



# MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

July 14, 2015

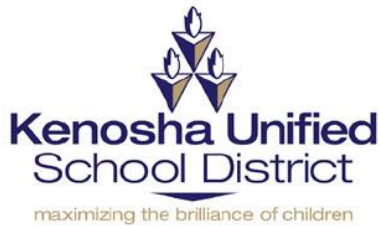
5:30 P.M. Personnel/Policy

5:45 P.M. Curriculum/Program

July 2015 Planning/Facilities/Equipment  
and Audit/Budget/Finance Committee Meetings Canceled

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

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Standing Committee Meetings  
July 14, 2015  
Educational Support Center

**I. PERSONNEL/POLICY - 5:30 P.M.**

- |   |    |
|---|----|
| A. Approval of Minutes - June 9, 2015 Joint Curriculum/Program & Personnel/Policy and June 9, 2015 Personnel/Policy | 3  |
| B. School Board Policy and Rule 4333 - Chaperone Requirements and Expectations                                      | 5  |
| C. Information Items  |    |
| 1. Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations                         | 10 |
| D. Future Agenda Items  |    |
| E. Adjournment  |    |

**II. CURRICULUM/PROGRAM - 5:45 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING**

- |   |    |
|---|----|
| A. Approval of Minutes - June 9, 2015 Joint Audit/Budget/Finance & Curriculum/Program & Joint Curriculum/Program & Personnel/Policy | 13 |
| B. Dimensions of Learning Academy Charter Contract Renewal  | 16 |
| C. Information Item   |    |
| 1. Head Start Semi Annual Report  | 27 |
| D. Future Agenda Items  |    |
| E. Adjournment  |    |

**NOTE: The July 2015 Planning/Facilities/Equipment and Audit/Budget/Finance committee meetings have been canceled.**

<p>There may be a quorum of the board present at these Standing Committee meetings; however, under no circumstances will a board meeting be convened nor board action taken as part of the committee process. The three board members who have been appointed to each committee and the community advisors are the only voting members of the Standing Committees.</p>
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**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT CURRICULUM/PROGRAM**  
**AND PERSONNEL/POLICY**  
Educational Support Center – Room 110  
JUNE 9, 2015  
**MINUTES**

A joint meeting of the Kenosha Unified Curriculum/Program and Personnel/Policy Committees chaired by Mrs. Snyder was called to order at 6:42 P.M. with the following Committee members present: Mr. Kunich, Mr. Wade, Mrs. Karabetsos, Mrs. Santoro, Mrs. Renish-Ratelis, Mrs. Wickersheim, Mr. Wojciechowicz, Ms. Stevens, Mrs. Burns, Mrs. Dahl, Mrs. Stephens, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mrs. Daghfal, Mrs. Kenefick, and Mrs. Hamilton were excused. Mrs. Butler, Mr. Riley, and Ms. Connor were absent.

**Approval of Minutes – March 10, 2015 Joint Personnel/Policy & Curriculum/Program**

Mr. Wade moved to approve the minutes as contained in the agenda. Mr. Kunich seconded the motion. Unanimously approved.

**Policy and Rule 6456 – Graduation Requirements**

Dr. Bethany Ormseth, Assistant Superintendent of Secondary School Leadership, and Mr. Kristopher Keckler, Executive Director of Information and Accountability, gave a PowerPoint presentation pertaining to Policy and Rule 6456 – Graduation Requirements. Mr. Keckler presented information on the revised policy language for assessments, clarification language of diploma recognition for students with special needs, high school enrollment alignment for full time status and release language, removal of prior credit cap, revised competency diploma option (Iowa) timeline, board recognition of WI National Guard Challenge Academy, modification of the online learning requirement, and alignment to WI Act 63 (2013) graduation expectations. Dr. Ormseth presented information on the impact of increasing the graduation requirement within the current student schedule structures. Mr. Keckler and Dr. Ormseth answered questions from Committee members.

Mrs. Karabetsos inquired on the option of students getting physical education credit for participation in sports. Dr. Savaglio-Jarvis indicated that information is being provided to the Committee in July.

Mr. Kunich moved to forward Policy and Rule 6456 – Graduation Requirements to the full board for approval. Ms. Stevens seconded the motion. Unanimously approved.

**Future Agenda Items**

Mr. Flood requested the review of graduation class rank. Dr. Savaglio-Jarvis and Dr. Ormseth indicated that the review of graduation class rank would happen over the next school year.

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

Meeting adjourned at 7:21 P.M.

Stacy Schroeder Busby  
School Board Secretary



**KENOSHA UNIFIED SCHOOL BOARD**  
**PERSONNEL/POLICY MEETING**  
Educational Support Center – Room 110  
JUNE 9, 2015  
**MINUTES**

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mr. Kunich was called to order at 7:22 P.M. with the following Committee members present: Ms. Stevens, Mrs. Snyder, Mrs. Burns, Mrs. Dahl, Mrs. Stephens, and Mr. Kunich. Dr. Savaglio-Jarvis was also present. Mrs. Hamilton was excused. Mrs. Butler, Mr. Riley, and Ms. Connor were absent.

**Policy 5120 – Student Enrollment Reporting**

Mr. Kristopher Keckler, Executive Director of Information and Accountability, presented Policy 5120 – Student Enrollment Reporting as contained in the agenda. He explained that the policy was last updated in 1997; therefore, the policy was being brought forward for updating to reflect current enrollment options and accountability.

Ms. Stevens moved to forward Policy 5120 – Student Enrollment Reporting to the full board for approval. Mrs. Burns seconded the motion. Unanimously approved.

**Information Items**

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

**Future Agenda Items**

There were no future agenda items noted.

Meeting adjourned at 7:24 P.M.

Stacy Schroeder Busby  
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT

July 14, 2015

Personnel/Policy Standing Committee

**SCHOOL BOARD POLICY AND RULE 4333 – CHAPERONE  
REQUIREMENTS & EXPECTATIONS**

**Background**

Currently, the District does not have a chaperone policy. There is need for the school board to approve a chaperone policy in order to provide a safe environment for any off campus activity (Attachment A).

Chaperones must be responsible for keeping order and are responsible for the safety, welfare and conduct of students at all times. This chaperone policy will hold individuals, who take on the responsibility to chaperone students, accountable for their actions during the supervised activity.

After a thorough investigation, district employees serving as chaperones may be subject to disciplinary actions, up to and including termination for failing to meet the expected behaviors.

All other volunteer chaperones, after a thorough investigation, will have their services related to the trip or future chaperone activities terminated immediately for failing to meet the expected behaviors.

Any individual or other types of volunteers are responsible for the safety of the students in their charge for the entire time.

Forms have been developed to ensure that each chaperone is aware of his/her duties and responsibilities. Attachment B is the KUSD Employee Chaperone Policy Acknowledgement. Attachment C is the KUSD Volunteer Chaperone Policy Acknowledgement.

**Administrative Recommendation:**

Administration recommends that the Personnel/Policy Standing Committee forward proposed Policy and Rule 4333 – Chaperone Requirements and Expectations to the school board for approval as a first reading at the July 28, 2015, regular meeting and a second reading at the August 25, 2015, regular board meeting.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Annie Petering, J.D.  
Chief Human Resources Officer

Attachment A

**POLICY 4333**  
**CHAPERONE REQUIREMENTS & EXPECTATIONS**

The purpose of a chaperone is to keep order and see to the safety and conduct of students involved in a school event. District personnel and volunteers serving as chaperones (collectively the “Chaperone(s)”) for all activities agree to adhere to the provisions outlined in Rule 4333.

