



MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

September 13, 2016

5:30 P.M. Planning/Facilities/Equipment

5:50 P.M. Personnel/Policy

5:55 P.M. Joint Personnel/Policy & Curriculum/Program

6:10 P.M. Curriculum/Program

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

This page intentionally left blank



Standing Committee Meetings
September 13, 2016
Educational Support Center

I. PLANNING/FACILITIES/EQUIPMENT - 5:30 P.M.

- A. Approval of Minutes - May 10, 2016 Planning/Facilities/Equipment 4
- B. Information Items
 - 1. Traffic/Parking KTEC West 6
 - 2. Outdoor Athletic Project Update 10
 - 3. Utility & Energy Savings Program Report 15
- C. Future Agenda Items
 - 1. Outdoor Athletic Project Update - October
 - 2. Utility & Energy Savings Program Report - October
 - 3. CTE Tech Classroom Information - October
- D. Adjournment

**II. PERSONNEL/POLICY - 5:50 P.M. OR IMMEDIATELY FOLLOWING
CONCLUSION OF PRECEDING MEETING**

- A. Approval of Minutes - July 12, 2016 and August 9, 2016 16
Personnel/Policy and August 9, 2016 Joint Audit/Budget/Finance and
Personnel/Policy
- B. Information Item
 - 1. None at this time
- C. Future Agenda Items
 - 1. Official Third Friday Enrollment Report - October
 - 2. Policy 5437 - Threats/Assaults - October
 - 3. Policy 6700 - Extracurricular Activities/Programs - October
 - 4. Graduation Committee Update - October
- D. Adjournment

**III. JOINT PERSONNEL/POLICY & CURRICULUM/PROGRAM - 5:55 P.M.
OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING
MEETING**

- A. Policy and Rule 6456 - Graduation Requirements & Removal of Policy 20
5270 - Open Enrollment - Part Time
- B. Adjournment

**IV. CURRICULUM/PROGRAM - 6:10 P.M. OR IMMEDIATELY FOLLOWING
CONCLUSION OF PRECEDING MEETING**

- A. Approval of Minutes - June 14, 2016 and August 9, 2016 30
Curriculum/Program
- B. Information Items
 - 1. Head Start Semi Annual Report 33
 - 2. APTTS Grant Update 41
- C. Future Agenda Items
 - 1. Advanced Placement Update - October
 - 2. Boys & Girls Club Gang Prevention Contract - October
 - 3. Building Lifelong Trust (BLT) Reactor Group - October
- D. Adjournment

**Please Note: September 2016 Audit/Budget/Finance Committee
meeting has 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>
--



KENOSHA UNIFIED SCHOOL BOARD
PLANNING/FACILITIES/EQUIPMENT MEETING
Educational Support Center – Room 110
May 10, 2016
MINUTES

A meeting of the Kenosha Unified Planning/Facilities/Equipment Committee chaired by Ms. Stevens was called to order at 5:46 P.M. with the following committee members present: Mr. Falkofske, Mr. Garcia, Mrs. Bothe, Mr. Thomey, Mr. Butts, and Ms. Stevens. Dr. Savaglio-Jarvis was also present. Mr. Wicklund, Mr. Zielinski and Mr. Schaffrick were absent.

Approval of Minutes – April 12, 2016 Planning/Facilities/Equipment and April 12, 2016 Joint Planning/Facilities/Equipment and Audit/Budget/Finance

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

Information Items

Mr. Finnemore presented the Outdoor Athletic Project Update. He noted that the Bradford team building footings/foundation are done, all sub-grade plumbing is done, and masonry should start tomorrow weather permitting. He said the bleacher building has 3 footings left to pour this week as well as pouring of the concrete pad. Bleacher erection should start late next week. Bleachers are built and will ship this weekend from Green Bay. Mr. Finnemore reported that one third of the complete pad is at grade and is well ahead of schedule. The softball field will be graded Monday. Mr. Finnemore reported that at Bullen, top soil has been stripped and prep is taking place in the area south of the school. Work on the water retention basin on southwest corner will occur as weather permits. Next week work will start on northwest end of the area. Mr. Finnemore noted that at Tremper work started yesterday to install safety fence and job trailer. Demo of bleachers is scheduled to start next Monday. He said that nothing starts at ITA until June 6. Mr. Finnemore explained a change that was required to a city ordinance for the bleacher building.

Mr. Finnemore presented the Utility and Energy Savings Program Report. He said it has been an exceptional year for saving dollars due to mild weather. However, energy conservation has not been as successful as prior years. We will be several hundred thousand under budget in utilities. He also reported we have locked in 70% of our gas for the next 24 months.

Mr. Finnemore and Mr. Christoun presented an HVAC System Summary PowerPoint and indicated a copy would be provided to committee members via email. The presentation included heating system data per building, heating system replacement priorities, steam to hot water conversion projects, cooling system data per building, cooling system replacement priorities, ventilation system data per building, controls system data per building, and control system replacement projects. The heating system replacement priorities for the next five years include Bradford, Tremper, Bullen, Lance and the ESC.

In response to a committee member question, Mr. Finnemore said there are small Focus on Energy grants to assist with these types of projects.

Committee members thanked Mr. Finnemore and his staff for a very informative report and for their passion for facilities issues.

Future Agenda Items

Mr. Finnemore noted that the Outdoor Athletic Project Update and Utility & Energy Savings Program Report would be presented in June as noted in the agenda.

Mr. Falkofske moved to adjourn the meeting. Mr. Garcia seconded the motion. Unanimously approved.

Meeting adjourned at 6:12 P.M.

Kathleen DeLabio
Executive Assistant to the Superintendent

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

September 13, 2016
Planning/Facilities/Equipment Standing Committee

Traffic/Parking KTEC West

Background

Mr. Patrick Finnemore Director of KUSD Facilities Department and members of KTEC Administration began working with City of Kenosha officials on parking and traffic concerns in the Spring of 2014 before the West campus of Kenosha School of Technology Enhanced Curriculum (KTEC) officially opened in September of 2014.

Due to the commuter nature of KTEC's student population, the amount of traffic surrounding KTEC during morning drop-off and afternoon release times is significantly greater than that which was present when the facility was a middle school primarily serving neighborhood children. In an effort to reduce traffic congestion and improve safety for the children of KTEC, "No Parking" signs were placed on the building side of 32nd Avenue, 33rd Avenue, and 58th Street. These signs allow for pickup and drop off on the school side of the street as long as cars are running and drivers remain in their cars.

The streets surrounding KTEC are narrow. When vehicles are parked on both sides of 32nd Avenue, 33rd Avenue, and 58th Street, the remaining space is not wide enough allow two-way traffic.

In addition, passing can be particularly difficult after significant snow fall. In an effort to address this issue, in the Winter of 2015 KTEC Administration worked with Mr. Frank Pacetti, Kenosha City Administrator, Ms. Shelly Billingsley, Kenosha Director of Public Works, and Alderman Scott Gordon to ensure that the roads surrounding KTEC would be thoroughly plowed and loss of passing area would be minimized.

In June of 2015, KUSD Facilities Department, KTEC Administration, Mr. Pacetti, and Mrs. Billingsley met and discussed the need for a traffic study. During that meeting, it was agreed that KUSD Facilities Department would fund 50% of the cost associated with the traffic study (less than \$5,000.00). During the 9-month period that KTEC Administration and KUSD Facilities waited for the traffic study to be conducted, Mr. Finnemore and KTEC Administration continued to brainstorm short-term solutions for improving traffic flow. KTEC Administration also continued to regularly communicate with their families reminding them of morning drop-off and afternoon pick-up procedures and safety protocols.

In Spring of 2016, Clark Dietz Engineering Firm conducted the comprehensive traffic study. This included observations of before and after school traffic flow, analysis of traffic patterns, density of traffic, and physical structure of surrounding roads. As part of the traffic study, two public meetings were conducted to gather public input.

Upon completing the traffic study, Clark Dietz representatives met with KTEC Administration, Mr. Finnemore, Mr. Pacetti, Mrs. Billingsley, and Alderman Gordon to share findings and proposed action steps to improve traffic safety issues.

