Music Group.

ABOUT

Destin Choice Route (born October 31, 1990), known by his stage name J.D (also stylized J.D.), is an American rapper, singer and songwriter. He is part of the musical collective Solange Family, founded by EarthGang in 2010, with Hollywood JB, JordanBryant, and Shook. Among others, he is also signed to J. Cole's Dreamville Records and Interscope Records. He is also a member of the hip-hop supergroup Zion Gang, with Smino, Busti, Westwood, Koon, and EarthGang.

EARLY LIFE

Destin Choice Route was born October 31, 1990 in Atlanta, Georgia. His parents were Carl Louis Route, Jr. and Kathy Jean Route. The youngest of seven children, he adopted the moniker J.D. from his grandmother's nickname for him based on his "jittery" behavior. Route grew up listening to 50 and the Family Drive and Earth, Wind & Fire before shifting to the 1980s New York hip-hop scene and rappers such as Jay-Z, Nas and Mobb Deep. He attended Stephens High School, where he played football as a defensive back. He received a scholarship to play NCAA Division I football at Hampton University, where he redshirted his first year. He played five seasons before he was kicked off the team. J.D. eventually moved in with Doctor Dot and Johnny Venus from EarthGang who he met from his time in Virginia.

Lost in NIK

THE LYRICS LAUNCHING THE FEMALE INDONESIAN POWERHOUSE TO FAME.

Let your feet feel numb
(Crosswalks in my mind are shaky, so please hold on tight!)
All my demons run wild
All my demons have your smile in the city of angels
Hope New York holds you
Hope it holds you like I do
While my demons stay faithful to the city of angels
Summer's ending now and the nights are cooled down
Remember last winter when we would drive around
Silverlake, Hollywood, pretty little white lies got me good
Thought this was love, I was misunderstanding, man
But let me see on the low, drive through Nola
If I'm honest, I'd call, but I'm trying to let go
And I hope you're happy, but I like to taste
But you'll always have me, you'll always have me
All my demons run wild
All my demons have your smile in the city of angels
While my demons stay faithful to the city of angels
Hope New York holds you
Hope it holds you like I do
While my demons stay faithful to the city of angels
You're a king size, keep it a secret
Say I'm your queen, I don't wanna leave this
Low, low, low, low, low, low, low, low
Wicked with words tell me my energy's so beautiful
So I'll go first, there's an open bar, let's close this distance
Oh, oh, oh, oh, oh my, don't make me have to spell it all night
I don't really give a fuck 'bout all the 'n' said, she said 'fuck it'
Take a shot, take a chance, take my hand, boy
Tension so intense like an asteroid
Be discreet, gotta dodge all the taboos
Let's not think too much, there ain't no problems
So long as we keep this
Low, low, low, low, low, low, low, low
You ain't even gotta lo- lo- lo- lo- lo- lo- lo- love me (ah, ah, ah, ah)
Oh a king size, keep it a secret
Say I'm your queen, I don't wanna leave this
Low, low, low, low, low, low, low, low
You ain't even gotta lo- lo- lo- lo- lo- lo- lo- love me (ah, ah, ah, ah)

Lowkey
Wonder what I'll do when the cops come through
And the whistler's out out
'Cause I've been looked at you since half past two
Wanna take this down with it
This badge covering up all the way too honest
Put your phone on vibrate, let's catch a vibe, babe
While the rest's down
Hank you, I know we're a little too fucked up to stay still, love
So quiet as you can, 'cause if anyone sees



Twinsburg

MEMORIAL GARDEN



Twinsburg
MEMORIAL
GARDEN



Twinsburg
MEMORIAL
garden



What do I need?

Nothing.

Literally, everything is already in place to get this going. The computers and the lab and the software is already there!

I just need students with a passion to take their Digital Art and Design talents to the next level, (and I already have those students)!



