



July 15, 2020

Ms. Bridget Schock  
Contracted School Services  
Milwaukee Public Schools  
5225 West Vliet Street  
Milwaukee, Wisconsin 53208

Dear Bridget:

This letter will serve as notification that Next Door intends to apply for a renewal of our charter contract with the Milwaukee Public Schools. We believe the partnership between Next Door and the Milwaukee Public Schools is important and benefits both organizations. More importantly, it benefits the children and families we serve.

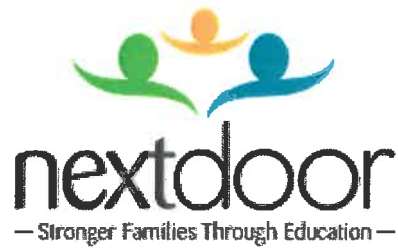
Please let me know if you need further information or have any questions at 414/999-2513 or [tsparrow@nextdoormke.org](mailto:tsparrow@nextdoormke.org).

Sincerely,

  
Tracey Sparrow, Ed.D.  
President



**Next Door**  
**Charter Application**  
**August 31, 2020**



2545 N. 29<sup>th</sup>  
Milwaukee, WI 53210

5310 West Capitol  
Milwaukee, WI 53216

## School Profile

*Mission:* Next Door supports the intellectual, physical and emotional development of children by partnering with their families for success in school and the community.

*School Leaders:* Marshall Collins, Capitol Drive location  
Jenna Heinen, 29<sup>th</sup> Street location

*Year opened:* 2004

*Grades Served:* K4 and K5

### Enrollment Information

Maximum Authorized Enrollment: 371 FTE  
Number of students who left the current school year: N/A

Demographics for Currently Enrolled Students:

Subgroup Population	Number of Students	Percent of Student Body
African American	223	94%
Asian	0	0%
Hispanic	14*	6%
White	0	0%
Other	13	6%
Students with Disabilities	35	15%
English Language Learners	0	N/A
Economically Disadvantaged	192	81%

\*some families identify as Hispanic and are also another race

## **I. Response to Current Charter School Performance**

### **Educational Performance**

#### **1. Description of how the school has been faithful in implementing its educational program as outlined in the charter proposal (Appendix A)**

The Next Door (ND) Charter School offers comprehensive educational programming to low-income children, with a focus on tailored academics and teaching strategies, as well as strategies to support social-emotional development. A health component, including an on-site health team at both schools and an on-site pediatric clinic at 29<sup>th</sup> St., forms an important part of the school's overall approach to school readiness. The ND Charter School requires that students complete health screenings every year, including screenings for vision, hearing, lead, blood pressure, height, weight, lead levels, and hemoglobin. The school is child-centered and family focused. This underlying principle encourages education-based relationships while strengthening the social competency of students. ND's approach seeks to strengthen children's reciprocal relationships with other children, family, teachers, society, and the school environment, and to ultimately close the persistent achievement gap experienced by minority, urban students across the nation. ND has created a school climate where students and their families feel welcomed and supported to reach their full potential. ND believes that by nurturing children in their earliest years and instilling them with the academic and social-emotional skills necessary for school readiness, children will enter the formal school system prepared to learn and thrive.

The Charter School offers full-day K4 and K5 classes – a program designed to minimize daily transitions for students and offer a needed solution for working parents. Ninety four percent of ND students are African American and 15% of our students received services for one or more diagnosed disability. Classrooms for the Charter School are located at the same sites as ND's Early Head Start and Head Start programs. This approach aligns with a birth-to-school continuum to ensure school readiness.

ND Charter School believes that the quality of the teacher is the key to the quality of programming within the classroom. The school seeks to create a "learning community" among staff and encourages interdisciplinary teams to collaborate as a way to best serve students and their families. Charter School teachers and coaches form a Community of Practice and participate in Collaborative Curriculum meetings to share strategies and lesson plans, problem solve, review data, and collaborate at the peer-to-peer level. Reflective practice is conducted by supervisors with teaching teams to enhance teacher capacity and to improve classroom practices and student outcomes. Reflective practice allows staff to consider the impact of their behaviors and decisions on student outcomes. Each teacher creates an annual professional development plan with their supervisor and progress is monitored throughout the year.