Alternatives Proposed by Clark Dietz Engineering Firm:

Proposal #1: Install “No Parking Stopping or Standing” signage on resident sides of 32nd Avenue, 33rd Avenue, and 58th Street for short window of time (30 minutes during afternoon pick-up on school days)

Pros	Cons
<ul style="list-style-type: none"> • Low Cost • Greater space for 2-way traffic during the 30-minute window • Maintains the school side pickup zone on the school sides of 32nd Avenue, 33rd Avenue, and 58th Street 	<ul style="list-style-type: none"> • Reduction in parking spaces for parents • Increased traffic congestion on adjacent blocks • Inconvenience to residents across from KTEC as their cars must be off the street during the 30-minute “No Parking” window

Current Status of Proposal #1: Clark-Dietz, KTEC Administration, and KUSD Facilities are in agreement that Proposal #1 is a viable alternative. City of Kenosha representatives expressed hesitation with Proposal #1 due to concerns expressed by adjacent property owners during public meetings. On Monday, August 29, 2016, Clark Dietz presented Proposal #1 to the City of Kenosha Public Safety Committee as part of the final report from the traffic study. No action had been taken as of the time of the completion of this report.

Proposal #2: Create drop off and pickup lane in the area of existing KTEC Parking Lot, green space, and McKinley Elementary drop-off lane

Pros	Cons
<ul style="list-style-type: none"> • Reduces the number of cars on the street • Maintains parking on residents’ sides of 32nd Avenue, 33rd Avenue, and 58th Street • Maintains school side pickup zones on 32nd Avenue, 33rd Avenue, and 58th Street • Allows for continuous circulation around school 	<ul style="list-style-type: none"> • \$50,000.00 estimated cost • Loss of green space

Current Status of Proposal #2: Clark-Dietz, KTEC Administration, KUSD Facilities, and City of Kenosha representatives are in agreement that Proposal #2 should be pursued. KTEC Governance Board has approved \$50,000.00 of funding to be allocated for this project. Design work is slated to be complete by December of 2016. Project construction will commence as soon as weather permits.

Proposal #3: In the event that the Proposal #2 on-site drop-off and pick-up lane project fails to adequately resolve traffic congestion issues, move existing school side curb line 8 feet closer to the building.

Pros	Cons
<ul style="list-style-type: none"> • Allows greater space for 2-way traffic • Maintains school side pickup zone • Maintains residential parking • Allows for continuous clockwise circulation around school 	<ul style="list-style-type: none"> • \$250,000.00 estimated cost • Loss of green space • Loss of sidewalk space for student lineup on 32nd Avenue, 33rd Avenue, and 58th Street • Reduced buffer zone between sidewalks and parked cars on 32nd Avenue, 33rd Avenue, and 58th Street

Current Status of Proposal #3: Clark-Dietz, KTEC Administration, KUSD Facilities, and City of Kenosha representatives are in agreement that Proposal #3 should be pursued in the event that Proposal #2 does not adequately resolve traffic congestion issues.

The following are three alternatives that were rejected by KTEC Administration, Mr. Finnemore, Mr. Pacetti, Mrs. Billingsley, Alderman Gordon, and Clark Dietz Engineering Firm as of June, 2016 and the corresponding rationale for each decision:

1. Stagger dismissal time for KTEC students

Rationale for Rejection
<ul style="list-style-type: none"> • Length of pick-up time increases • Inconvenient for parents with students in multiple grade-levels • 32nd Avenue, 33rd Avenue, and 57th Street remain narrow and potentially congested • Higher monetary costs due to increase in KTEC staffs' student supervision time

2. Change 32nd Avenue and 33rd Avenue to one-way roads

Rationale for Rejection
<ul style="list-style-type: none">• Significant change to the neighborhood traffic flow (potentially restrictive)• Inconvenience for residents• Educating public of the change• 32nd Avenue, 33rd Avenue, and 57th Street remain narrow and potentially congested

3. Provide onsite pickup area by installing a parking lot on current green space

Rationale for Rejection
<ul style="list-style-type: none">• \$100,000.00 estimated cost• Loss of green space• Need to place “No Parking Standing or Stopping” signs on school side• Longer wait times as students transition from school to parking lot and vehicles transition from the parking lot to the road• Parents will likely not use it• Increased safety concerns with children in parking lot• Vehicles would potentially extend from the parking lot to the street causing a back-log and potentially dangerous situation on the road

This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Dr. Bethany Ormseth
Chief of School Leadership

Mr. Martin Pitts
Regional Coordinator of School Leadership

Dr. Angela Andersson
Principal of KTEC

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

September 13, 2016
Planning/Facilities/Equipment Standing Committee

OUTDOOR ATHLETIC PROJECT UPDATE

Background:

On April 7, 2015, the voting public approved a \$16,700,000 referendum to construct major upgrades to the outdoor athletic facilities for Bradford (including those at Bullen), Indian Trail and Tremper High Schools. In May of 2015, the school board interviewed and selected Partners in Design Architects and Camosy Construction to help the district design and construct the new facilities. The construction bids for the Outdoor Athletic Facility Project were received on February 2, 2016, by Camosy Construction and representatives of our Facilities Department staff, and were approved by the School Board on February 23, 2016.

Highlights This Month:

The key accomplishments this past month on the project include (pictures of various accomplishments this month are included in the attachment):

Bradford:

- The synthetic turf football/soccer field has been installed.
- The enclosure underneath the home stadium bleachers has been completed and painting of the steel has begun.
- Installation of the polyurethane track surface has begun.
- WE Energies has supplied power to the new stadium.
- Asphalt surfacing has been completed in the newly expanded parking lot.
- Stadium lighting has been erected and is energized.
- Synthetic turf installation for Wavro Field (baseball) has begun.

Bullen:

- Fencing of the tennis courts has been completed and installation of the tennis court surface has begun.
- Final grading of all of the fields is nearly complete and the sub grade prep for the synthetic turf infield for the varsity softball field is complete.
- Installation of the irrigation system has begun.

Tremper/Ameche:

- The enclosure under the home side stadium bleachers has been completed and infrastructure work underneath the bleachers is well underway.
- Stadium lighting has been erected and is energized.
- Site utility work to support the new bleachers will be completed the week that this report was written.

Indian Trail:

- The rubberized track surface was installed and the track striping was completed.

This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick Finnemore, PE
Director of Facilities

Outdoor Athletics Report Attachment



Bradford Stadium



Tremper Bleachers and Light Poles



Jaskwhich Stadium Track Resurfacing



Bradford Parking Lot



Bradford Tennis Courts (at Bullen)



Bradford Softball Infield Sub Grade (at Bullen)

This page intentionally left blank

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

September 13, 2016
Planning/Facilities/Equipment Standing Committee

UTILITY & ENERGY SAVINGS PROGRAM REPORT

The purpose of this report is to provide the regular update on the 2016-17 utilities budget and the operational energy savings program.

Utilities Budget Update:

The following is a brief summary of the costs incurred for natural gas, electricity, and the entire utilities budget.

- We have spent \$673 more on natural gas this year as compared to last year.
- We have spent \$34,457 more on electricity this year as compared to last year.
- We have spent 6% of the overall utility budget as compared to 5% last year at this time.

This has been a very warm summer to date which has resulted in an increased use of air conditioning and a resultant increase in electricity consumption.

Operational Energy Program Update:

The operational energy savings program takes place during the school year, and reports will begin again once we receive the September utility bills.

This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. John Allen
Distribution and Utilities Manager

Mr. Patrick Finnemore, PE
Director of Facilities

Mr. Kevin Christoun
Maintenance Supervisor

This page intentionally left blank



KENOSHA UNIFIED SCHOOL BOARD
PERSONNEL/POLICY MEETING
Educational Support Center – Room 110
July 12, 2016
MINUTES

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mrs. Snyder was called to order at 6:36 P.M. with the following committee members present: Mr. Kunich, Mr. Falkofske, Mrs. Hamilton, Mr. Moore, Mrs. Stephens, Mr. Jenewein, and Mrs. Snyder. Dr. Savaglio-Jarvis; Mrs. Annie Petering, Chief Human Resource Officer; and Attorney Shana Lewis from Strang, Patteson, Renning, Lewis & Lacy, s.c. were also present. Mrs. Dahl was absent.