Project Lead The Way (PLTW) – Computer Integrated Manufacturing

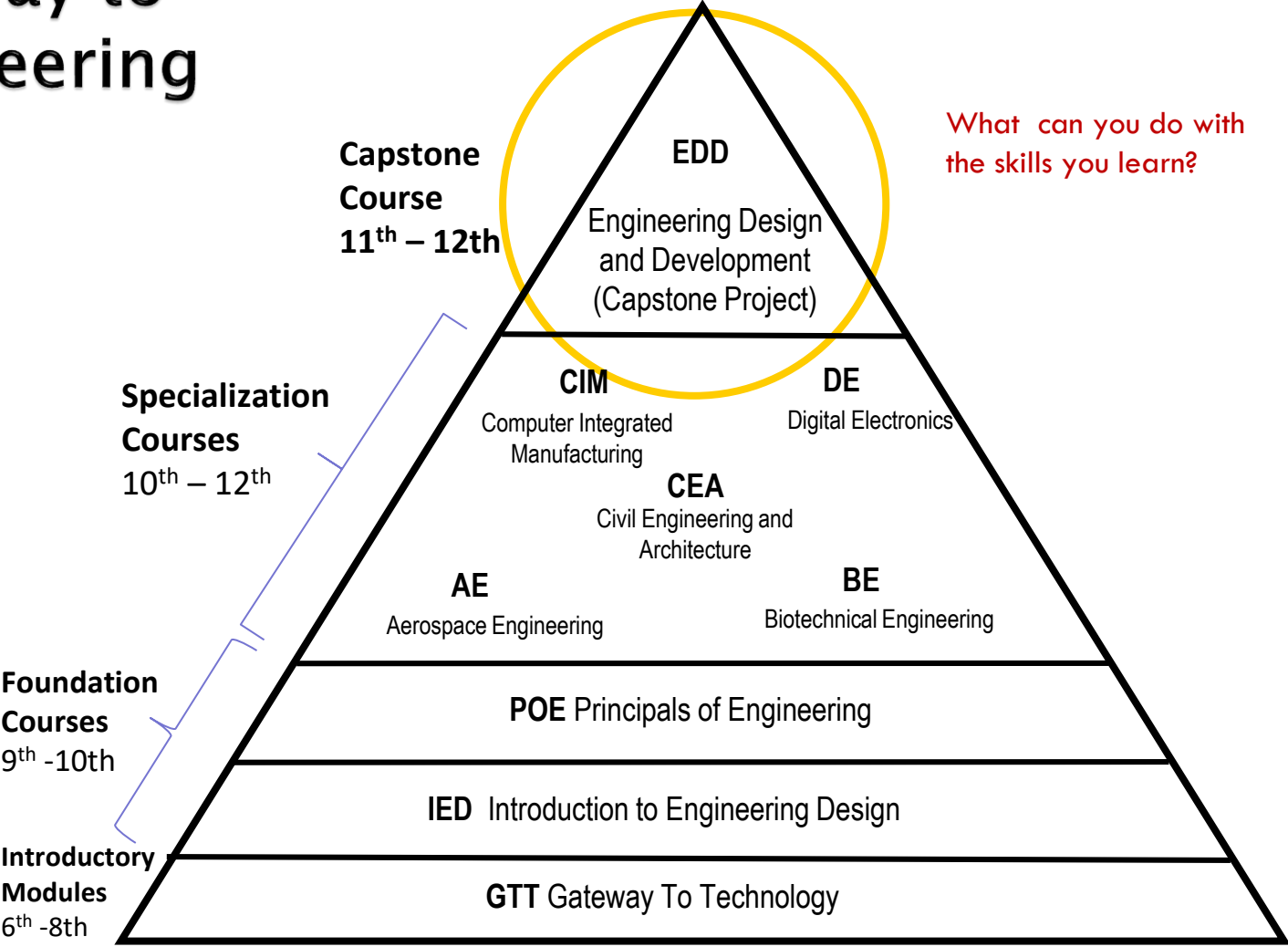
- ▶ **John Koutras, PLTW
Teacher, Twinsburg High
School**



Computer Integrated Manufacturing

Project Lead the Way
Engineering Specialization Class

PLTW Pathway to Engineering

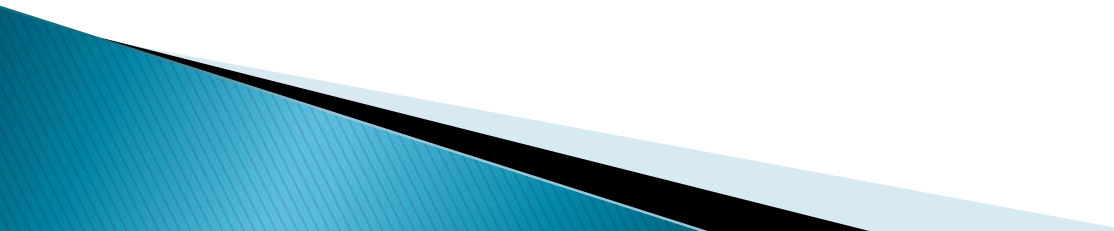


Computer Integrated Manufacturing Course Description

- ↳ Computer Integrated Manufacturing (CIM) is the study of manufacturing planning, integration, and implementation of automation.