A Director of Educational Services, Instructional Coaches, Education Managers, and Site Directors form the Learning Team at the Charter School and work closely with ND Charter teaching teams to implement a research-based, developmentally appropriate curriculum and learn to use best teaching practices. Through a process of ongoing training and technical assistance and data analysis, the Learning Team helps teachers to tailor lesson plans, analyze teaching practices based on classroom and student data, and improve overall program-, classroom-, and

individual-level outcomes. The curriculum is continually adapted based upon data analysis to ensure that it is meeting the needs of the children served by ND. The Learning Team also works closely with ND leadership staff to aggregate and present data and align ND educational practices and assessments with state and national standards.

Next Door is committed to academic excellence for Milwaukee's urban children. The agency's robust early childhood education programs and services extend to the ND K4 and K5 Charter classrooms, providing continuity of care through seamless transitions for children and families. The ND Charter School utilizes a thorough data collection and analysis process. ND provides comprehensive support to families – each family is assigned to a Family Advocate to ensure that they have the resources they need to facilitate their child's success. Next Door also offers Adult Basic Education to support our families in reaching their educational goals. At Next Door, the entire family is a part of the child's life in school.

**2. How the school has met measurable goals and objectives during the term of the contract-student growth in achievement, evidence of making progress towards academic outcomes.**

As outlined in Appendix A, ND's School Improvement Plan At-A-Glance, goals and objectives were met for several of the contract measures, however, there are still several areas for improvement that ND continues to make progress toward. This school year we revised our coaching model to be one with an emphasis on student outcomes. In this student-centered coaching approach, Instructional Coaches work closely with teachers to address student progress. Goal setting and data meetings are a regular part of coaching cycles. As a result of this intentional coaching focus we continued to do well in math and saw significant gains from Fall to Winter in the areas of reading and writing. For example, our writing proficiency scores improved significantly from Fall of 2019, when 56% of children scored proficient and above, to 83% of children proficient and above in Winter 2020. Had our school not shut down, and ND had the opportunity to continue supporting student outcomes using these strategies, we predict that we would have seen significant growth and improvement in the spring trimester. Appendix B includes an analysis of our PALS data showing projected student outcomes based on the trends from Fall to Winter.

**3. How the school continued to provide educational and social-emotional support to students and families during an extended closure. Evidence of success and challenges. Additional steps if there was a future closure.**

In March of 2020, Next Door closed its doors to children and families as a response to the COVID-19 pandemic. During the closure, ND leadership worked hard to ensure that children and families in our programs continued to receive educational services and support. Two days prior to staff being released to work remotely, the education team came together to develop plans to support student learning. Instructional Coaches and teachers put together learning packets targeted to each grade level and worked to distribute those packets to families in a variety of ways. Teachers and Family Advocates delivered packets to students' homes, or families came to a drive-through pick-up at each of our schools to retrieve the packets. Books for children were sent home with the learning packets so that reading could continue in the home as well. The learning packet distribution continued weekly for four weeks, as the education team developed plans to pivot to virtual learning experiences and family engagement. Class Dojo became the

platform used by classroom teachers to communicate with families, and post instructional videos and learning resources. In addition to utilizing Class Dojo, teachers connected with families in a variety of ways using Zoom, Facebook, Google Meet, and FaceTime for regular communication and engagement with students. All teachers were expected to connect with families daily.