Approval of Minutes – April 12, 2016

Mr. Kunich moved to approve the minutes as presented in the agenda. Mr. Falkofske seconded the motion. Unanimously approved.

Policies 1950 – Relations with Wisconsin Interscholastic Athletics Association, 5110 – Equal Educational Opportunity Discrimination Complaint, 5111 – Anti-Bullying/Harassment/Hate, 5112 – Student Restroom and Locker Room Accessibility and 6470 – Student Records

Ms. Valeri indicated that to ensure the district is up to date with all policies regarding transgender youth, it was determined that policies 1950, 5110, 5111 and 6470 required updating. In addition to updating each of the policies to include transgender or non-conforming youth, policy 5112 was developed to address the use of restrooms and locker rooms within the district.

Ms. Valeri presented Policy 1950 – Relations with Wisconsin Interscholastic Athletics Association and indicated that the only change to the policy was the sentence indicating that the district shall comply with policies, rules, and regulation promulgated by the WIAA. There were no questions from Committee members.

Mr. Moore moved to forward Policy 1950 – Relations with Wisconsin Interscholastic Athletics Association to the full Board for consideration. Mr. Kunich seconded the motion. Unanimously approved.

Ms. Valeri presented the proposed changes to Policy and Rule 5110 – Equal Educational Opportunity Discrimination Complaint and then answered questions from Committee members.

Mr. Kunich moved to forward Policy and Rule 5110 – Equal Educational Opportunity Discrimination Complaint to the Board for consideration. Mrs. Stephens seconded the motion. Unanimously approved.

Ms. Valeri presented the proposed changes to Policy and Rule 5111 – Anti-Bullying/Harassment/Hate. There were no questions from Committee members.

Mr. Kunich moved to forward Policy and Rule 5111 – Anti Bullying/Harassment/Hate to the Board for consideration. Mr. Falkofske seconded the motion. Unanimously approved.

Ms. Valeri presented Policy 5112 – Student Restrooms and Locker Room Accessibility and noted that it was a new policy in its entirety. Ms. Valeri and Attorney Lewis answered questions from Committee members.

Mr. Kunich moved to forward Policy 5112 – Student Restrooms and Locker Room Accessibility to the Board for consideration. Mrs. Hamilton seconded the motion. Unanimously approved.

Ms. Valeri presented the proposed changes to Policy and Rule 6470 – Student Records. Attorney Lewis answered questions from Committee members.

Mr. Falkofske moved to forward Policy and Rule 6470 – Student Records to the Board for consideration. Mr. Kunich seconded the motion. Unanimously approved.

Future Agenda Items

Mrs. Snyder indicated that Policy 3420 – Purchasing would be presented in August.

Meeting adjourned at 7:06 P.M.

Stacy Schroeder Busby
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
JOINT AUDIT/BUDGET/FINANCE AND
PERSONNEL/POLICY MEETING
Educational Support Center – Room 110
August 9, 2016
MINUTES

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Personnel/Policy Committees chaired by Mr. Kunich was called to order at 7:32 P.M. with the following committee members present: Ms. Stevens, Mr. Kent, Mr. Aceto, Mrs. Dawson, Mr. Holdorf, Mr. Battle, Mr. Balk, Mrs. Snyder, Mr. Moore, and Mr. Kunich. Dr. Savaglio-Jarvis was also present. Mr. Wade, Mr. Falkofske, Mrs. Dahl, and Mrs. Hamilton were excused and Mr. Leipski, Mr. Lawler, and Mrs. Stephens were absent.

Policy 3420 - Purchasing

Mr. Tarik Hamdan, Chief Financial Officer, presented Policy 3420 - Purchasing. He indicated that the district receives approximately \$23 million dollars in Federal grant reimbursements annually. As the recipient of significant Federal funds, the district is required to follow the new Federal Uniform Grant Guidance (OMB CFR Section 200) which became effective during the 2015-16 fiscal year. The guidance includes changes to procurement (purchasing) requirements. Non-Federal entities, such as the district, were provided with one year to adopt the new procurement standards. The required Federal standards will be effective for the District's 2016-17 fiscal year and will require the suggested revisions to Policy and Rule 3420 – Purchasing in order to reflect the new requirements and to ensure compliance.

Mr. Battle moved to forward Policy 3420 – Purchasing to the full Board for approval. Ms. Stevens seconded the motion. Unanimously approved

Informational Items

There were no informational items noted.

Future Agenda Items

There were no future agenda items noted.

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

Meeting adjourned at 7:31 P.M.

Stacy Schroeder Busby
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
PERSONNEL/POLICY MEETING
Educational Support Center – Room 110
August 9, 2016
MINUTES

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mrs. Snyder was called to order at 7:44 P.M. with the following committee members present: Mr. Kunich, Mr. Moore, and Mr. Kunich. Dr. Savaglio-Jarvis was also present. Mr. Falkofske, Mrs. Dahl, and Mrs. Hamilton were excused. Mrs. Stephens and Mr. Jenewein were absent.

Mrs. Snyder indicated that a quorum was not present; therefore, no action could be taken.

Approval of Minutes – July 12, 2016

Mrs. Snyder indicated that the July 12, 2016 minutes would be brought at the next committee meeting for approval due to lack of a quorum.

Informational Items

Mrs. Snyder indicated that the Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations would be forwarded to the full Board.

Future Agenda Items

Dr. Savaglio-Jarvis indicated that Policy 6456 – Graduation Requirements (Civics Exam Requirement) would be presented in September and the Official Third Friday Enrollment Report, Policy 5437 – Threats/Assaults, and the High School Transcript and Graduation Procedures Review Committee Update would be presented in October.

Meeting adjourned at 7:45 P.M.

Stacy Schroeder Busby
School Board Secretary

KENOSHA UNIFIED SCHOOL DISTRICT

September 13, 2016

Curriculum/Program & Personnel/Policy Joint Standing Committee

Policy and Rule 6456 – Graduation Requirements

&

Removal of KUSD Policy 5270: Open Enrollment – Part Time

In 2015, Wisconsin Act 212 was approved and subsequently enacted in March 2016, by the Wisconsin state legislature to modify the Wisconsin high school graduation requirements starting with diploma requests for the 2016-17 school year. Act 212 revised the previously adopted Civics Exam requirement for high school completion.

The first law regarding the Civics Exam required that, beginning in the 2016-17 school year, students may not receive a high school diploma from a public, charter, or choice school without first attaining a passing score (60% or higher) on a Civics Exam that is identical to the [Civics Exam required for U.S. citizenship](#). It also stipulated that students who had an Individualized Education Plan (IEP) in effect must take the Civics Exam, but were exempted from the requirement to attain a passing score on the exam in order to graduate. Wisconsin Act 212 replaces that universal treatment of the state Civics Exam requirements for special needs students with an individualized determination. Under Act 212, a special needs student's IEP will govern the Civics Exam requirements. The IEP team must determine the appropriateness of administering the state Civics Exam, as well as whether it is appropriate to require that the student pass the Civics Exam in order to graduate.

In preparation for the Civics Exam requirement, Kenosha Unified developed an online internal select response assessment. This assessment is currently integrated within the Grade 11 Government & Politics course work, allowing students to gain the relevant knowledge related to the required exam. Though the graduation Civics Exam is attempted during this course, it has no impact on the actual Government & Politics course grade. In this model, the required Civics Exam could be viewed as a "practice exam" for the course. Students may continue to attempt the exam until achieving a passing score, with numerous and varied opportunities at each KUSD high school. Some KUSD schools and programs offer the Government & Politics course in grade 12, and some students establish schedules that cover this class in their senior year.

With the new change to allow for an approved waiver as noted for students with disabilities in their individualized educational plan, a number of students who have yet to attempt the Civics Exam will now be realized as having this

requirement listed as “completed” in the coming months. The data listed below is preliminary and will only increase as schools verify the completed tests.

Civics Exam Completion Rates (Cohort 2017)

School	Current Completions	Projections	Completion Rate
Bradford	236	469	50.3%
Harborside	0	103	0.0%
Hillcrest	0	32	0.0%
Indian Trail	328	612	53.6%
eSchool	3	31	9.7%
Lakeview	28	106	26.4%
Phoenix	0	14	0.0%
Reuther	36	167	21.6%
Tremper	139	448	31.0%
Total	770	1982	38.8%

Kenosha Unified last revised the Graduation Policy and Rule in July 2015 to align to the updated Department of Public Instruction requirements and recommendations. Currently, KUSD requires that a student obtain 23.5 credits for successful graduation, unless enrolled in a board-approved program. KUSD also requires a minimum of 10 hours of Community Service. The Civics Exam requirement will be appropriately listed on the official student transcript and viewable on the student/parent portal of the student information system.