**LEGAL REF.: Wisconsin Statutes**

Section 120.12(2) (General Supervisory Duties of School Board)  
120.13 (School Board Powers)  
121.54(7) (Transportation for Extracurricular Activities)

**CROSS REF.:** 4221 – Alcohol and Drug-Free Workplace  
4224 – Employee Code of Ethics  
4362 – Employee Discipline  
5430 – Student Conduct and Discipline  
6700 – Extracurricular Activities and Programs

**ADMINISTRATIVE REGULATIONS:** None.

**AFFIRMED:** August 25, 2015



**RULE 4333**

**CHAPERONE REQUIREMENTS & EXPECTATIONS**

**It is expected that all Chaperones read and become familiar with the duties and responsibilities of Chaperones as set forth in the district policy. All Chaperones are subject to board policies and district procedures while on assignment.**

**Chaperones shall abide by the following for the entirety of the trip/event/assignment:**

- **Follow the direction of the teacher, advisor, coach, principal or his/her designee in charge of the trip;**
- **Report any misconduct immediately;**
- **Be responsible for the safety of assigned students and be aware of their whereabouts at all times;**
- **Abstain from the consumption and/or use of any alcohol and/or illegal drugs;**
- **Use appropriate verbal communication and display appropriate physical conduct;**
- **Refrain from transferring duties and responsibilities to another person;**
- **Attend to the needs of students outside of their assigned supervision in the event of an emergency or if asked to do so by teacher, advisor, coach, principal or his/her designee in charge of the trip; and**
- **Comply with all applicable policies and procedures of the district.**

**Chaperones who do not comply with any of the above provisions will have their services for the school related trip terminated immediately, and district employees serving as Chaperones may also be subject to discipline, up to and including termination.**

**All Chaperones are required to execute a Chaperone Acknowledgement Form prior to departure for the trip/event/assignment.**



### **KUSD Employee Chaperone Policy Acknowledgment**

By acting as a chaperone, I, \_\_\_\_\_ understand and expressly agree that:

- A. I will abide by the provisions of the Kenosha Unified School District Chaperone Requirements & Expectations Policy;
- B. During my time as a chaperone, I understand and agree I am subject to all board policies and district policies and procedures;
- C. A failure to follow the provisions of the Kenosha Unified School District Chaperone Requirements & Expectations Policy and all other applicable district policies and procedures will result in having my services for the trip terminated immediately; and
- D. A failure to follow the provisions of the Kenosha Unified School District Chaperone Requirements & Expectations Policy and all other applicable district policies and procedures may result in discipline, up to and including termination of my employment with the District.

Employee Name: \_\_\_\_\_

Signature: \_\_\_\_\_

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



**KUSD Volunteer Chaperone Policy Acknowledgment**

By acting as a chaperone, I, \_\_\_\_\_ understand and expressly agree that:

- A. I will abide by the provisions of the Kenosha Unified School District Chaperone Requirements & Expectations Policy;
- B. During my time as a chaperone, I understand and agree I am subject to all board policies and district policies and procedures; and
- C. A failure to follow the provisions of the Kenosha Unified School District Chaperone Requirements & Expectations Policy and all other applicable district policies and procedures will result in having my services for the trip terminated immediately.

Volunteer name: \_\_\_\_\_

Signature: \_\_\_\_\_

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

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**Kenosha Unified School District**

**Kenosha, WI**

**July 14, 2015**

The Human Resources recommendations regarding the following actions:

<b>ACTION</b>	<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>SCHOOL/DEPT</b>	<b>POSITION</b>	<b>STAFF</b>	<b>DATE</b>	<b>FTE</b>	<b>SALARY</b>
Appointment	Lemke	Timothy	Special Education & Student Support	Coordinator of Special Education	Administration	07/01/2015		\$93,437.00
Appointment	Mayerak	Joshua	ITA	Math	Instructional	08/25/2015	1	\$48,747.00
Appointment	Schulz	Brian	Bullen Middle School	Special Education - Cross Categorical	Instructional	08/25/2015	1	\$39,106.00
Appointment	Lott	Nathan	Reuther Central High School	Special Education - Cross Categorical	Instructional	08/25/2015	1	\$39,106.00
Appointment	Neumann	Laura	ITA	Family Consumer Education	Instructional	08/25/2015	1	\$39,106.00
Appointment	Geryol	Karen	Brompton School	Intervention Specialist	Instructional	08/25/2015	0.5	\$20,445.00
Appointment	Legler	Eric	Lance Middle School	Social Studies Grade 6	Instructional	08/25/2015	1	\$43,069.00
Appointment	Strait	Daryl	ITA	English	Instructional	08/25/2015	1	\$58,100.00
Appointment	Fifer	Samantha	Reuther Central High School	Family Consumer Education	Instructional	08/25/2015	1	\$39,106.00
Appointment	Duros	Anthony	Tremper High School	English	Instructional	08/25/2015	0.66	\$25,908.96
Appointment	Shawver	Jamie	Lance Middle School	Science	Instructional	08/25/2015	1	\$39,106.00
Appointment	Myrum	Kimberly	Forest Park / Jefferson Elementary	Elementary General Music	Instructional	08/25/2015	1	\$39,106.00
Appointment	Hamdan	Sireen	Lance Middle School	Science Grade 6	Instructional	08/25/2015	1	\$39,106.00
Appointment	Rosciolo-Greco	Veronica	Fine Arts	Elementary Art	Instructional	08/25/2015	0.25	\$19,599.00
Appointment	Tobalsky	Heidi	Prairie Lane Elementary School	Grade 5	Instructional	08/25/2015	1	\$39,106.00
Appointment	Marran	Kathryn	Bose Elementary School	Early Education	Instructional	08/25/2015	1	\$39,106.00
Appointment	Prondzinski	Amy	Grewenow Elementary School	Grade 3	Instructional	08/25/2015	1	\$48,345.00
Appointment	Petkus	Jurga	Dimensions of Learning	Art	Instructional	08/25/2015	0.6	\$23,463.60
Appointment	Kochersperger	Trisha	McKinley / Grant Elementary	Art	Instructional	08/25/2015	1	\$39,106.00
Appointment	Reed	Christopher	Lance Middle School	Special Education - Cross Categorical	Instructional	08/25/2015	1	\$39,106.00
Appointment	Skweres	Brian	Tremper High School	Special Education - Cross Categorical	Instructional	08/25/2015	1	\$39,106.00
Appointment	Johnson	Kryssia	Jefferson Elementary School	Kindergarten	Instructional	08/25/2015	1	\$51,129.00
Appointment	Buchholz	Erika	ITA	Physical Education	Instructional	08/25/2015	0.83	\$37,455.41
Appointment	McMahon	Catherine	Frank / Wilson	Elementary General Music	Instructional	08/25/2015	1	\$39,106.00
Appointment	Zarletti	Julia	Bose Elementary School	Grade 5	Instructional	08/25/2015	1	\$61,634.00
Appointment	Majewski	Ann	Tremper High School	Family Consumer Education	Instructional	08/25/2015	0.91	\$35,586.46
Appointment	Miller	Jannelle	ITA	Math	Instructional	08/25/2015	1	\$39,106.00
Appointment	Hayes	Ashley	Bose Elementary School	Grade 4	Instructional	08/25/2015	1	\$39,106.00
Appointment	Belsky	Erik	Mahone Middle School	Special Education - Cross Categorical	Instructional	08/25/2015	1	\$39,106.00
Appointment	Ciskowski	Sharon	KTEC	Grade 3	Instructional	08/25/2015	1	\$39,106.00
Appointment	Rongholt	Joleen	ITA	Information/Health Services	ESP	08/28/2015	1	\$15.33