In addition to distribution of packets and virtual learning experiences, children and families were supported in a variety of other ways during the pandemic closure. Meals and books were distributed to families on a weekly basis at each of our schools, learning kits with 90 days worth of curriculum materials were delivered to every family's home, family engagement/self-care kits that included yoga mats, jump ropes, water bottles, bubbles, and art supplies were distributed to families, and two hotlines were set up in support of families. Our Family Support hotline allowed families to connect directly with our family services team to receive resources for a variety of family needs such as food, housing, job support, and more. A Behavioral Support hotline was also developed to support families in meeting the social-emotional needs of their children while quarantined at home. Families were provided with strategies to support their children's social-emotional development at home, and to deal with challenging behaviors. This hotline was staffed by our Mental Health team at Next Door. Finally, our Special Education team worked hard to ensure that children with IEPs were able to be serviced during the closure. Tele-therapy began for students as appropriate, and our Special Education Teacher and Special Instructional Assistants continued to reach out regularly to our families to provide ongoing support.

Overall, ND had a lot of success in supporting families, but there were also challenges associated with an 11-week closure. As a long-term solution, Class Dojo is not the ideal platform to provide virtual and remote learning experiences to children. Additionally, we quickly recognized that not all families have the appropriate access to technology to participate in a virtual learning environment, and because of that, there were varying levels of student and family engagement in learning experiences. In response to these challenges, ND has made several modifications to the virtual learning program for the 2020-21 school year.

During the summer of 2020, Next Door engaged a consultant to assist the education team in the development of a robust virtual learning plan. The consultant, along with our Director of Educational Services, reviewed several different virtual learning platforms to determine the best options for our K4 and K5 students. For K4 students, Teaching Strategies CLOUD was selected. This platform was developed to support distance learning for students and aligns to the primary curriculum and assessment tools used in our K4 program. For K5 students, SeeSaw was selected as the primary virtual learning platform. We will also use adaptive assessment and personalized instruction tools to target needed skills and highlight interventions each child needs. For that reason, we intentionally chose Lexia Core Reading for K5 as well as Khan Academy Kids for K4 and K5. The education team put together a comprehensive schedule for virtual learning for teachers to follow throughout the week. The schedule includes a combination of synchronous and asynchronous learning opportunities, and ensures that all students have both group and one-on-one connections with their teacher each week. In order to track attendance and engagement in the virtual learning program, a family engagement tracking tool was developed for teachers to use to track participation. The tracking tool can be found in Appendix C. A copy of the weekly learning plan and schedule can be found in Appendix D.

Next Door recognized that not all families are able to participate successfully in a virtual learning program without access to appropriate technology. Families were surveyed to identify technology barriers and needs. iPads were purchased to loan to K4 students without access to a computer at home, and Chromebooks were purchased to loan to every K5 student-regardless of whether they had access to a computer at home. This was to ensure consistency for students in K5 with accessing all of the various learning tools and supports. Families without internet access were also identified, and a limited number of hotspots were purchased for those families that needed them.

## **Financial Performance**

### **4. Explain how the school has met its financial performance standards. Describe how the school is financially sound.**

In accordance with OMB Uniform Grant Guidance, Next Door maintains a financial management system that provides accurate and complete disclosure of the financial activities of each grant. As a low risk auditee, the Agency has written policies and procedures for determining allowability, allocability, and reasonableness of costs in accordance with the provisions of the Federal cost principles and the conditions of each grant award. Annual budgets are developed on a modified accrual basis, with input from department directors. Budgets are designed and prepared to direct the most efficient and prudent use of the Agency's financial and program resources.

Budgets are presented to the Board of Directors for final approval. Program expenditures are made based on continual monitoring by the department directors and the fiscal team. Financial reports, comparing actual revenue and expense with budgeted amounts, are reviewed by the Finance and Administration Committee on a monthly basis. The fiscal department prepares and submits financial reports as required by the grant award document, on a timely basis. Preparation of these reports is the responsibility of the Finance Director, subject to review and approval by the President, VP of Finance and Finance and Administration Committee.

Next Door is financially sound due to careful management of its funding.