During the cross-reference validation for the graduation policy, it was discovered that the state statute related to part time open enrollment for students has since been updated to reflect the Wisconsin Course Options program. Kenosha Unified already aligns to this requirement with KUSD Policy 6440 Course Options Enrollment. The existing KUSD Policy 5270 Open Enrollment Part Time can be completely removed as it has not been addressed since 1998 and is now covered through the Course Options material.

Administrative Recommendation:

Administration recommends that the Curriculum/Program and Personnel/Policy Joint Standing Committee forward the proposed revisions to Policy and Rule 6456 Graduation Requirements and deletion of Policy 5270 Open Enrollment Part-Time to the Board of Education for approval as separate first readings at the September 27, 2016, regular school board meeting and separate second reading at the October 25, 2016 regular school board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kristopher Keckler
Chief Information Officer

Dr. Beth Ormseth
Chief of School leadership

GRADUATION REQUIREMENTS

Academic credits shall be awarded for mastery of standards in grades nine through twelve. A student must earn ~~23 credits, and~~ 23.5 credits ~~beginning with the class of 2016-17~~, as described in Rule 6456 to graduate from the Kenosha Unified School District and a student must also complete **10 hours of community service, successfully pass the state required civics exam with a score of 60% or higher, and** one of the following:

1. Earn a score of basic or above in three of five subtests on the high school Wisconsin Knowledge and Concepts Exam (WKCE), or reaching a Readiness Level of “Close” or above on three of five subtests for the Grade 10 ACT Aspire or meeting the equivalent benchmarks on the ACT Plus Writing.
2. Earn a cumulative grade point average (GPA) of at least 1.5 on an unweighted scale through the seventh semester of high school; i.e., January of senior year
3. Meet one of the following test scores requirements:
 - a. ACT Assessment - 18 or above
 - b. SAT I Exam - 870 or above

OR

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

KUSD students may obtain an online learning endorsement.

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

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

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

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

All students shall be required to take a full schedule. Junior and senior year students may be allowed to have only one release at any time. Freshmen and sophomores release requests will require an administrative approval. In addition, four years of high school attendance shall be required unless early graduation is applied for and approved pursuant to established District procedures. Each regular school year a student is required to enroll in no less than six (6.0) credits. Students are eligible for early graduation when they have completed the requirements for receipt of a diploma.

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

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

LEGAL REF.: Wisconsin Statutes

Sections	115.787	[Individualized education programs]
	115.915	[Availability of P program services or curriculum and modifications for school-age parents]
	118.15(1)(b)-(cm)	[Compulsory School Attendance 16 and 17 year old student participation in program leading to high school graduation or high school equivalency]
	118.153	[Programs for Children at risk of not graduating from high school]
	118.30	[Student Pupil assessment; state requirements]
	118.33	[High school graduation standards; criteria for promotion]
	118.35	[Programs for gifted and talented pupils students]
	118.52(3)(d)2	[Part-time public school open enrollment Course Options]
	118.55	[Youth Options Program]
	120.13	[School Board Powers Board power to do all things reasonable for the cause of education]
	120.13(37)	[Board power to issue diplomas to veterans]
	121.02(1)(p)	[School district standard; graduation requirements]
PI 18		Wisconsin Administrative Code [High school graduation standards]
PI 40		[Determining and awarding high school credit for Youth Options Program courses]

CROSS REF.: 5110, Equal Educational Opportunity/Discrimination Complaint

5118.1, Promotion

5120, Student Enrollment Reporting

5240, Accommodation of Private School and Home-Based Private Education
Program Students

5260, Open Enrollment – Full Time

~~5270, Open Enrollment – Part Time~~

5310, Student Attendance

6423, Talent Development Program

6460, Testing /Assessment

6434.2 Youth Options Program

6440 Course Options Enrollment

Special Education Program and Procedure Manual

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 13, 1991

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

GRADUATION REQUIREMENTS

A. Credit Requirements and distinctions

1. Specific Credits Required out of ~~23~~. ~~23.5 credits starting with diploma requests in 2016-17.~~

ENGLISH	4 credits
SOCIAL STUDIES	3 credits* 1 credit - U.S. History 1 credit - World History * ½ credit U.S. Government & Politics ½ credit Behavioral Science
MATHEMATICS	3 credits
SCIENCE	3 credits
PHYSICAL EDUCATION	1.5 ½ credits**
HEALTH	0.5 ½ credit
CONSUMER EDUCATION	0.5 ½ credit***
ELECTIVES	7.5 credits for approved diplomas in 2015-16; 8.0 credits beginning with diploma requests in 2016-17
CIVICS EXAM	Successfully pass the state required civics exam with a score of 60% or above.
COMMUNITY/SERVICE LEARNING	Required of all students – 10 Service Hours
DIPLOMA WITH SERVICE DISTINCTION	100 Service Hours
DIPLOMA WITH HONORS DISTINCTION	4 Advanced Placement credits
ONLINE LEARNING ENDORSEMENT	Pass an online course or pass a course with a high quality online component.
<p>* Note: Students selecting the Advanced Placement U.S. Government and Politics option will be required to satisfactorily complete the entire course. Failure to do so will require students to take either U.S. Government and Politics or U.S. Government and Politics – Honors in order to satisfy the requirement. In the instance where a student successfully completes one credit of AP Government and Politics and has completed one credit of U.S. History and one credit of World History, the student has met the required 3 credits of social studies for graduation. Students planning on attending an institution of higher education are encouraged to take a behavioral science course.</p> <p>Note: Economics can be applied towards satisfying the consumer education requirement.</p> <p>**Unless exempted pursuant to Wisconsin Statutes, exemption shall be granted for medical reasons upon presentation of a physician's statement. Students excused from physical education for all four years of high school for medical reasons shall be required to makeup ½ credit in another elective subject for each semester excused from physical education.</p> <p>***Waived for students who successfully complete ½ credit Honors Economics, ½ credit Economics, 1 credit Advanced Placement Economics, or 1 credit Marketing.</p>	

2. The District will provide access to honors, advanced placement, and post-secondary courses in accordance with state law requirements.
3. Summer school credit is awarded on the basis of one-half **(0.5)** credit for each class successfully completed based on standards. Prior approval by the principal is required to earn credit for summer school courses taken outside of the District.
4. Credit deficient students who are at least 17 years of age who have been in a high school cohort group for more than three years (a student with a summer birthday would be able to take the exam with the spring testing group if they attended high school for more than three years with their peers) and are current residents of the District may be issued a District diploma if they satisfy the following Competency Graduation Requirements.
 - a. Are enrolled members of a District cohort group, which means that students must have been enrolled members of a particular Kenosha Unified School District graduating class. Eligible students must have been enrolled in the District prior to the end of their cohort year graduation date. Non-KUSD cohort students 18 yrs of age or older whose graduation year has expired will not be eligible to participate in the program.
 - b. Score at or above the fourth stanine on all predetermined subtests including core areas of the District's adopted standardized achievement tests.
 - c. Demonstrate competency in writing, which can be accomplished by scoring at a level 4.0 or higher on the WKCE writing assessment or ACT Aspire/ACT Plus Writing Equivalent or scoring at a level 3.0 or higher on the WorkKeys writing assessment.
 - d. Complete consumer education/economics, health, government and politics, or approved comparable courses.
 - e. Meet employability standards in one of the following ways:
 1. Successful employment for a six-month period of time and can provide validation; or
 2. Meet an employability component established by the District in the form of a work readiness portfolio.
 - f. Students will be required to assume any associated costs for the administration and scoring of District adopted standardized assessments.
5. Students who have successfully completed the graduation requirements of the Wisconsin National Guard Challenge Academy, including reaching proficiency on assessed content, may earn a District diploma. Challenge Academy students must reach content proficiency either by meeting the proficiency standards on the Challenge Academy content assessments or the KUSD competency diploma assessments.
6. Standards of a Quality Online Learning Course:

A high quality online course is defined as a structured learning environment that utilizes technology, consistently and regularly (lasting 10 hours or more) throughout the course. Students do not need to take a completely virtual course. Each building administration will maintain and communicate a list of courses that aligns to this expectation. Students have multiple options to complete this endorsement within or outside of their primary assigned school.