**Kenosha Unified School District**

**Kenosha, WI**

**July 14, 2015**

The Human Resources recommendations regarding the following actions:

<b>ACTION</b>	<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>SCHOOL/DEPT</b>	<b>POSITION</b>	<b>STAFF</b>	<b>DATE</b>	<b>FTE</b>	<b>SALARY</b>
Appointment	Gorski	Steven	Reuther Central High School	Math	Instructional	08/25/2015	1	\$42,673.00
Appointment	McAndrews	Carla	Reuther Central High School	Math	Instructional	08/25/2015	1	\$39,106.00
Appointment	Panasewicz	Megan	KTEC	Grade 1	Instructional	08/25/2015	1	\$39,106.00
Appointment	McNear-Powell	Bridget	Jefferson Elementary School	Grade 5	Instructional	08/25/2015	1	\$58,100.00
Appointment	Brown	George	Facility Services	HVAC-Mechanic - DDC Controls	Service	06/29/2015	1	\$30.68
Appointment	Krukowski	Kristine	Lance Middle School	Science	Instructional	08/25/2015	1	\$39,106.00
Appointment	Temple	Allison	Mahone Middle School	Special Education Cross Categorical	Instructional	08/25/2015	1	\$39,106.00
Appointment	Lange	Elizabeth	Grewenow Elementary School	Special Education Cross Categorical	Instructional	08/25/2015	1	\$39,106.00
Appointment	Jensen	Justin	Hillcrest School	Physical Education	Instructional	08/25/2015	0.83	\$32,457.98
Appointment	Bloom	Lauren	Frank Elementary School/ Wilson Elementary	Elementary Art	Instructional	08/11/2015	1	\$39,106.00
Appointment	Weber	Sarah	Brass Community School	Grade 1	Instructional	08/25/2015	1	\$45,030.00
Appointment	Lavey	Tori	Lance Middle School	Special Education Cross Categorical	Instructional	08/25/2015	1	\$39,106.00
Appointment	Rovik	Randall	Lincoln Middle School	Middle School Band/ Elementary Band	Instructional	08/25/2015	1	\$70,517.00
Early, Early Retirement	Jaras	Janine	Indian Trail Academy	Guidance	Instructional	01/22/2016	1	\$85,902.00
Resignation	Dotson	Bridget	Reuther Central High School	Social Worker	Instructional	06/12/2015	0.6	\$45,360.00
Resignation	Schaus	Brittany	Dept Of Sp Ed	Speech Therapist	Instructional	06/12/2015	1	\$43,069.00
Resignation	Warnecke	John	Harborside Academy	Physical Education	Instructional	06/12/2015	1	\$60,497.00
Resignation	Van Ee	Alison	Lincoln Middle School	Special Education	ESP	06/11/2015	1	\$15.33
Resignation	Stineman	Nicole	Mahone Middle School	Cross Categorical	Instructional	06/12/2015	1	\$60,172.00
Resignation	Handrow	Dana	Dept Of Sp Ed	Speech Therapist	Instructional	06/12/2015	1	\$50,750.00
Resignation	Ade	Moriah	Headstart	Preschool Associate	Miscellaneous	06/11/2015	0.57	\$18.68
Resignation	Alvara	Patricia	Title I Programs	ESL Other Language	Instructional	06/12/2015	1	\$78,396.00
Resignation	Grimes	Laura	Indian Trail Academy	Math	Instructional	06/12/2015	1	\$39,106.00
Resignation	Powers	Andrea	Somers Elementary School	Grade 2	Instructional	06/12/2015	1	\$68,416.00
Resignation	Brickl	Terry	Dimensions of Learning	Physical Education	Instructional	06/12/2015	1	\$61,716.00
Resignation	Connolly	Kelly	Jefferson Elementary School	ESL Other Language	Instructional	06/12/2015	0.5	\$22,425.50
Resignation	Arient	Amanda	Bradford High School	Math	Instructional	06/12/2015	1	\$39,106.00
Resignation	Heischberg	Jonathon	Bradford High School	Family Consumer Education	Instructional	06/12/2015	1	\$39,106.00
Resignation	Schneider	Rita	HR Leave Status	HR Teacher on Leave	Instructional	06/12/2015	1	\$61,775.00
Resignation	Zbilut	Maximilian	Curtis Strange	Special Education-CC	Instructional	06/12/2015	1	\$44,851.00
Resignation	Anderson	Robin	Bullen Middle School	Library Media Specialist	Instructional	06/12/2015	1	\$65,005.00
Resignation	Ahonen	Molly	Nash Elementary School	Grade 4	Instructional	06/12/2015	1	\$40,296.00

**Kenosha Unified School District**  
**Kenosha, WI**  
**July 14, 2015**

The Human Resources recommendations regarding the following actions:

<b>ACTION</b>	<b>LAST NAME</b>	<b>FIRST NAME</b>	<b>SCHOOL/DEPT</b>	<b>POSITION</b>	<b>STAFF</b>	<b>DATE</b>	<b>FTE</b>	<b>SALARY</b>
Resignation	King	Adam	ITA	Dean of Students	Instructional	06/12/2015	1	\$60,497.00
Separation	Scales	Kay	HR Leave Status	HR Interpreter on Leave	Interpreter	06/12/2015	1	\$38,591.91

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**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT AUDIT/BUDGET/FINANCE AND**  
**CURRICULUM/PROGRAM**  
Educational Support Center – Room 110  
JUNE 9, 2015  
**MINUTES**

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Curriculum/Program Committees chaired by Mr. Wade was called to order at 6:27 P.M. with the following Committee members present: Mr. Flood, Mr. Falkofske, Mr. Kent, Mr. Aceto, Mrs. Dawson, Mr. Holdorf, Mrs. Snyder, Mr. Kunich, Mrs. Karabetsos, Mrs. Santoro, Mrs. Renish-Ratelis, Mrs. Wickersheim, Mr. Wojciechowicz, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mrs. Marcich, Mr. Battle, Mrs. Daghfal, and Mrs. Kenefick were excused. Ms. London was absent.

**Approval of Minutes – May 12, 2015 Joint Audit/Budget/Finance & Curriculum/Program**

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

**Approval of Minutes – April 14, 2015 and May 12, 2015 Curriculum/Program**

Mr. Kunich moved to approve the minutes as contained in the agenda. Mrs. Santoro seconded the motion. Unanimously approved.