## **Organizational Performance**

### **5. Illustrate how the school has a well-functioning organizational structure. Include pertinent information about parental involvement, staffing, health and safety, school enrollment, discipline guidelines and school facilities. Describe how community partnerships have impacted students.**

Next Door has served the Milwaukee community for over 50 years. Our focus has evolved over the years, and our mission today is to support the intellectual, physical and emotional development of children by partnering with their families for success in school and the community. Next Door believes that the years between ages 0-5 set the foundation for future learning and academic success. Our early education services start with the expectant mother. We provide home visiting services to support the birth of a healthy baby and this support can continue through home visiting until the child is ready to enter kindergarten. Or, a family may choose to enroll their baby as young as six weeks old in one of Next Door's center – based

programs. Our center based programming serves children through their K5 year. Children ages four and five years old are enrolled in Next Door's charter school.

### **Organizational Structure**

Next Door has a complex organizational structure to support the effective provision of the diverse programs offered. Attachment E illustrates the structure of the entire organization as well as all programs at Next Door while Attachment F illustrates the charter school specifically. Each site has a Site Director who is the Educational Leader of the charter school. They report directly to Dr. Felicia Saffold, Next Door's Director of Education. (please see Attachment G for bios).

### **Parental Involvement**

Next Door considers engagement of our parents to be one of our primary tasks. As the first and primary educator, the child's parent sets the stage for building resilience, establishing positive relationships, and developing the child's attitude toward learning. Parents are engaged with Next Door from the moment they enroll. Each family is assigned a Family Advocate who becomes their support and resource. The Family Advocate works with each family to develop a Family Partnership Agreement (FPA). The process of developing the FPA ensures services are responsive to each family's unique needs, and help parents to move towards self-sufficiency. Our parents face many barriers to their success including factors associated with living in poverty. At enrollment, families complete a Strengths and Needs assessment that the Family Advocate uses to identify services and activities that meets the families' interests and needs. The process of goal setting and establishing an individualized FPA is designed to build self-awareness and focus around the identified needs of the family and occurs within 90 days of enrollment. Next Door utilizes the SMART goal setting model to develop attainable goals. Services and follow-up support are provided based on the needs expressed by the family and supported through strong community partnerships. Effective partnerships with various local medical, dental, nutritional, mental health, social services and educational leaders are the source of many of the tools and resources employed to encourage parent participation.

Next Door has a strong emphasis on effective case management and family support to ensure families achieve self-sufficiency and long term success. This cannot be achieved without helping staff and families understand brain development and the implications of trauma. Similar to an Instructional Coach, who assists teachers in improving their teaching practices, a Family Services Coach works with Family Advocates to assist them in improving their case management practices and support to families in their caseloads. Next Door recognizes that self-sufficiency cannot be achieved without building capacity and developing skills where gaps may exist. This cannot be accomplished until we gain a better understanding of the trauma our families have experienced and how those experiences affect their brains and other aspects of their lives, including their physical and social emotional health. To further support families, Next Door implements the Positive Solutions for Families evidence-based parenting curriculum. Next Door has a Parent Policy Council serving the organization and parents of children who are enrolled in the charter school are encouraged to participate. The Policy Council meets regularly and provides input on the operation of Next Door, approves federal grant applications, and participates in strategic planning. One Policy Council member also sits on Next Door's governing board and serves as a liaison between the two bodies.



## **Staffing**

The charter school direct service staff is comprised of Teachers, Teacher Assistants, Family Advocates, Health Advocates, Positive Behavior Support Interventionist, Special Education Teacher and Special Instructional Assistants and contracted therapists, including a speech language pathologist and occupational therapist. Classrooms ratios are maintained at no more than 12 children to one teacher. Other departments that support the charter school are Finance, Information Technology, Facilities, Nutrition, Human Resources and Marketing/Development.