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

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

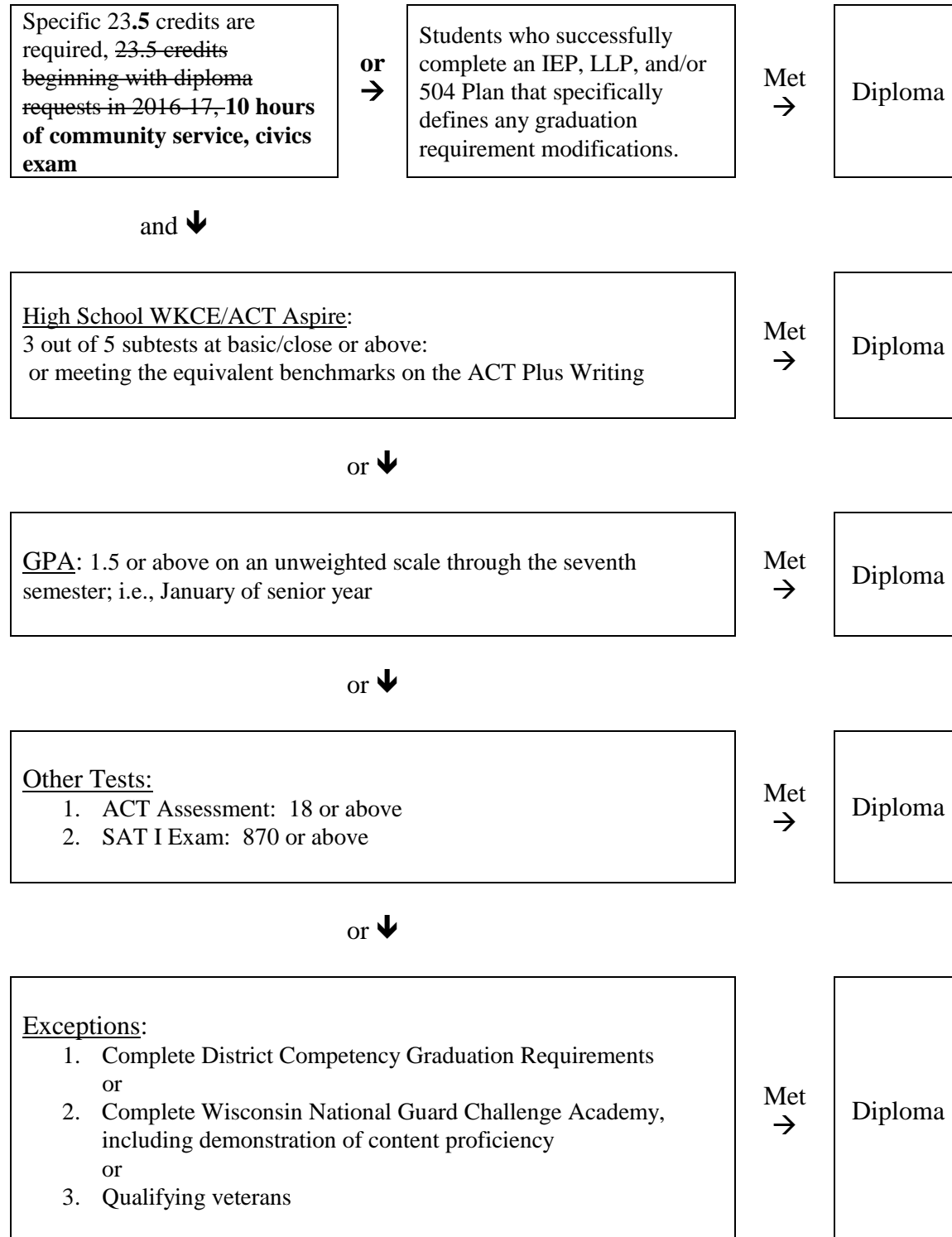
7. Accelerated/alternative high school credit attainment is an option for high school students aged 16 and above who may earn high school credit based upon satisfactory completion of individual portions of a District or state-approved criterion referenced test at 85 percent mastery or on norm referenced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

B. Early Graduation:

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

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

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



POLICY 5270
OPEN ENROLLMENT—PART TIME

A nonresident public high school student may apply for enrollment in a course(s) in the Kenosha Unified School District in accordance with state law and established procedures. The District shall use the same criteria for accepting and rejecting course applications for nonresident students as resident students except that preference shall be given in attendance in a course to residents of the District.

If the District receives more nonresident student course applications than there are spaces available, determination of which students to accept shall be made on a random basis in accordance with established District procedures.

Student transportation shall be the responsibility of the nonresident student's parents(s)/guardian(s) or the adult student.

Nonresident open enrollment students attending courses in the District have all the rights and privileges of resident students and are subject to the same rules and regulations as resident students.

A District high school student may apply for enrollment in a course(s) in another school district in accordance with state law. Students may not enroll in more than two courses at any time. The Kenosha Unified School District shall deny a student's enrollment in a course if it conflicts with the student's individual education program (IEP). The District shall also deny a resident student's enrollment in a course in another public school district if the cost would impose an undue financial burden on the District.

Transportation to and from the course(s) in another school district under the open enrollment program shall be the responsibility of the student's parents(s)/guardians(s) or the adult student.

LEGAL REF.: Wisconsin Statutes

Sections 118.13 (Student discrimination prohibited)
118.145 (4) (Private school/parochial school participation in high school courses)
118.52 (Part time open enrollment)

CROSS REF.: 4310 Instructional Staffing

4351.1 Teaching Load

6120.1 Equal Educational Opportunities

5200 School Admissions

5240 Accommodation of Private School and Home-Based Educational Programs

5138.5 Closed Campus

6151 Class Size

5119.1 Graduation Requirements

5125 Student Records

EEN Policy and Procedure Handbooks

AFFIRMED—January 27, 1998



KENOSHA UNIFIED SCHOOL BOARD
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
June 14, 2016
MINUTES

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mr. Wade was called to order at 6:00 P.M. with the following committee members present: Mr. Garcia, Mrs. Snyder, Mrs. Santoro, Mrs. Wickersheim, and Mr. Wade. Dr. Savaglio-Jarvis was also present. Mrs. Karabetsos, Ms. Nielsen, Ms. Riese and Mr. Wojciechowicz were excused.

Approval of Minutes – May 10, 2016 Joint Audit/Budget/Finance and Curriculum/Program and May 10, 2016 Curriculum/Program

Mrs. Snyder moved to approve the minutes as presented in the agenda. Ms. Garcia seconded the motion. Unanimously approved.

Adoption of Instructional Materials for K-5 Social Studies

Mrs. Julie Housaman, Assistant Superintendent of Teaching and Learning, and Mr. Che Kearby, Coordinator of Educator Effectiveness and Social Studies, presented the Adoption of Instructional Materials for K-5 Social Studies. They explained that the current kindergarten through fifth grade social studies resources were published in 2002, are severely out of date, and in many instances are no longer in a useable condition. As a result teachers have been supplementing the existing materials with resources they have found on their own. In October 2015, teachers, instructional coaches, and administrators began the material review process. Teachers were grouped in grade level teams to evaluate teacher resources, student textbooks, and ancillary materials received from multiple publishers. This process was beneficial in identifying the criteria to provide the best opportunity for student success in the request for purchase (RFP). An RFP was released in late February 2016. Seven publishers responded to the RFP. The proposals from McGraw-Hill and Pearson Education closely matched the district-identified criteria to maximize student achievement. On April 21, 2016, elementary teachers were invited to presentations provided by McGraw-Hill and Pearson Education. As a result of the feedback, investigation, and publisher presentations, the kindergarten through fifth grade *myWorld Social Studies* series published by Pearson Education was selected as the curriculum resource for Kenosha Unified School District.

Mr. Kirby answered questions from committee members.