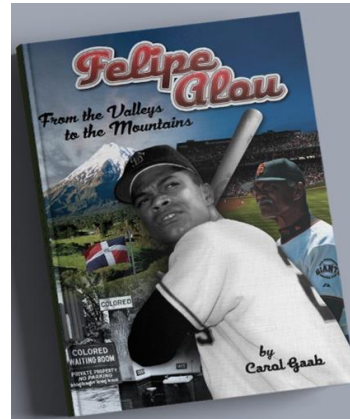
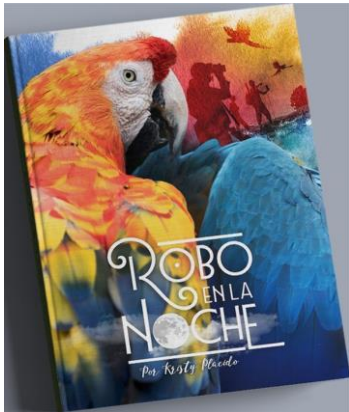
Computer Integrated Manufacturing

Units of Instruction

- ▶ Principles of Manufacturing
 - History of Manufacturing
 - Automated Control
 - Cost of Manufacturing
 - ▶ Manufacturing Processes
 - Design Considerations
 - Ethics and Safety
 - Prototype Creation, CNC Milling
 - Manufacturing Processes & Machines
 - ▶ Elements of Automation
 - Robotic Simulation and Testing
 - Power Systems
 - Pneumatic System Design & Construction
 - ▶ Integration of Manufacturing
 - Computer Manufacturing Systems
 - Automation and Career Research
 - Manufacturing System Design
 - Manufacturing System Construction
- 

Adoption of Spanish Readers

Spanish 2 and 3



- ▶ Allison Butler
- ▶ Nancy Drain
- ▶ Omar Santiago
- ▶ Angie Wasinski

Integration of Ohio's K-12 World Language Standards

COMMUNICATION STANDARD

Communication: Communicate in languages other than English, both in person and via technology.

A. Interpretive Communication (Reading, Listening/Viewing)

- Learners comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages; personal anecdotes; and narratives in the language.
- They understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children's stories and classical literary texts.
- Learners derive meaning through the use of listening, viewing and reading strategies.
- Learners reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints directly through authentic print, nonprint and digital language and culture sources.

CULTURES STANDARD

Cultures: Gain and use knowledge and understanding of other cultures.

- Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s).
- Students enhance their understanding by making cultural comparisons and developing cultural insights.
- The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts.
- As they become globally competent citizens, students learn that language and culture are inextricably linked.
- As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.

Comprehensible Input

'**Comprehensible input**' refers to language that is understandable based on the student's current ability and proficiency level. The overall message of the language is clear even though some words and/or grammatical structures might be unfamiliar.

This concept from linguist Stephen Krashen's theory of second language acquisition. According to Krashen, language learning is the process by which a student actively tries to gain understanding because the content is understandable and compelling, through including culture and being linked to students experiences and ideas. If they understand the text, they are acquiring the language and advancing their proficiency level.



WWW.SPANISHMAMA.COM

COMPREHENSIBLE INPUT
produces ACQUISITION

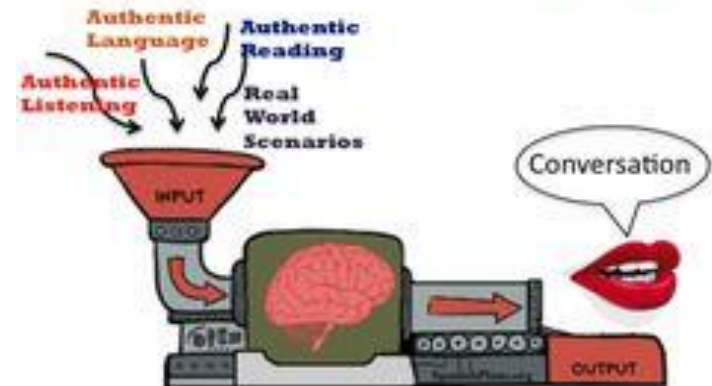
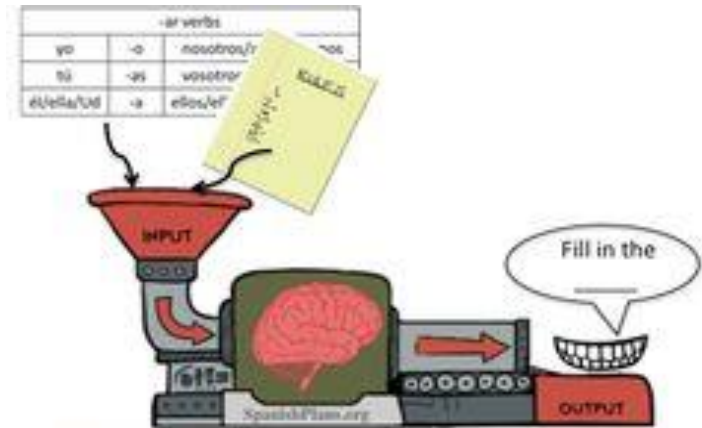