**Request to Participate in the Jacob K. Javits Gifted and Talented Student Education Program Grant**

Mrs. Julie Housaman, Assistant Superintendent of Teaching and Learning, presented the Request to Participate in the Jacob K. Javits Gifted and Talented Student Education Program Grant. She indicated that the purpose of the grant program is to develop scientifically based research projects and strategies that are designed to build and enhance the ability of elementary and secondary schools to meet the special education needs of gifted and talented students. Emphasis is placed on serving students who are economically disadvantaged, have limited English proficient, and students with disabilities who are traditionally underrepresented in gifted and talented programs. To accomplish this, a District Leadership Cadre would be created which would be comprised of 4 to 8 district leaders and 25 teachers from 4 to 8 elementary schools who would participate on the state level cadre. They would receive training in analyzing data for disproportionality, implementing a RtI framework that includes services for high ability/high potential students, culturally responsive practices, USTARS-PLUS (a research-based program previously funded by Javits), content from a state-approved educator licensure program in gifted education, the Dual Capacity-Building framework, and Academic Parent Teacher Teams. All travel, training, and substitute teacher expenditures would be included in the grant funds and no district funding match is required. Mrs. Housaman and Mr. David Tuttle, Coordinator of Gifted and Talented, answered questions from Committee members.

Mrs. Snyder moved to forward the Request to Participate in the Jacob K. Javits Gifted and Talented Student Education Program Grant to the full Board for approval. Mrs. Renish-Ratelis seconded the motion. Unanimously approved.

**Future Agenda Items**

Mr. Flood requested that a presentation from former students on the Students for Optimized Learning Opportunities (SOLO) Project be added as a future agenda item.

Meeting adjourned at 6:39 P.M.

Stacy Schroeder Busby  
School Board Secretary



**KENOSHA UNIFIED SCHOOL BOARD**  
**JOINT CURRICULUM/PROGRAM**  
**AND PERSONNEL/POLICY**  
Educational Support Center – Room 110  
JUNE 9, 2015  
**MINUTES**

A joint meeting of the Kenosha Unified Curriculum/Program and Personnel/Policy Committees chaired by Mrs. Snyder was called to order at 6:42 P.M. with the following Committee members present: Mr. Kunich, Mr. Wade, Mrs. Karabetsos, Mrs. Santoro, Mrs. Renish-Ratelis, Mrs. Wickersheim, Mr. Wojciechowicz, Ms. Stevens, Mrs. Burns, Mrs. Dahl, Mrs. Stephens, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mrs. Daghfal, Mrs. Kenefick, and Mrs. Hamilton were excused. Mrs. Butler, Mr. Riley, and Ms. Connor were absent.

**Approval of Minutes – March 10, 2015 Joint Personnel/Policy & Curriculum/Program**

Mr. Wade moved to approve the minutes as contained in the agenda. Mr. Kunich seconded the motion. Unanimously approved.

**Policy and Rule 6456 – Graduation Requirements**

Dr. Bethany Ormseth, Assistant Superintendent of Secondary School Leadership, and Mr. Kristopher Keckler, Executive Director of Information and Accountability, gave a PowerPoint presentation pertaining to Policy and Rule 6456 – Graduation Requirements. Mr. Keckler presented information on the revised policy language for assessments, clarification language of diploma recognition for students with special needs, high school enrollment alignment for full time status and release language, removal of prior credit cap, revised competency diploma option (Iowa) timeline, board recognition of WI National Guard Challenge Academy, modification of the online learning requirement, and alignment to WI Act 63 (2013) graduation expectations. Dr. Ormseth presented information on the impact of increasing the graduation requirement within the current student schedule structures. Mr. Keckler and Dr. Ormseth answered questions from Committee members.

Mrs. Karabetsos inquired on the option of students getting physical education credit for participation in sports. Dr. Savaglio-Jarvis indicated that information is being provided to the Committee in July.

Mr. Kunich moved to forward Policy and Rule 6456 – Graduation Requirements to the full board for approval. Ms. Stevens seconded the motion. Unanimously approved.

**Future Agenda Items**

Mr. Flood requested the review of graduation class rank. Dr. Savaglio-Jarvis and Dr. Ormseth indicated that the review of graduation class rank would happen over the next school year.

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

Meeting adjourned at 7:21 P.M.

Stacy Schroeder Busby  
School Board Secretary

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KENOSHA UNIFIED SCHOOL DISTRICT  
Kenosha, Wisconsin

July 14, 2015  
Curriculum/Program Standing Committee

**Dimensions of Learning Academy Charter Contract Renewal**

On April 24, 2000, the Board of Education first approved the request for charter school approval for the Dimensions of Learning Academy. This charter was renewed in 2005 and 2010.

Provided for the Board's review is an updated contract for renewal. Specific details about the Dimensions of Learning Academy are in the attached contract.

The updated charter has minor revisions. The revisions reflect the change in language of Common Core (standards not standards and benchmarks), the move of descriptions of instructional practice from the "Mission" section, replacement of "Director" with "Principal" and others to keep current with our changes in the past five years. The charter contract renewal has been reviewed and is recommended by the staff and Advisory Council.

This year, the Dimensions of Learning Academy had 225 students in grades K-8. There is one principal, twelve full-time teachers, as well as an art teacher (.6 FTE).

**RECOMMENDATION**

The Dimensions of Learning Academy Advisory Council and staff request that the Curriculum/Program Committee forward the proposed two (2) year contract for the Dimensions of Learning Academy to the school board for consideration.

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools

Dr. Floyd Williams  
Assistant Superintendent of Elementary School Leadership

Ms. Diana Pearson  
Principal, Dimensions of Learning Academy

Lori Waters, Student Support Specialist and Co-Founder

Kenosha Unified School District  
Kenosha, Wisconsin

**DIMENSIONS OF LEARNING ACADEMY CHARTER CONTRACT RENEWAL**

This agreement is made as of the, **28<sup>th</sup> day of July 2015**, between the Board of Education for the Kenosha Unified School District No. 1 (“Board”), 3600 52nd Street, Kenosha, Wisconsin 53144 and the Dimensions of Learning Academy.

**Term of the Contract**

The term of the Dimensions of Learning Academy Charter School Contract shall be a period of ~~five (5)~~ **two (2)** years commencing on the 1st day of July, ~~2010~~ **2015**, with a revised agreement for a successive two (2)-year period.

**Administrative Services**

1. **Dimensions of Learning Academy Sponsors.** The sponsors will be Diana Pearson and Lori Waters.

2. **Person(s) in Charge: Administrative Services.**

A. **Person(s) in Charge.** The person in charge of the Dimensions of Learning Academy will be Diana Pearson. She will serve as full-time ~~director~~ **Principal** of the school. Ms. Pearson will work closely with the Advisory Council to ensure that the educational goals of the Dimensions of Learning Academy are met. She will be responsible to the Board of Education for meeting the terms of the contract, as well as for financial accountability, serving as an instructional leader overseeing the educational program delivery and staff development necessary to carry out the mission of the school. Other responsibilities will include serving as a building manager overseeing daily operation of the school, handling student discipline, overseeing secretarial and clerical procedures including attendance, correspondence and health records, administering assessment and evaluation programs and employment of staff. If it becomes necessary due to the departure of the ~~Director~~ **Principal**, a successor will be chosen by the Advisory Council. The KUSD Superintendent will make the recommendation of a replacement to the KUSD Board of Education for approval. All records of the Dimensions of Learning Academy shall be made available to and be made part of the records of the Kenosha Unified School District.