Mrs. Snyder moved to forward the recommendation to purchase the kindergarten through fifth grade *myWorld Social Studies* series published by Pearson Education to the full board. Mrs. Santoro seconded the motion. Unanimously approved.

Adoption of Instructional Materials for High School Mathematics

Mrs. Housaman presented the Adoption of Instructional Materials for High School Mathematics. She indicated that in May 2014 the board approved the adoption and purchase of Big Ideas Math resources for mathematics instruction in grades 6 through 8 and for the high school Algebra 1-Geometry-Algebra 2 sequence. Instructional resources for other high school mathematics courses offered in the district were not purchased at that time. The existing resources for Precalculus, Precalculus Honors, and AP Calculus were purchased in 2006. Resources for AP Statistics and Math Applications were purchased in 2008. She noted that

approval is sought to purchase texts for Precalculus: Graphical, Numerical Algebraic, Calculus for AP, and The Practice of Statistics.

There were no questions from committee members.

Mrs. Snyder moved to forward the Adoption of Instructional Materials for High School Mathematics to the full board for approval to purchase the texts for: Precalculus: Graphical, Numerical Algebraic, Calculus for AP, and The Practice of Statistics. Mr. Garcia seconded the motion. Unanimously approved.

Future Agenda Items

Mr. Wade noted that the Head Start Semi-Annual Report was scheduled for presentation in July.

Mrs. Santoro moved to adjourn the meeting. Mr. Garcia seconded the motion. Unanimously approved.

Meeting adjourned at 6:14 P.M.

Stacy Schroeder Busby
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
August 9, 2016
MINUTES

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mrs. Snyder was called to order at 7:47 P.M. with the following committee members present: Mr. Garcia and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mr. Wade was excused. Mrs. Karabetsos, Mrs. Santoro, Mrs. Wickersheim, Ms. Nielsen, and Ms. Riese were absent.

Mrs. Snyder noted that a quorum was not present; therefore, no action could be taken

Approval of Minutes – June 14, 2016 Curriculum/Program

Mrs. Snyder indicated that the June 14, 2016 minutes would be presented at the next committee meeting for approval.

Informational Item

Mrs. Snyder indicated that the Head Start Semi Annual Report would be presented at the next committee meeting.

Meeting adjourned at 7:47 P.M.

Stacy Schroeder Busby
School Board Secretary

This page intentionally left blank

Kenosha Unified School District
September 13, 2016
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.

All Head Start programs are structured through a common framework that includes the following components: Program Management and Fiscal Operations, Parent, Family, and Community Engagement, Early Childhood Health and Wellness, and Early Childhood Development, Teaching, and Learning. This report will summarize activities in each of these components for January 2016 through June 2016.

PROGRAM MANAGEMENT AND FISCAL OPERATIONS

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

- The Federal Head Start Grant and the State Head Start Supplemental Grant for the 2016-17 school year were approved by the Head Start Policy Council and the KUSD School Board. Differences between the 2016-17 grant requests and the current grant include an increase in the number of locations that will be served by Head Start for the coming school year. Beginning with the 2014-15 school year Head Start reduced the number of schools that received Head Start services. The intent was to increase the number of Head Start students at each site ensuring that the mandated enrollment of 389 students would be maintained while intensifying the amount of service for children and families at each location. Head Start reduced the number of sites that it served from 15 sites to nine sites and the number of sessions that had Head Start students from 40 sessions to 31 sessions. While this reduction of location and sessions allowed for concentrated services and less travel for Head Start staff, Head Start has been unable to reach its mandated enrollment for the past two years. To ensure that 389 students are enrolled in Head Start for the 2016-17 school year the decision has been made to expand to two additional locations; Grewenow Elementary School and Vernon Elementary School.

Head Start Locations 2016-17	
AM Session	PM Session
Bose Elementary School	Bose Elementary School
Brass Community School	Brass Community School
Chavez Learning Station	Chavez Learning Station
Edward Bain School of Language & Art	Edward Bain School of Language & Art
Frank Elementary School	Frank Elementary School
	Grewenow Elementary School
	Jefferson Elementary School
McKinley Elementary School	McKinley Elementary School
Vernon Elementary School	
Wilson Elementary School	Wilson Elementary School

- **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:

- Fiscal Integrity (completed February 2015)
- Eligibility, Recruitment, Selection, Enrollment, and Attendance (ERSEA) (completed February 2015)
- Teacher-Child Interactions, as addressed through the Classroom Assessment Scoring System (CLASS™) observation instrument (completed March 2015)
- Environmental Health and Safety (completed April 2015)
- Comprehensive Services and School Readiness (completed December 2015)
- Leadership, Governance, and Management Systems (completed May 2016)

KUSD Head Start received the findings of three reviews and participated in one monitoring review during the past six months. Findings that have not previously been shared include:

- **Teacher-Child Interactions Review**
Reviewers utilized the Classroom Assessment Scoring System (CLASS) to conduct observations of randomly selected KUSD Early Education classrooms that included Head Start children. CLASS assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. To pass this review the average score of the observed classrooms must exceed the minimum threshold for each domain and not be in the lowest 10 percent on any of the three CLASS domains. KUSD Head Start met these requirements.

Domain	Minimum Threshold Score	Lowest 10% Score	KUSD CLASS Score	Highest 10%
Emotional Support	4	5.6562	5.7955	6.37
Classroom Organization	3	5.2708	5.697	6.28
Instructional Support	2	2.2261	2.8636	3.69

○ Environmental Health and Safety Review

The Environmental Health and Safety Review 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. Review findings identified one non-compliance during this review. “The grantee (KUSD) did not obtain criminal record checks (CRCs) prior to employing staff. Five employees hired within the past 12 months did not complete CRC’s prior to employment.”

To address this non-compliance the following corrective actions were taken:

- KUSD Board Policy 4332 was clarified to ensure that KUSD policy complies with the Head Start Act. Human Resources has consistently interpreted the policy to require a criminal records check (CRC) be completed prior to employment and prior to contact with children. The Environmental Health & Safety Review demonstrated that current practice has not consistently followed the established policy. Consistency in practice was addressed in both the short and long term.
- In the short term, all requests to hire Head Start staff will be sent to the Head Start Director for review prior to being sent to KUSD’s Human Resource Department. Once the request has been reviewed for compliance with Head Start Performance Standards, the request will be forwarded to the KUSD Human Resources Department for processing.
- In the long term, KUSD is moving to an electronic work flow system beginning July 1, 2016. Candidates will be required to upload transcripts, certification, and medical documentation prior to beginning employment. At the time of offer of employment the individual recommended for hire will complete a CRC. This document and the results will be identified in the work flow system. A formal contract with the district will not be offered to the individual recommended for hire until the required documents and their results have been processed.

Based on these actions the review concerns were closed and KUSD was informed that no corrective action is required at this time.

○ Comprehensive Services and School Readiness Review

The Comprehensive Services and School Readiness Review focuses on grantee performance in providing comprehensive services and promoting school readiness to children and families enrolled in Head Start. The Review assessed the level of program performance in the following four areas:

- Identifying Child and Family Strengths and Needs
- Addressing Child and Family Needs
- Providing High-Quality Teaching and Learning
- Planning for Transition

Based on the information collected during the review, no area of noncompliance was found. Accordingly, no corrective action was required.

○ Leadership, Governance, & Management Systems Review

The Leadership, Governance & Management System review is organized to comprehensively assess how Head Start programs:

- Develop plans to achieve their goals and ensure the delivery of high-quality comprehensive services to children and families in healthy and safe environments.
- Coordinate and develop program resources
- Implement program practices and deliver quality services
- Identify areas for ongoing program improvement.

This review was conducted during the week of May 16, 2016. The results of this review have not yet been received.

● Annual Self-Assessment

Prior to submission of the Federal Head Start grant, a self-assessment is required to be conducted. The annual self-assessment provides the program with the means to regularly assess our systems and operations in order to continually strengthen the program and services delivered to children and families. The self-assessment is part of the continual improvement process and involves the collection of information from a variety of sources. The Head Start [Self-Assessment for 2015-16](#) school year showed:

- Successful completion of the federal reviews that had been conducted
- Head Start children achieved at a higher level than children in Early Education at the conclusion of the 2014-15 school year
- Attendance remains above 85% program wide
- All Head Start staff has multiple opportunities for professional growth
- A need to expand locations and revise recruitment strategies in order to reach the mandated enrollment number
- Concerns with completion of initial dental and physical exams and with dental follow-up treatment
- A need for integration of Head Start School Readiness goals with building goals

Program goals for the 2016-17 school year were developed to address the self-assessment findings.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

The parent, family, and community engagement (PFCE) 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. The family partnership tool assesses the strengths of a family and areas with room for growth allowing the family and the family service provider to work together to set a goal of achievement.