PROFICIENCY comes out of
what has been ACQUIRED

WWW.SPANISHMAMA.COM

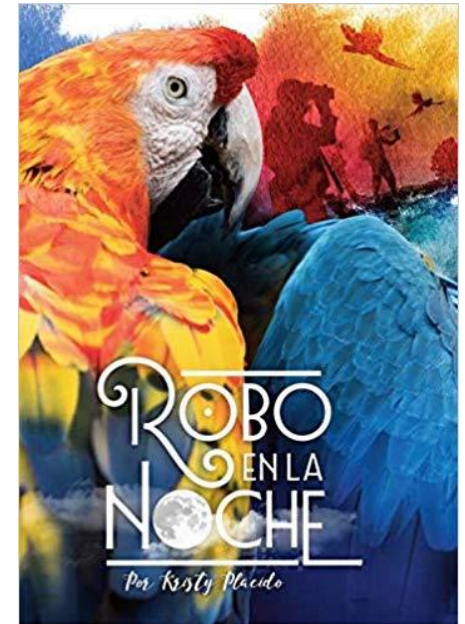
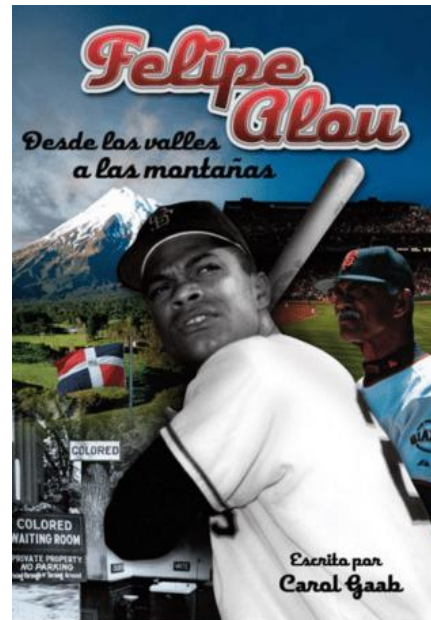
Comprehensible Input Readers

- Strategically written to captivate readers and facilitate acquisition.
- Highly comprehensible, for students at any proficiency level.
- Compelling stories to engage ALL kinds of readers.
- Embedded culture that is relevant and interesting
- Repetition of vocabulary to grow and retain students' active vocabulary (*Input*) so that they can produce it (*Output*).
- Grammar topics to demonstrate real-world examples of language structures learned in class.



Spanish II

- ▶ Angie Wasinski and Omar Santiago, Spanish Teachers at Twinsburg High School



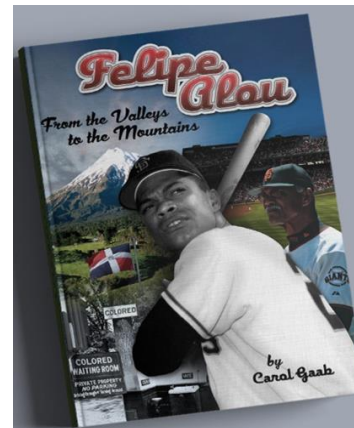
Robo en la noche

- Culturally relevant and engaging.
 - Presents the story of teenage girl studying ecology in Costa Rica who encounters a mystery.
 - Introduces the culture and nature of Costa Rica.
- Level appropriate
 - Narrated primarily in the present tense with some past tense, making it a perfect first book for Level Two.
- Integrates Ohio K-12 World Language Standards
 - Interpretive Communication
 - Cultures



Felipe Alou

- Culturally relevant and engaging.
 - Provides a biographical account of Dominican MLB baseball player Felipe Alou.
 - Introduces the culture and history of the Dominican Republic.
- Level appropriate
 - Narrated in the past tense, to emphasize the tenses being learned in class.
- Integrates Ohio K-12 World Language Standards
 - Interpretive Communication
 - Cultures