## **Health and Safety**

The ND Comprehensive Services Department (CST) is responsible for coordinating health, nutrition, disabilities and mental health services to children and families in the charter school. Next Door teachers and other staff can turn to the CST for guidance on handling various health-related situations that arise, clarifications and requests for updates of policies/procedures, and advice on identifying a health specialist to address a specific need for a child. The work of the CST is informed through the guidance of the Health Services Advisory Committee, comprised of community health and mental health professionals, as well as representatives from other aligned organizations, such as WIC. In addition, Next Door contracts with Children's Wisconsin for monthly consultation services and support for children with chronic or complex health care needs. Health services include the following:

Physical Health Services - Screening: Next Door follows Medicaid's Early and Periodic Screening, Diagnostic, and Treatment (EPSDT)<sup>1</sup> protocol for screening. ND collects and reviews physicals from the child's pediatrician at enrollment and required intervals (entered into data management system and monitored). If the family does not have its own provider/medical home, the family is referred to a medical home including the 29<sup>th</sup> Street onsite Children's Hospital of Wisconsin (CHW) clinic. In addition, staff utilizes the Wisconsin Immunization Registry (WIR) to monitor that immunizations for children are up-to-date. Staff from Next Door's CST can perform hearing and vision screenings as well as blood pressure and growth assessments for children who do not have current health requirements on file. Lead screenings are conducted through a contract with Children's Hospital of Wisconsin, if a child has not received screenings from physician or local WIC office. Services: The CST is responsible for assuring that all required health services can be accessed/are provided, With parental /caregiver consent, Family Advocates and Health Advocate Specialists (HASs) collaborate closely and share information, as necessary, with the family's health care provider(s).

Behavioral/Mental Health (B/MH) - Screening: All children are administered the ASQ and Ages and Stages Questionnaire: Social Emotional (ASQ:SE) at the beginning of the school year (or upon enrollment, if during the school year), which identifies children at risk for developmental and mental health problems. ND uses a mental health consultation model that involves: 1) Consultation with teachers/parent educators, 2) Direct modeling of and support for use of interventions in the classroom, and 3) Teacher Coaching. The model employed by ND is based on the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, a conceptual framework of evidence-based practices developed by two national, federally-funded research and training centers, which builds upon the well-established field of mental health consultation, pioneered by Gerald Caplan. Typically, child- or family-centered consultation is provided to the child's teacher(s) and parents, and is focused on helping these

adults support children more effectively. In contrast, the Pyramid model takes a programmatic consultation approach, focusing on “improving the overall quality of the program and/or assisting the program to solve a specific issue that affects more than one child, staff member, and/or family.” ND implements this approach through its *Positive Behavior Support Team (PBST)*. A team of Positive Behavior Intervention Specialists (PBIS) is managed and supported by a ND-employed licensed mental health clinician, and supplemented by contracted clinicians from community agencies such as Aurora Family Services. ND refers children to external community agencies for behavioral health services. The Next Step Clinic is located on – site at Next Door’s 29<sup>th</sup> Street campus and provides therapeutic and autism identification services for families. Our partner, Penfield Children’s Center’s Behavior Clinic, provides the SAMHSA’s National Registry of Evidence-based Programs and Practices (NREPP)-listed *Early Pathways* home-based trauma-focused treatment for ND’s children who have experienced traumatic events and live in poverty.

The PBST conducts an observation (45 -60 minutes) of each classroom at the beginning of the year. The observation focuses on the overall classroom environment, identification of challenging behaviors, and teachers’ responses to specific children with special needs. From that point, additional observations are conducted on an as needed basis, typically in response to a teacher’s request for suggestions on how to work with a child exhibiting challenging behavior. In these situations, the PBST conducts a targeted observation, focusing on the child’s actions and the teachers’ interaction with the child. Subsequent to an observation, the PBST and teachers meet to discuss the team’s feedback and to generate ideas on working with the classroom/child. The team, in collaboration with the teacher and the family, will create a specific positive behavior plan for each student referred for individual PBST services, which will include target behaviors, functions of behavior, goals for the child, triggers, teacher goals, and specific actions/interventions to address the challenging behavior. In follow-up observations, the team monitors interventions and each child’s response. Additionally, PBST uses a coaching/consultation model to provide direct modeling within the classroom.

