

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 13, 2017

A special meeting of the Kenosha Unified School Board was held on Monday, February 13, 2017, at 6:15 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of this meeting was for Views and Comments by the Public and Discussion on Talent Development Program Financial Impact.

The meeting was called to order at 6:18 P.M. with the following members present: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present.

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

Views and/or comments were made by the public.

Mrs. Julie Housaman, Chief Academic Officer, presented the Talent Development Program Financial Impact submitted by Ms. Patricia Clements, Coordinator of Talent Development; Mrs. Housaman; and Dr. Savaglio-Jarvis, excerpts follow:

“Based on research findings of exemplar gifted and talented programs and best practices in gifted education, the Wisconsin Response to Intervention (Rtl) framework has been selected as the service model for Kenosha’s Talent Development Education Guide. The Rtl framework embeds gifted services into what is occurring throughout the school or district, and it requires administration and teachers to consider the needs of gifted students when planning. Using standardized screeners that are free from cultural and linguistic bias, students may be identified for advanced learner services in the following areas: general intellect, specific academics, visual arts, performing arts, leadership, and creative thinking.

The Talent Development Program Guide outlines a multilevel system of support. At the universal level (the needs of most students are met by the classroom teacher through differentiated core instruction). Select intervention services will be available for students identified for more specialized services. Most often these opportunities will be provided during a designated intervention/enrichment period. When testing indicates that a student should receive intense enrichment services, an advanced learner guide is written to define individualized services based on what works best for each student.

At the January 10, 2017, Curriculum/Program Standing Committee Meeting, an update of the Talent Development Program Guide was shared (Appendix A) for the purpose of gathering feedback. Updates to this document have been made based on the information received at the committee meeting. In addition to the program plan design, the Talent Development Committee developed a plan of service for the middle school that will require the School Board to approve budget allocations for instructional

staff and transportation. The purpose of this working session is to clearly illustrate these expenses for Year 1, Year 2, Year 3, Year 4, and beyond.

As the expenses related to the current plan design have significant financial implications, a second program plan option will be shared that does not require additional budget allocations for implementation.

The Board of Education will provide direction for the district in selecting a plan of services for the middle school gifted and talented program.”

Mrs. Housaman, Ms. Clements, and Mr. Tarik Hamdan, Chief Financial Officer, gave a PowerPoint presentation which covered the following topics: talent development program philosophy, curriculum/program committee feedback, middle school site-based model, financial implications for site based program with transportation, financial implications for site based program without transportation, middle school cluster/blended learning model, cluster grouping, cluster grouping model, blending learning, enriched virtual model, blended learning model example, financial implications for home school cluster model with transportation, financial implications for home school cluster model without transportation, comparison of program costs, budget considerations, preliminary forecast for 2017-18, preliminary forecast for 2018-19, budget implications, seeking board direction, and next steps.

Board members voiced their views, comments and questions pertaining to the program options.

Mrs. Coleman noted that Administration would provide additional information in regards to gifted and talented advocates (criteria for being an advocate, duties of an advocate, estimated time commitment, stipend amount, staff availability) and that the Board would vote on this item in April or May.

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

Meeting adjourned at 8:07 P.M.

Stacy Schroeder Busby
School Board Secretary