Spanish III

- ▶ Nancy Drain and Allison Butler,
Spanish Teachers at Twinsburg High
School



La Llorona de Mazatlán

- Culturally relevant and engaging.
 - Presents a version of the famous Mexican legend, set at a soccer camp for high school students in Mazatlán Mexico.
 - Introduces the culture, geography and sports of Mexico.
- Level appropriate
 - Narrated primarily in the past tense, with a variety of verb tenses and moods, making it a perfect first book for Level Three.
- Integrates Ohio K-12 World Language Standards
 - Interpretive Communication
 - Cultures



La Hija del Sastre



- Culturally relevant and engaging.
 - Historical fiction about a teenager growing up in Spain during the Spanish Civil War.
 - Introduces the culture and history of Spain.
- Level appropriate
 - Narrated primarily in the past tense, with a variety of verb tenses and moods and more advanced sentence structure.
- Integrates Ohio K-12 World Language Standards
 - Interpretive Communication
 - Cultures

Suicide Prevention

- ▶ **Andrea Welker, Director of Student Wellness**

Safety and Violence Prevention Curriculum from the Ohio Department of Education (ODE)

Recognizing Depression and Suicidal Ideation in Students

Andrea C. Walker, Ed.D.
Director of Student Wellness

February 10, 2020

Training to Prevent Suicide

- ▶ *ODE's A Safety and Violence Prevention Curriculum* was recommended because it's led by adults who work in our school setting who regularly interact and/or observe students.
- ▶ Materials are provided for free.
- ▶ ODE recommends we teach Module 1 with any other module.
 - **Teachers**
 - **Administrators**
 - **Clerical & support staff**
 - **School nurse**
 - **Counselors**
 - **School librarian**
 - **Custodial staff**
 - **Coaches**
- ▶ It is important to note, staff and students are not expected to function as mental health providers, but simply be informed and able to recognize at-risk behaviors of suicide.

Test Your Adolescent Suicide IQ

True or False?

1. Adolescent suicide is an increasing problem in the U.S.

TRUE

While the rate of suicide in the general population has been generally stable since the 1950's, adolescent suicide rates have more than tripled.

2. Most teenagers will reveal that they are suicidal or if they having problems?

TRUE

Most teens who are experiencing active suicidal ideation will admit their plans to someone who is concerned and inquires about their distress.

3. Adolescents who talk about suicide are not the ones who actually make an attempt?

FALSE

People usually give some advance indication of suicidal intent; suicidal threats, preoccupation or behavior must always be taken seriously.

4. Talking with someone about suicide may promote suicidal ideas and behavior?

FALSE

It is inner distress, psychiatric illness, serious life stressors and irrational thinking that lead to suicidal behavior, not expressions of concern by others.

Test Your Adolescent Suicide IQ

5. Parents are often unaware of their child's suicidal ideation and behavior?

TRUE

Studies have shown that, among parents of children found to have suicidal ideation, up to 86% of parents were unaware of their child's suicidal risk.

6. The majority of adolescent suicides occur unexpectedly with no warning signs?

FALSE

Over 90% of suicidal adolescents give clues to others prior to their attempt.

7. Most adolescents who attempt suicide fully intend to die?

FALSE

As a rule, survivors of suicide attempts are relieved to have lived through their suicidal crisis and are grateful for intervention.

8. There are differences between adolescent males & females regarding suicidal behavior?

TRUE

Females attempt suicide more frequently than males (3:1), however males complete suicide more frequently than females (4:1) because boys tend to use more lethal means (e.g., firearms)

Test Your Adolescent Suicide IQ

9. Since adolescent females complete suicide less often than males their attempts should not be taken seriously?

FALSE

A prior attempt is a significant risk factor for later death by suicide—*every* threat or other form of suicidal behavior must be taken seriously.

10. Adolescent suicide occurs mostly with lower SES (socioeconomic status) kids than among wealthier kids who have access to greater resources?

FALSE

Adolescent suicide is a threat to kids of every socioeconomic level.

11. The only one who can be of help to a suicidal adolescent is a trained mental health professional?

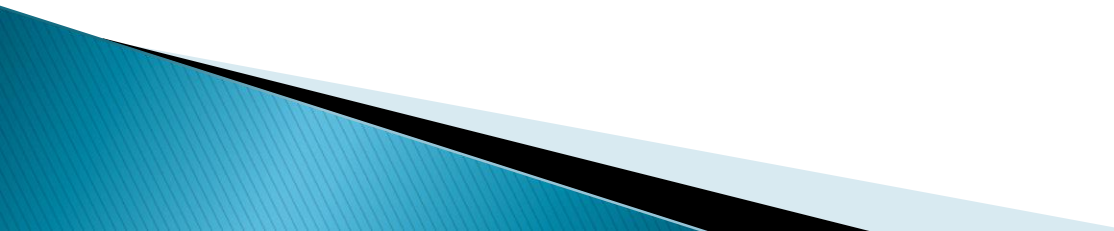
FALSE

Most adolescents contemplating suicide are not under the care of a mental health professional and are more likely to initially come to the attention of non-professional, who then facilitates a referral.