Family Partnerships - End of the Year Report 2015-2016			
First Quarter	Second Quarter	Third Quarter	Fourth Quarter
263 families 208 partnerships 79%	288 families 245 partnerships 85%	331 families 297 partnerships 90%	351 families 314 partnerships 89%

- **Parent, Family, and Community Engagement (PFCE) Framework**
The KUSD Head Start program began implementation of the Parent, Family, and Community Engagement (PFCE) Framework during the 2014-15 school year. The PFCE 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.

PFCE identifies seven outcomes for families and ways to demonstrate a family's growth in each outcome. Those seven outcomes are:

Family Outcome	Definition
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

2015-16 summarized PFCE data shows:

- 266 families experienced gains in the family outcome areas listed above
- 5 families experienced no gains or progress in the family outcome areas
- 63 families experienced additional needs which resulted in no gains being reported
- 54 families chose not to participate in the PFCE framework.

Summarized PFCE Data Comparison		
	2014-15	2015-16
	# of Families	# of Families
Experienced gains in family outcomes	232	266
Did not experience gains in family outcomes	43	5
Experienced interrupting events resulting in no gains	37	63
Chose not to participate in the PFCE	86	54

The families that participated in the PFCE Outcomes Framework showed family well-being as the area of greatest need. This content area includes the elements of safety, health, mental health, substance abuse, transportation, financial security and housing. Family service providers supported families in this outcome most frequently.

- **Community Referrals**

Family service provider collaboration with community agencies develops agency relationships that are utilized by Head Start families. Connections with these community agencies strengthen support available to 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 2015-2016 school year the following community referrals were made:

Community Referrals - End of the Year Report 2015-2016			
First Quarter	Second Quarter	Third Quarter	Fourth Quarter
264 referrals	296 referrals	327 referrals	396 referrals
Kenosha Community Health Center, Holiday House, Kenosha Housing Authority, Kenosha County Division of Health, Urban Outreach and Kenosha County Prevention Services Network were the most frequently utilized agencies.			

EARLY CHILDHOOD HEALTH AND WELLNESS

Research shows that what happens during the first five years of life is critical to healthy child development. Parents have the primary, long-term responsibility for their children's health, so it is critical for them to be involved in the health care process. Head Start programs strive to provide families with a wide variety of health related information and support them in maintaining a safe, healthy, active life. Focusing on early identification, treatment, and health promotion staff use these health strategies to make sure children engage in learning. They are critical parts of Head Start's school readiness activities.

- **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. Community resources, typically relied on to support achievement of this requirement, have declined this year. As a result, a dramatic decline in the number of children meeting this Performance Standard has been evident throughout this school year.

	April 2012	April 2013	April 2014	April 2015	April 2016
Completed Health Checks	98%	87%	89%	81%	76%
Completed Dental Checks	96%	93%	93%	81%	72%

To address the decline in available community medical and dental services Head Start held medical clinics at the Chavez Learning Station. Parent permission was needed for each child to participate in the clinic. Parents were encouraged to accompany their child to the appointment at the Chavez Learning Station. Transportation was provided for those that were in need. As a result of the clinics and the hard work of the family service providers, at the end of May 87% of children had received an initial health check and 76% of children had received an initial dental exam. Continuing improvement in these requirements will continue to be a focus for the 2016-17 school year.

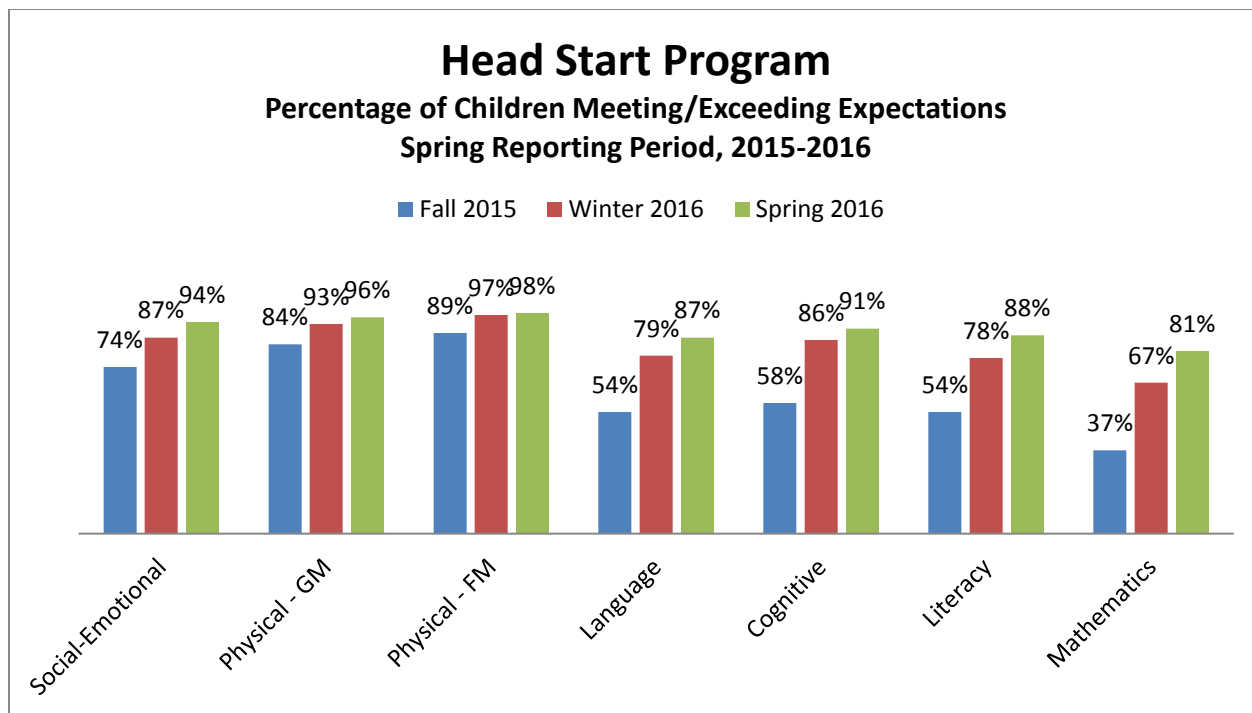
EARLY CHILDHOOD DEVELOPMENT, TEACHING, AND LEARNING

Head Start “Approach to School Readiness” means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. Physical, cognitive, social, and emotional development are all essential ingredients of school readiness. Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. Programs must establish school readiness goals that are appropriate for the ages and development of enrolled children in the following domains:

- Language and Literacy
- Cognition
- Approaches to Learning
- Physical health and Motor Development
- Social and Emotional Development

Implementing and measuring progress toward school readiness goals helps programs individualize for each child and ensure that children know and can do what is needed to be ready for kindergarten. [KUSD Head Start's school readiness goals](#) incorporate both long and short term goals.

KUSD Head Start reports summative student progress three times per year using Teaching Strategies GOLD™. Schools Readiness Outcomes (reported for 349 children) for spring 2015-16 are summarized below:



As evidenced by the graph, the most significant domain of improvement during this school year was math. However math continues to be the lowest achieving domain followed by language development. This is a continuing trend.

Recommendation

Administration recommends that the Curriculum/Program Standing Committee receive this six-month progress update of the Kenosha Unified School District Head Start Program.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Martin Pitts
Regional Coordinator of Leadership
and Learning - Elementary

Ms. Luanne Rohde
Director of Early Education

Ms. Lisa KC
Assistant Director of Head Start

**Kenosha Unified School District
Kenosha, Wisconsin**

**September 13, 2016
Curriculum/Program Standing Committee**

Academic Parent-Teacher School Grant Update

Background

Academic Parent-Teacher Teams (APTTs) is a research-based system of family engagement that strategically connects families and schools to advance student learning and achievement. The APTTs model is a classroom-based, teacher-led, data-driven family engagement model focused on supporting children's academic goals by linking home and school learning.