B. **Advisory Council.** An Advisory Council appointed by the sponsors will meet monthly to assist in developing, implementing, and effectively using school procedures and resources. The Advisory Council of 9-12 members will be made up of the ~~Director~~ **Principal**, 2-3 parents, 2-3 students, 2-3 teachers, and 2-3 community members. The members of the Advisory Council shall serve one (1) year terms and will be eligible for reappointment to the Advisory Council upon expiration of their term.

C. **Nonsectarian.** The Dimensions of Learning Academy is nonsectarian in its programs, admissions policies, employment practices, and all other operations. The Dimensions

of Learning Academy facility, staff, equipment, supplies, curriculum, and teaching content shall be free of all religious or other sectarian symbols or influences.

### 3. Academic Program.

A. Grades Covered by the Dimensions of Learning Academy. The Dimensions of Learning Academy will educate students ~~in Preschool~~ through eighth grade. ~~Enrollment will be maintained at 25 students or less per class.~~ Smaller class **school** size will allow for effective personalized instruction and active learning experiences.

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

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

- ~~• Instruction must reflect the best of what we know about how learning occurs.~~
- ~~• Learning involves a complex system of interactive processes that include five types of thinking which are represented by the five dimensions of learning.~~
- ~~• Teaching should include the nurturing of attitudes, perceptions, and mental habits that facilitate learning.~~
- ~~• There is a need for both teacher-directed and student-directed learning.~~

~~In addition to these assumptions, learner-centered principles and developmentally appropriate practices will provide guidelines for increasing student achievement. The Dimensions of Learning Academy will organize the academic program around an aligned, standards-based process for developing curriculum, instruction, and assessment. The foundation for learning is based upon a defined set of knowledge. This knowledge is organized in two categories of standards which will be integrated in a holistic approach to instruction. The curriculum will be organized around the Academic Content Standards established by the Kenosha Unified School District No.1 and around the attached Lifelong Learning Standards (Appendix A). This is a rigorous curriculum well defined by grade level specific benchmarks. The focus is on cumulative and spiraling acquisition of knowledge and skills in each subject. It includes a focus on thinking and communication skills.~~

C. Curriculum. The curriculum will be developed based upon, at a minimum, the achievement of the Academic Content Standards as established by Kenosha Unified School District. Curriculum materials and teaching strategies will be chosen by the Dimensions of Learning Academy staff in conjunction with the mission and academic program of the school and aligned with the mission of the Kenosha Unified School District. The curriculum will include reading, language arts, math, science, and social studies as the core subjects. The core subjects will be taught in an integrated manner whenever possible. In addition, music, art, physical education, **world language** and health will be taught and integrated into the core subjects as appropriate.

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

A. Dimensions of Learning Academy Instructional Framework. The vision for use of Dimensions of Learning on a school-wide basis can be readily implemented in a school dedicated to communicating and planning through the Dimensions of Learning model. These five “dimensions” will provide a focus for teaching and learning: positive attitudes and perceptions about learning, acquiring and integrating knowledge, extending and refining knowledge, using knowledge meaningfully, and productive habits of mind. The Dimensions of Learning framework helps educators plan instruction that takes into account all five of these critical aspects of learning using appropriate matches of methods with content. Standards-based curriculum, instruction, and assessment are used in conjunction with this framework.

**(This section was moved from 3. Academic Program under B)**

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

- **Instruction must reflect the best of what we know about how learning occurs.**
- **Learning involves a complex system of interactive processes that include five types of thinking which are represented by the five dimensions of learning.**
- **Teaching should include the nurturing of attitudes, perceptions, and mental habits that facilitate learning.**
- **There is a need for both teacher-directed and student-directed learning.**

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

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

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



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

The Dimensions of Learning Academy will use instructional materials based on the district standards. ~~and benchmarks as opposed to simply adopting the standards laid out by a publisher of a textbook series. Therefore,~~ Many materials will be drawn from sources such as non-fiction and fictional works, magazine articles, essays, ~~computer software~~ **digital technology**, manipulatives, and other materials. The following criteria will be used for selecting materials: 1) alignment with the school's **benchmark** targets for each grade, 2) subject accuracy, 3) clarity, and 4) vocabulary and ideas that build from grade to grade.

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

- Math manipulatives will emphasize the development of conceptual mathematical understanding as well as a balanced approach to the mastery of math computation skills.
- Hands-on ~~science~~ **learning** will be based upon the complex reasoning process of experimental inquiry within themes of science, **technology, engineering, art, and mathematics (STEAM)**.
- Students' literacy skills will be developed through the ability to apply reading, writing, vocabulary and spelling skills in tasks that involve thinking and reasoning.
- Technology use will be embedded within the learning process, not an end in itself (e.g., to facilitate the writing process). Technology will be used to research specific knowledge and to communicate this knowledge to others.
- ~~Personal Learning Portfolios will be developed using technology as well as traditional storage methods. The development of portfolios of student work is an ongoing outcome of instructional practice over time.~~
- Skill in accessing information will be developed through the use of the Kenosha Public Library.
- ~~Health and fitness logs which focus on lifelong fitness and wellness skills and goals will be maintained.~~
- Flexible grouping and regrouping for instruction will be based upon personalized learner needs.
- Homework will be a consistent expectation for students in all grades.

C. Electives. **Electives such as Band, Orchestra, and Choir will be offered.** ~~Beyond the four core academic areas of Reading/Language Arts, Mathematics, Science, and~~

~~Social Studies, other subjects will be integrated into regular classroom practice. These areas include Art, Music, Physical Education, and Health.~~ Other subject areas may be incorporated as they fit the topics of instruction and according to available resources.

D. School Calendar. Dimensions of Learning Academy will generally follow the Kenosha Unified School District calendar. However, the unique program of the school may necessitate flexibility in scheduling the school day. Any changes to the school calendar will be endorsed by the Advisory Council with notice sent to parents and the District.

## 5. Methods of Measuring Student Progress.

A. Student Evaluations. The achievement of students is evaluated in terms of their attainment of the academic standards ~~and benchmarks.~~ **Progress reports** ~~Student personal learning portfolios~~ will provide ongoing evidence of progress in academic and lifelong learning standards over time.

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

C. ~~Report Cards.~~ Progress Reports. A ~~formal report-card~~ **standard based progress report** is issued at the end of each quarter. Grades ~~K-3~~ **K-5** will use ~~report-cards~~ **progress reports** without letter grades for each subject. Grades ~~4-8~~ **6-8** will use letter grades for each subject. The ~~report-card~~ **progress report** is developed by the Dimensions of Learning Academy staff to meet the specific educational requirements of the curriculum.

## 6. Governance Method/Parental Involvement.

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

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

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

## **7. Teacher Qualifications**

A. Teacher Qualifications. All Dimensions of Learning Academy staff will meet the employment requirements for instructional personnel as set by the State of Wisconsin and by District policy. In addition to instructional staff, all persons employed or working at the Dimensions of Learning Academy will be screened as required by law and by District policy. All Dimensions of Learning Academy staff will be interviewed and hired by the ~~Director~~ **Principal** and/or Advisory Committee designee following the established hiring guidelines of the District.