Adolescent Suicide: Scope of the Problem

- ▶ Research has shown that most adolescent suicides occur after school hours, in the teen's home.
- ▶ Although rates vary somewhat by geographic location, it is likely that three students (one boy & two girls) within a typical high school classroom have made a suicide attempt in the past year.
- ▶ The typical profile of an adolescent nonfatal suicide attempter is a female who ingests pills; the profile of a the typical suicide completer is a male who dies from a self-inflicted gunshot wound.
- ▶ Most adolescent suicide attempts are precipitated by interpersonal conflicts. Often, the intent of the suicidal behavior appears to be to effect change in the behaviors/attitudes of others.

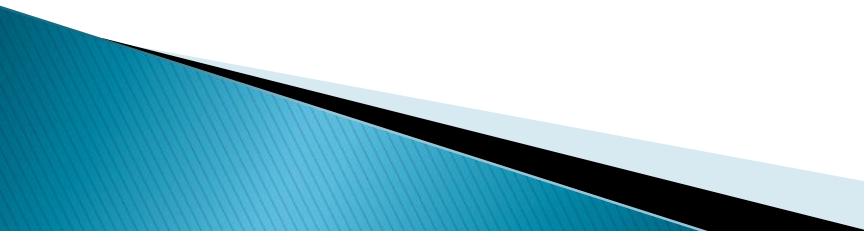
What Conclusions May We Draw Concerning Adolescent Suicide?

- ▶ Adolescent suicide is a major public health problem
 - ▶ We know a great deal about the risk factors and underlying causes of adolescent suicide, which can guide prevention efforts
 - ▶ Prevention efforts should focus upon training in the warning signs of adolescent suicide and strategies to link at-risk kids with professional help, to reduce the incidence of suicidal behavior
- 

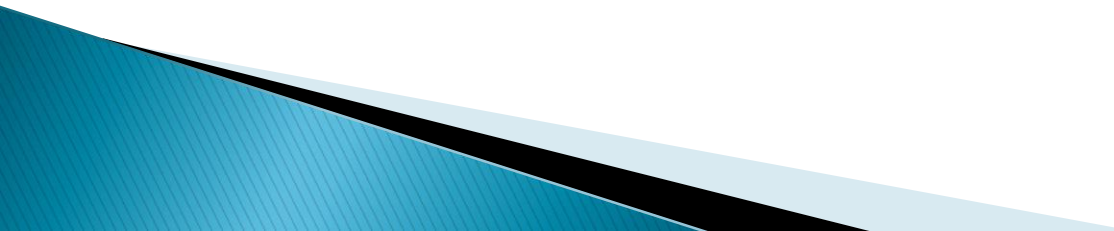
Protective Factors Which May Reduce Likelihood of Adolescent Suicidal Behavior

- ▶ **Healthy sense of self-esteem**
- ▶ **Sense of self-confidence and ability to cope with stressful situations**
- ▶ **Presence of constraints which inhibit suicidal behavior**
 - ▶ Internal constraints: religious beliefs or other values which prohibit suicide
 - ▶ External constraints: sense of duty to family
- ▶ **Good coping strategies**
- ▶ **Good social support & openness to help**

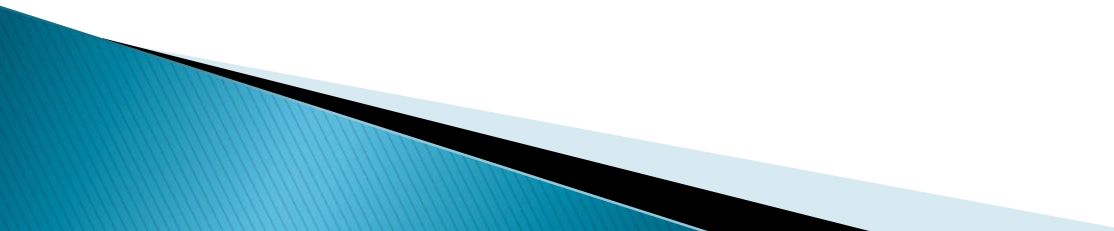
Risk Factors for Adolescent Suicide

- ▶ **Psychiatric illness, especially depression**
 - ▶ **Parental or family problems**
 - ▶ **Poor coping skills**
 - ▶ **Impaired reasoning capabilities**
 - ▶ **Social / interpersonal isolation**
 - ▶ **Low self-esteem, hopelessness, helplessness**
 - ▶ **Exposure to model of suicidal behavior**
 - ▶ **Access to lethal means**
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Objectives