The APTTs model replaces traditional parent-teacher meetings. Classroom teachers invite families to participate in 3 75-minute group meetings and 1 30-minute individual parent-child session annually. During APTTs meetings teachers share actionable data, review grade-level skills, and demonstrate concrete activities families can do at home to help students master skills. Families practice the learning activities, and each family reviews their child's progress data to set a 60-day academic goal individualized to their child's needs.

The APTTs process aligns well with the Frank Elementary School SMART Goals. Frank will maintain three scheduled conferences annually. The 2016-17 conference schedule aligns with the APTT model. In addition to the scheduled conference times, Frank will hold parent-teacher team meetings in September, February, and April and individual conferences in November for 4-year-old kindergarten through first grade. Students in grades 2 through 5 will continue to hold student-led conferences at the scheduled conference times.

Program Description

APTTs is an intentional and systematic means of increasing student academic achievement by improving the quality and quantity of parent-teacher communication and interaction. Teachers coach parents to become engaged, knowledgeable members of the academic team in three classroom APTTs meetings and one in-depth individual conference each year. The APTTs objectives include improving student achievement by increasing the quality and quantity of parent-teacher communication and interaction and establishing high expectations between teachers and families to optimize student learning.

This alternative conference system is designed to:

- Help parents participate in supporting their child's learning at home.

- Provide an opportunity for families from the same classroom to work together and possibly form support networks.
- Increase parent knowledge of how data is used in the classroom.
- Provide an opportunity for parents to get to know the teacher.

APTTs replace traditional parent-teacher conferences with teams that have two components.

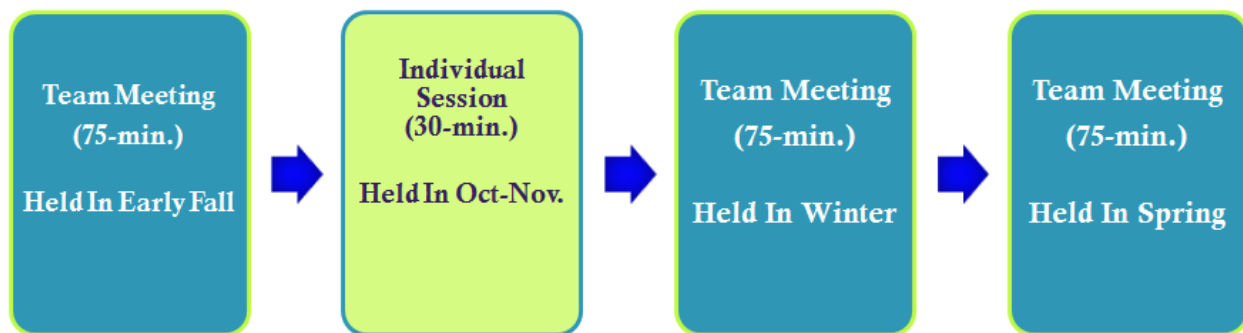
Component 1. 3 75-minute classroom team meetings each year

The team consists of the teacher, all parents, and a parent liaison. Each meeting includes a review of student academic performance data, parent-student academic goal setting, teacher demonstration of skills to practice at home, parent practice, and networking opportunities.

Component 2. 1 30-minute individual parent-teacher conference

This meeting between the student, the teacher, and the student's family provides support that is individualized based on the needs of the student. It provides an opportunity for families and teachers to deepen their relationship as partners, discuss the student's progress at home and at school, and to collaboratively create an action plan to support the student's growth and improvement.

Academic Parent-Teacher Teams Model



Components and Essential Elements of the Academic Parent-Teacher Teams Model

Three Team Meetings	One Individual Session
<ul style="list-style-type: none"> • Welcome and team building • Review grade level skills. • Share data. • Model practice activities. • Facilitate family practice activities. 	<ul style="list-style-type: none"> • Build strong collaborative relationships. • Update family regarding student academic progress. • Collaborate on plan of action to achieve SMART Goal.

Other Initiatives

In addition to APTT there are multiple initiatives at Frank Elementary School to bolster student achievement in numeracy and literacy. These include Leveled Literacy Intervention (LLI), Fountas & Pinnell (guided reading), EL Education, Reading and Writing Workshop, Reading Workshop 2.0, Number Talks, Frayer Model for math vocabulary, Mental Math strategy teaching, Fact Masters, Accelerated Reader, Moby Max, expeditions and case studies, Journeys and EM3 curricula.

Title One funds have been instrumental in providing a part-time data coach and reading coach (.7 FTE) to support not only APTT but other initiatives. The data coach provides monthly and quarterly data charts to help teachers track and report student progress. Additionally there are 3 Educational Support Personnel (ESPs) that assist on Friday afternoons preparing materials for the PreK-2 families.

Frank Elementary School leadership team has opted not to expand APTT to grades 2-5 for the 2016-2017 school year so that the primary grades are able to focus on the current implementation process. Concerns that will be addressed from last year's implementation include:

- Determining if there is a negative impact from using the time necessary for planning and prepping for the family meetings versus time lost in preparing lessons for other areas of curriculum and instruction.
- Collection of anecdotal data from primary teachers to determine the success of streamlining processes to address the time concern that has been identified.
- Determine the feasibility of expanding the APTT conference structure to grades 3-5.

Outcomes

Data collection at Frank Elementary has been on-going to measure the academic gains of students in pre-kindergarten through first-grade.

PALS

PALs is a screener to help identify students who are not proficient in pre-reading and basic literacy skills and to help identify students earlier and start interventions. We collect data for APTT on skills that are assessed in some of the subtests for PALs.

The PALs data indicates that there was an increase in the percent of students from fall to spring in the following areas:

- PreK first name writing (44% to 92%)
- PreK upper case alphabet, alphabet recognition, oral (31% to 82%)

- 1st grade summed score (49% to 61%)
- 2nd grade summed score (35% to 37%). They do not participate in APTT yet.

In Kindergarten there was a decrease in the summed scores from fall to spring but an increase from Spring 2015 to Spring 2016. The kindergarten PALs test in the fall does not include word lists or spelling; those skill areas are included in the spring test.

APTT

The APTT model is designed so that each child is assessed on two skills. Classroom teachers provide each family with two at-home activities as well as a SMART goal to set 60 day progress expectations. Prior to each of the three meetings, the student is reassessed by the teacher and the results are shared with the parents. Schools are able to determine which two skills students are assessed on as well as what assessment tools will be used to collect the data.

Pre-Kindergarten Results

- Upper case letter identification (average # of upper case letters students identified in Fall=4, in Spring=19)
- Lower case letter identification (average # lower case letters identified in Fall=3, in Spring=11)
- Number identification (average # of numbers identified in Winter=7, in Spring=11)
- Counting 1 to 1 (average # identified in Winter=6, in Spring=11)

Kindergarten Results

- Letter identification (average #identified in Fall=12, in Spring=17)
- Letter sounds (average #identified in Fall=6, in Spring=20)
- Sight words (average #identified in Winter=10, in Spring=21)
- Sums to 5 (average #identified in Winter=5, Spring=11).

First Grade Results

- Sight words (average #identified in Fall=12, Spring 46)
- Sums to 10 (average #identified in Fall=5, in Spring=11)

The PALs and APTT data demonstrate growth in skill areas connected to early reading and math success. The student growth reported in the aforementioned assessments is attributed to the multiple instructional initiatives that have been implemented at Frank to address early reading and math skill areas, ongoing extensive professional learning opportunities for teachers and Title I supported supplemental staff. In addition to APPT other initiatives include: Leveled Literacy Intervention (LLI), Fountas & Pinnell (guided reading), EL Education, Reading and Writing Workshop, Reading Workshop 2.0, Number Talks, Frayer Model for math vocabulary, Mental Math strategy teaching, Fact Masters, Accelerated Reader, Moby Max, expeditions and case studies, Journeys and EM3 curricula.

This is an informational report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Dr. Bethany Ormseth
Chief of School Leadership

Mr. Martin Pitts
Regional Coordinator of School Leadership
Elementary School

Mrs. Heather Connolly
Principal of Frank

This page intentionally left blank