B. Employee Status. All full-time Dimensions of Learning Academy staff shall be employees of KUSD and entitled to all of the rights and benefits of other similarly situated employees of KUSD following already established salary schedules and benefit program.

## **8. Student Health and Safety**

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

## **9. Racial/Ethnic Balance Goals and Methods.**

Enrollment is open to all students in the covered grades throughout the District. No student will be denied admission to the Dimensions of Learning Academy based on race or ethnic heritage. The Dimensions of Learning Academy seeks a student community that reflects the greater KUSD area in racial/ethnic, and gender balance. ~~That continues to be a guideline for placement procedures. To accomplish this, information regarding the school will be disseminated throughout the community through flyers to all public schools and through community agencies. Enrollment information meetings will be publicized through newspaper advertisement, cable television, and local community service agencies.~~

## **10. Admission Requirements.**

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

B. Student Acceptance. Once a student has been admitted to the charter school through ~~an~~ **the** appropriate process, he or she may remain in attendance through subsequent grades. A waiting list will be established for students who can not be accommodated during the enrollment period and will be continued through the third Friday of September. Students will be

selected through a lottery system. Lottery exemptions will be made for kindergarten siblings of currently enrolled students. Specifically, the following categories of applicants may be exempted from the lottery: (1) ~~minority~~ **students of color** until a reasonable balance for diversity is achieved, (2) siblings of students already admitted to or attending Dimensions of Learning Academy; and (3) children of the charter school's staff.

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

## **11. Student Discipline.**

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

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

## **12. Financial and Programmatic Operations.**

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

B. Budgeted Items. The cost of all salaries, benefits, rents, utilities, supplies, equipment, and similar items shall be detailed and included in the approved budget of the academy. The Dimensions of Learning Academy budgeting practices will adhere to District requirements for budget preparation.

C. Financial Records. All operational and personnel funds will flow through the District. A record of all transactions will, therefore, be available as financial records of the District. Financial records, including an activity account, will be maintained at the Dimensions of Learning Academy and will be available for review by the Board, District staff or any outside auditor engaged by the District.

D. Payment by KUSD. For each kindergarten through 8<sup>th</sup> grade student enrolled at the Dimensions of Learning Academy on the official third Friday in September membership count, KUSD will credit the Dimensions of Learning Academy for eighty percent (80%) of the per member cost received from the state for the applicable school year ("Direct Cost Budget").

**In the event KUSD is facing budget reductions, a planning session will be held between KUSD and Dimensions in order to determine how the charter school can share the burden of the overall financial loss.**

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

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

E. Offsets. KUSD may offset part or all of any amounts in the Discretionary Account against any amounts by which the Dimensions of Learning Academy exceeds the Direct Cost Budget in any school year and for which KUSD is liable. Notwithstanding the foregoing, the Dimensions of Learning Academy is not authorized to expend or otherwise obligate the District for any amounts in excess of the Direct Cost Budget plus any amounts in the Discretionary Account.

F. Purchasing. All supplies and equipment of the Dimensions of Learning Academy shall be requisitioned and purchased following standard financial procedures and District policy.

G. Student Records. Copies of standardized testing results and all records required by Board policy or law will be maintained in the Dimensions of Learning Academy Office. Administrative and student records will be maintained and available for review as permitted by Board policy and law.

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

I. KUSD Services. As part of the District's twenty percent (20%) portion of the per member cost, KUSD will provide agreed upon services in addition to purchasing and other services described in this contract. These include district-wide services such as inclusion in textbook and software adoption, professional development, instructional consultation, federal

and district breakfast/lunch program, facilities services maintenance and repairs and inclusion in all federal or state programs at the school's discretion. Dimensions of Learning Academy, at the District's discretion, may also be included in other programs offered by the District.

**13. Public School Alternatives.**

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

**14. Description of School Facilities/Liability Insurance.**

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

B. Liability Insurance. Liability insurance coverage for the Dimensions of Learning Academy is provided by the District and is the same as that which is provided for all District schools.

C. Exercise of Purchase Option. When the obligation to fully purchase the building has been met as established through the Dimensions of Learning Academy's business plan, then the school will have the right to continue using that facility for the duration of the existence of Dimensions of Learning Academy on a rent-free basis.

**15. Termination of Contract.**

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

A. Mutual Agreement. Both parties agree in writing to the termination.

B. Contract Violation. The Board determines that the Dimensions of Learning Academy has violated this contract.

C. Educational Goals. The Board determines that students enrolled in the Dimensions of Learning Academy have failed to make sufficient progress toward attaining the educational goals under Wis. Stat. 118.01 (the Wisconsin statute defining public school educational goals and expectations). If an extension of time to attain such goals is requested in writing, such request shall include a written plan, acceptable to the District, setting out the additional steps the Dimensions of Learning Academy will take to attain such educational goals within a reasonable time. The determination of the Board as to the acceptability of the Dimensions of Learning Academy's written plan for attaining its educational goals shall be final. If the Board accepts such written plan, or a modified plan, the Dimensions of Learning Academy shall be allowed a reasonable time in which to correct such progress deficiencies.

D. Fiscal Management. The Board determines that the Dimensions of Learning Academy has failed to comply with generally accepted accounting standards of fiscal management and Board policy.

E. Violation of WI Stat. 118.40. The Board determines that the Dimensions of Learning Academy has otherwise violated Wis. Stat. 118.40 (the Wisconsin statute authorizing and governing charter schools).

F. Insolvency. The Board determines that the Dimensions of Learning Academy revenues are insufficient to pay its expenses as they come due. In the event of contract termination, the Board of Education shall recover all funds advanced to the Dimensions of Learning Academy under the contract to which the Dimensions of Learning Academy is not entitled. The decision of the Board shall be final.

### **Notice**

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

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

Dr. Sue Savaglio-Jarvis  
Superintendent of Schools  
Kenosha Unified School District  
Educational Support Center  
3600 52nd St.  
Kenosha, WI 53144  
Telephone: 262 -359-6320  
Facsimile: 262-359-7672

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

Diana Pearson  
Principal  
Dimensions of Learning Academy  
6218 25<sup>th</sup> AV  
Kenosha, WI 53143  
Telephone: 262-359-6849  
Facsimile: 262-359-3134

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

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

**DIMENSIONS OF LEARNING FOR  
ACADEMY**

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

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

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Kenosha Unified School District  
Kenosha, Wisconsin

July 14, 2015  
Curriculum/Program Standing Committee

## **HEAD START SEMI ANNUAL REPORT**

The purpose of this report is to ensure community and school board awareness of the progress of the Kenosha Unified School District's Head Start Program. The purpose of Head Start, as defined in the Head Start Act, is to promote the school readiness of low-income children by enhancing their cognitive, social, and emotional development in a learning environment that supports children's growth in language, literacy, mathematics, science, social and emotional functioning, creative arts, physical skills, and approaches to learning; and through the provision to low-income children and their families of health, educational, nutritional, social, and other services that are determined, based on family needs assessments, to be necessary.

The KUSD Head Start Program serves 389 children. Three hundred thirty of these children are funded through the Federal Head Start Grant. Fifty-nine of these children are funded through the state Head Start Supplemental Grant.