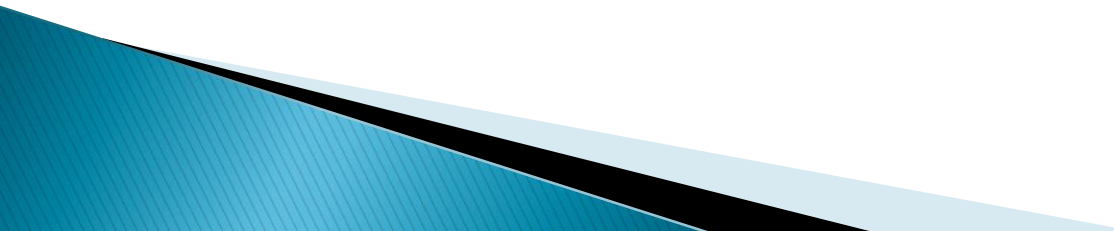
- To build understanding of the relationship between nonacademic barriers and student academic achievement;
- To increase awareness and knowledge regarding various student behavioral health issues;
- To provide information regarding identification of student behavior health issues;
- To build understanding about making appropriate referrals to an agency or organization.

Delivery Modality

A flexible curriculum that can be delivered as one program or four individual trainings. The curriculum can be personalized to emphasize the needs of a particular school or district. The four modules are detailed below.

Module #1	Module #2	Module #3	Module #4
<ol style="list-style-type: none"> 1. Recognize stigma of mental and behavioral health issues. 2. Identify warning signs of mental and behavioral health issues. 3. Understand warning signs of alcohol and drug-related problems. 4. Understand the role of school professionals in identifying and referring students who may be experiencing alcohol- or drug-related problems. 5. Have access to local, statewide and national resources for understanding alcohol- and drug-related learning barriers. 	<ol style="list-style-type: none"> 1. Understand the key changes in student behavior, appearance and performance that may be indicative of depression. 2. Know the specific warning signs of child and adolescent depression and the warning signs for student suicide. 3. Possess the skills to adequately identify potential cases of student depression or suspected suicidal ideation. 4. Know how to make appropriate referrals to school and community professionals to help students. 	<ol style="list-style-type: none"> 1. Define harassment, intimidation bullying and teen relationship abuse. 2. Identify signs of risk factors for perpetration in their schools, on the school buses and in their community. 3. Describe the three step process to respond to harassment, intimidation, bullying and teen relationship abuse when you witness it. 	<ol style="list-style-type: none"> 1. Understand the warning signs of child abuse and human trafficking. 2. In the case of suspected child abuse, understand each educator's role as a mandated reporter and the process of making a report. 3. Define human trafficking and the scope of the problem. Understand the components of the business and factors associated with the human trafficking of minors. Have solutions to intervene and report human trafficking of minors. 4. Discuss the connection between school climate and safety issues. 5. Know how to make referrals to school professionals for helping the student.

Sources

- ▶ American Association of Suicidology
 - ▶ National Adolescent Health Information Center
 - ▶ National Center for Injury Prevention and Control / Centers for Disease Control
 - ▶ Youth Risk Behavior Surveillance System / Centers for Disease Control
 - ▶ Youth Suicide Prevention School-Based Guide, Florida Institute of Mental Health / University of South Florida
- 

**Twinsburg City School District
Title I (Targeted Assistance)
Every Child Succeeds Act (ESSA)
Summative Notes
FY20**

Title I will provide reading and/or math intervention services to struggling students in grades K-8 through various delivery options, including pull-out of small groups and services within the classroom setting. Services will be provided before, during, and/or after school.

Twinsburg is a “targeted assistance” district. A “school-wide” district would have a higher poverty level than TCSD does.

The funding will provide intervention services for Wilcox Primary, Samuel Bissell Elementary, George G. Dodge Intermediate, and R.B. Chamberlin Middle School.

A stipend of \$971 (with \$135 STRS) will be paid to **Tina Magyar** to oversee the program, maintain appropriate records, and prepare for future audits.

Notes:

Total Title I Funding for the district has been as follows:

FY09	\$243,426
FY10	\$342,842
FY11	\$320,174
FY12	\$268,623
FY13	\$363,879
FY14	\$395,298
FY15	\$343,222
FY16	\$426,240 (includes \$99,018 carryover)
FY17	\$322,169
FY18	\$299,780 (includes \$2,130 carryover)
FY19	\$355,096
FY20	\$382,185

Completed by Jennifer Farthing
Director of Curriculum
February 2020

**Twinsburg City School District
Title II-A
(Staff Development)
Every Child Succeeds Act (ESSA)
Summative Notes
FY20**

Title II-A staff development monies in the amount of \$91,315 will be spent on highly-qualified staff development for teachers, principals, and paraprofessionals during the 2019-2020 school year (7/1/19 - 6/30/20) to improve student achievement. The funding pays for summer staff development stipends, presenters, conferences, and substitutes. Areas of staff development include student evaluation and data analysis to guide instruction, AP Course preparation, guided reading, differentiation approaches, Mentor training, diversity education, Ohio's Learning Standards, Blended Learning, etc. Staff development materials including books, resources, etc. will be purchased with additional funds.

Allocations:

- FY09: \$109,534
- FY10: \$115,186
- FY11: \$112,435
- FY 12: \$ 92,786
- FY13: \$ 92,373
- FY14: \$ 91,750
- FY15: \$ 91,967
- FY16: \$ 88,826
- FY17: \$ 89,485
- FY18: \$ 86,334
- FY19: \$109,411
- FY20: \$115,826

**Completed by Jennifer Farthing
Director of Curriculum
February 2020**

Twinsburg City School District
Title III
(Language Instruction for English Learners)
Every Child Succeeds Act (ESSA)
Summative Notes
FY20

Definitions:

LEP: Limited English Proficient

EL: English Learners

The purpose of the Title III grant is to ensure that EL students develop high levels of English capacity and meet the same academic standards as are expected of all students.

In Twinsburg, the funding of \$11,612 will be spent toward the salary of **Barbara Rosalez** who will provide direct services to the EL population. Additionally, she will provide informal and formal professional development for the teaching staff to serve these students within the regular classroom. \$927 is set aside for staff development.

- FY09: \$ 21,423
- FY10: \$ 13,860
- FY11: \$ 19,176
- FY12: \$ 19,796
- FY13: \$ 24,300
- FY14: \$ 24,804
- FY15: \$ 25,975
- FY16: \$ 23,461
- FY17: \$ 23,524
- FY18: \$ 20,803
- FY19: \$ 12,394
- FY20: \$ 12,539

Completed by Jennifer Farthing
Director of Curriculum
February 2020

**Twinsburg City School District
Title IV-A
(Student Support and Academic Enrichment)
Every Child Succeeds Act (ESSA)
Summative Notes
FY20**

Title IV-A will be used to provide students with a well-rounded education geared to support the effective use of technology (e.g. STEM).

Title IV-A staff development monies in the amount of \$9,872 will be spent in grades K-12 for use of purchasing STEM related instructional materials.

Title IV-A staff development monies in the amount of \$22,350 will be spent on highly-qualified staff development for teachers, principals, and paraprofessionals during the 2019-2020 school year (7/1/19 - 6/30/20) to improve student achievement.

Allocations:

- FY18: \$10,000
- FY19: \$39,089
- FY20: \$32,222

**Completed by Jennifer Farthing
Director of Curriculum
February 2020**

**Twinsburg City School District
Part B-IDEA, Early Childhood, Parent Mentor**

Special Education Department
Summative Notes
FY20

Part B-IDEA will provide services for students with disabilities. The allocation for this year is \$833,039.

The funding will be spent as follows:

\$269,000 for teacher salaries/benefits

\$431,923 for support services/benefits (psychologist and occupational therapy)

\$132,116 for administrative salaries/benefits

Allocations:

FY18: \$710,701

FY19: \$813,813

FY20: \$829,118

Early Childhood funds will provide services to preschoolers ages 3 to 5 with disabilities
\$19,633 towards instructional assistants' salaries for two preschool classrooms

The Parent Mentor Grant was first awarded in FY2000. It is a competitive grant and only 65 grants are awarded annually in Ohio. Each year since its inception, Twinsburg City Schools has received approximately \$25,000, which is used to support one full-time position.

**Denise Traphagen
Director of Pupil Services
February 2020**

Adjourn

- See you at our next regularly scheduled meeting on April 6, 2020