All Head Start programs are structured through a common framework that includes the following components: Program Design and Management, Family and Community Partnership, and Early Childhood Development and Health Services. This report will summarize activities in each of these components for January 2015 through June 2015.

### **PROGRAM DESIGN AND MANAGEMENT**

The purpose of the Program Design and Management component is to ensure strong, effective organizational management for the program. Activities for the past six months include:

- Grant Approval  
The Head Start Policy Council and the KUSD School Board have approved both the Federal Head Start Grant and the Head Start State Supplemental Grant for the 2015-16 school year. No changes have been proposed to current programming or staffing for the coming school year. Head Start will continue to be available to children/families at the following Early Education locations:

<b>Head Start Locations 2015-16</b>
<b>Two Sessions (AM and PM)</b>
Cesar Chavez Learning Station
Edward Bain School of Language and Art
Bose Elementary School
Brass Elementary School
Frank Elementary School
Jefferson Elementary School

McKinley Elementary School
Wilson Elementary School
<b>Full Day Session</b>
Just Kid Inn Childcare

- Head Start Monitoring Reviews

The Office of Head Start assesses grantee (KUSD) compliance through a monitoring system that is aligned with a comprehensive five year continuous oversight plan. The Aligned Monitoring System allows for greater clarity in distinguishing between high and low grantee performance. It also aids in intensive examination of performance in these core areas:

- Environmental Health and Safety
- Management Systems and Program Governance
- Fiscal Integrity
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA)
- Comprehensive Services and School Readiness
- Teacher-Child Interactions, as addressed through the Classroom Assessment Scoring System (CLASS™) observation instrument

KUSD Head Start participated in three monitoring reviews during the past six months; Environmental Health and Safety, Fiscal Integrity & ERSEA, and Teacher-Child Interactions, as addressed through Classroom Assessment Scoring System (CLASS) observation instrument.

- Fiscal Integrity & ERSEA Review (Week of February 23, 2015)  
Based on the information gathered, no area of noncompliance was found during the course of the review. Accordingly, no corrective action was required.
- Teacher-Child Interactions Review (Week of March 9, 2015)  
Observations were conducted in randomly selected KUSD Early Education classrooms that include Head Start children. Reviewers utilized the Classroom Assessment Scoring System (CLASS) to conduct the observations. The CLASS tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven point scale. CLASS assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. The Office of Head Start believes that the domains of quality measured by CLASS remain central to its approach to child development and education and serve as important indicators of the future school readiness of all Head Start Children.

<b>KUSD Head Start CLASS Program Observation Scores</b>					
DOMAIN	Score	DOMAIN	Score	DOMAIN	Score
Emotional Support	5.7955	Classroom Organization	5.6970	Instructional Support	2.8636

\*See Appendix A for more information about CLASS and the scoring system used.

The scores from each class observation are averaged across the grantee (KUSD) to result in grantee-level dimension scores. The grantee dimension scores are then used to calculate the grantee-level domain scores. The scores from CLASS observations can be used for a variety of purposes, including professional development, program improvement, policy, goal-setting and monitoring. To make the determination of compliance/non-compliance, KUSD Head Start scores will be compared to Head Start programs in the state of Wisconsin at the conclusion of the monitoring year. Programs that scored in the bottom 10% of the state will be found in non-compliance. This review decision is anticipated to arrive in December 2015.

- Environmental Health and Safety Review (Week of April 20, 2015)

The Environmental Health and Safety Review (EnvHS) is designed to ensure that all Head Start programs are implementing and promoting healthy practices and routines, as well as providing safe and supportive environments in which children can learn and grow. The EnvHS Protocol is also used to review the safety of physical environments and transportation services provided by the program. By monitoring environmental health and safety, the Office of Head Start strives to ensure that Head Start programs are supporting children's health and development by providing safe learning environments. The results of this review have not yet been received.

## **FAMILY AND COMMUNITY PARTNERSHIPS**

The family and community partnership component of Head Start focuses on strengthening families by making the connection between school and home, and strengthening community awareness, collaboration, and outreach. Activities for the past six months include:

- Family Partnerships

The goal of parent and family engagement is to build strong and effective partnerships with families that can help children and families thrive. These partnerships are grounded in positive, ongoing, and goal-oriented relationships with families. Positive goal-oriented relationships are based on mutual respect and trust and are developed over time, through a series of interactions between staff and families. Successful relationships focus on families' strengths and a shared commitment to the child's well-being and success. As relationships between staff and families are strengthened, mutually respectful partnerships are built. Strong partnerships with families contribute to positive and lasting change for families and children. In KUSD's Head Start program family service providers are asked to develop a family partnership with each of their families to set a goal for the family. The family partnership tool assesses the strengths of a family and areas with room for growth. This year families in this goal setting process most often worked toward compliance of having an initial physical exam, an initial dental exam, and up to date immunizations for their enrolled child. Receiving the follow up treatment identified during initial exams was also a frequent family goal.

<b>Family Partnerships - End of the Year Report 2014-2015</b>			
<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
356 families 326 partnerships 92%	375 families 345 partnerships 92%	383 families 332 partnerships 87%	413 families 377 partnerships 91%

- **Parent, Family, and Community Engagement Framework**  
The KUSD Head Start program began implementation of the Parent, Family, and Community Engagement (PFCE) Framework this year. The Parent, Family, and Community Engagement Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. It is a research-based approach to program change that shows how an agency can work together as a whole, across systems and service areas, to promote parent and family engagement and children's learning and development. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.

As part of the PFCE, family outcomes were implemented this year as an on-going yearly practice. The intent is to have data that supports family growth or gains in the seven outcomes of the framework. Those seven outcomes are:

<b>Family Outcome</b>	<b>Definition</b>
Family Well-being	Safety, health, mental health/substance abuse, transportation, financial security, and housing
Positive Parent Child Relationships	Nurturing relationships, child development and parenting skills
Family as Life Long Educators	Family education at home, school readiness, promoting primary language
Families as Learners	Education, training, volunteering, life goals
Family Engagement in Transitions	Transitions
Family Connections to Peers and Community	Family connections to their community
Families as Advocates and Leaders	Leadership and advocacy

The summarized PFCE data showed:

- 232 families experienced gains in the family outcome areas listed above
  - 43 families experienced no gains or progress in the family outcome areas
  - 37 families experienced additional needs which resulted in no gains being reported
  - 86 families chose not to participate in the Parent, Family, and Community Engagement framework.
- **Community Referrals**  
Family service provider collaboration with community agencies also strengthens Head Start families. The need for community agency support may be based on a family emergency, family outreach, referral from a different agency, and/or the Head Start

Family Partnership. A record of the frequency of referrals and the community agency that was referred is maintained. For the 2014-15 school year the following community referrals were made:

<b>Community Referrals - End of the Year Report 2014-2015</b>			
<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
190 referrals	241 referrals	403 referrals	464 referrals
Kenosha Community Health Center, Holiday House, Kenosha Housing Authority, and Kenosha County Prevention Services Network were the most frequently utilized agencies.			

- Preparing for the 2015-16 School Year
  - The monitoring plan for the area of Family Services was updated. To ensure accuracy in record keeping the monitoring of alignment between data contained in student files and data recorded in ChildPlus (Head Start Management software) will be monitored more frequently beginning in the 2015-16 school year. Updates will be provided at Head Start Management Team meetings to ensure that data in the other Head Start service areas reflect this same information.
  - The annual Head Start self-assessment indicated a need for family service providers to participate in professional development that will include time management, professionalism (ethical, office, and job responsibilities) and ChildPlus data entry/record keeping process. These areas for improvement will be addressed during the monthly family service provider meetings.

## **EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES**

Early Childhood Development and Health Services are designed to ensure that every Head Start child is healthy and receives a quality educational experience that is reflective of best practice. Activities for the past six months include:

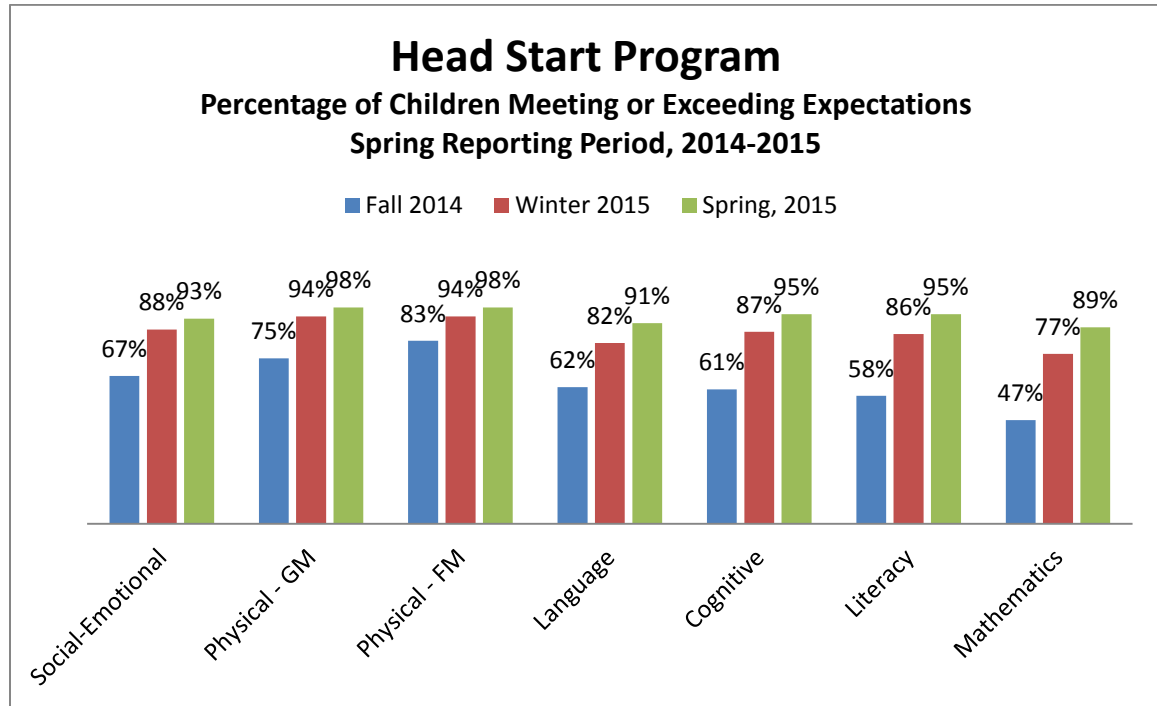
- Physical Exams & Dental Exams
 

Head Start Performance Standards require that every Head Start child receive an initial physical exam and dental exam. The Performance Standards also require that each child receives all follow up care that may be identified during the initial physical or dental exam. The Kenosha Community Health Center (KCHC) continues to be the main provider for Head Start children to receive these required exams and follow up treatment. A decrease in the number of children meeting this Performance Standard has been evident throughout this school year. Additional dental clinics, additional appointments, and changes in staff have been implemented to address this decrease. The result has been the development of a stronger plan for the 2015-16 school year but minimal improvement in the number of children that received services/treatment during this school year.

	<b>April 2012</b>	<b>April 2013</b>	<b>April 2014</b>	<b>April 2015</b>
<b>Completed Health Checks</b>	98%	87%	89%	81%
<b>Completed Dental Checks</b>	96%	93%	93%	81%

- Student Achievement

The KUSD's Head Start Program reports student progress three times per year using Teaching Strategies GOLD™. Head Start School Readiness Outcomes (reported for 373 children) for the 2014-2015 school year are summarized below:



As evidenced by the graph, the most significant domains of improvement during this school year were literacy and math. Math, however, continues to be the lowest achieving domain, followed by language development. This trend mirrors data from the past four years.

- Preparing for 2015-16 School Year

This year's self-assessment showed a need to improve overall communication within the Head Start program. As part of the improvement plan to address this need, professional development opportunities will be provided to teachers and educational support personnel who work with Head Start children and families during the 2015-2016 school year. Information on Head Start School Readiness outcomes will be discussed and analyzed as part of that communication improvement plan. Greater understanding of Head Start School Readiness Outcomes combined with data analysis of student growth will lead to improved language and math achievement in spring 2016.

Dr. Sue Savaglio-Jarvis  
 Superintendent of Schools

Dr. Floyd Williams  
 Assistant Superintendent of Elementary  
 School Leadership

Ms. Belinda Grantham  
 Director of Early Education

Ms. Lisa KC  
 Assistant Director Head Start

## Appendix A

### About CLASS™

The Improving Head Start for School Readiness Act of 2007 requires that the Office of Head Start (OHS) include in the monitoring reviews of Head Start agencies a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of multiple dimensions of teacher-child interactions that are linked to positive child outcomes and later achievement.

CLASS™ assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. The Office of Head Start believes that the domains of quality measured by CLASS™ remain central to its approach to child development and education and serve as important indicators of the future school readiness of all Head Start children.

For all dimensions\*, the scoring principles are as follows:

#### *Low range score*

*1—The low range description of the CLASS™ dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the low range are present.*

*2—The low range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators that are in the middle range.*

#### *Middle range score*

*3—The middle range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low range.*

*4—The middle range description of the CLASS™ dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the middle range are present.*

*5—The middle range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the high range.*

#### *High range score*

*6—The high range description of the CLASS™ dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the middle range.*

*7—The high range description of the CLASS™ dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the high range are present.*

\*Note: The Negative Climate dimension is inversely scored with a higher score indicating lower quality. For all other dimensions and domains, a higher score indicates higher quality.

The scores from each class observation are averaged across the grantee to result in grantee-level dimension scores. The grantee dimension scores are then used to calculate the grantee-level domain scores.

The scores from CLASS™ observations can be used for a variety of purposes, including professional development, program improvement, policy, goal-setting and monitoring. The Office of Head Start began using the CLASS™ for monitoring purposes in FY2010 to collect information on the experiences of children at each grantee.

In FY2012, OHS refined the use of the CLASS™ in monitoring to include the use of a randomly selected sample of center-based preschool classes for observations, a clearly articulated methodology followed by CLASS™ reviewers, and additional support for the CLASS™ reviewer pool. For each preschool class selected in the sample, trained and certified CLASS reviewers conduct two 20 minute observations and score at the dimension level using a 7-point scale at the end of each observation cycle.

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\* Pianta, R. La Paro, K. Hamre, B. *Classroom Assessment Scoring System Manual—Pre-K*, Paul H. Brookes Publishing Co., 2008.

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