### **School Enrollment**

Next Door enrolls pupils in its charter school according to the requirements laid out in our contract with MPS. An enrollment and retention team works with families as they enroll to ensure the child is age eligible and a resident of the City of Milwaukee.

### **Discipline Guidelines**

Next Door’s disciplinary guidelines align with the disciplinary guidelines of the Milwaukee Public Schools. Please see Appendix H for Next Door’s discipline policy.

### **School Facilities**

Next Door owns two facilities – one at 2545 N. 29<sup>th</sup> Street and one at 5310 W. Capitol Drive. Both buildings were converted from their previous uses, as a factory and a hospital respectively. The facilities were renovated to meet the needs of the children and families served. Classrooms are spacious and there are multiple shared spaces to meet the indoor gross motor needs of children ages 0-5 and to provide space to gather. Each site also has multiple developmentally appropriate playgrounds. The buildings are well maintained and welcoming to children and families.

## Community Partnerships

Next Door values our many partnerships – we know we cannot be successful in our work without our community partnerships. We have many partners working on-site to support our children and families, including:

- Next Step Clinic: provides mental health services for children and families.
- Medical College of Wisconsin: provides health screenings for adults
- Children’s of Wisconsin: provides clinical and Medical Director services on-site at the 29<sup>th</sup> Street location and in close proximity to the Capitol site. In addition, they provide Family Navigation services
- Maximus: provides FSET services for eligible adults
- Aurora Family Services: provides therapy services for children
- Literacy Lab: provides classroom support in literacy through trained tutors
- Marquette University: provides language development support through trained Americorps volunteers, provides dental services and supported the development of an Aspiring Leaders program at Next Door.
- Dentamed: provides dental services through a mobile dental unit
- Mobile Legal Clinic: provides legal services to families
- New Threads of Hope: provides new clothing and books to distribute to families

Our multiple partnerships provide families with the resources they need for their children to be physically and mentally health and prepared to succeed in school.

### 6. Provide evidence of parent satisfaction

Next Door surveys parents annually to determine levels of parent satisfaction. Please see Appendix I for a summary of the most recent survey.

### 7. Demonstrate that the school has an active and effective school governance structure.

Next Door’s governing body is the Board of Directors (see Appendix J), made up of 24 community leaders. The Board includes members, many from top corporations (several of them national), who are high-level managers covering a broad spectrum of key organizational functions. Overall oversight of program and fiscal operations is provided by the Board and Board Committees. The Committee structure, as outlined in the table below, is designed to cover every aspect of organizational operations. Staff for each committee prepare reports covering its area of oversight for each meeting. These reports include ongoing monitoring results, data on school readiness goals, and other information to inform decisions.

Board Advisory Committee Structure for Oversight of Agency Operations
(1) <b>Executive</b> (monthly) <i>Role:</i> Functions on behalf of the Board in routine business matters, matters of emergency, and in interim periods between regularly scheduled Board meetings. The Executive Committee is composed of the Board Chair, Vice Chair, Secretary, the Treasurer, chairs of all Standing Committees, and the President.

**(2) Finance & Administration** (monthly) *Role:* Ensures that proper internal controls are in place, reviews periodic financial reports (balance sheet, income statement, changes in financial position), assists in the preparation of the annual budget and annual audit of the organization, reviews all grant proposals and all non-budgeted expenditures over \$1,000, recommending action by the Board when necessary.

**(3) Program** (monthly) *Role:* Makes recommendations to the Board for adoption or termination of programs, monitors ND's programs and their execution and provides guidance and counsel to ND staff in regard to program issues. The Program Committee also functions on behalf of the Board of Directors in matters of advocacy. Committee member will inform, influence, and impact local, state, and national policy-makers and decision-makers by articulating the individual value and the public benefits of high quality early childhood education programs.

**(4) Board Development** (as needed) *Role:* Responsible for Board recruitment, nominations, orientation, training and evaluation in accordance with the Bylaws of the organization, as well as established policies and practices approved by the Board.

The Board of Directors and the Policy Council are trained annually in program and charter school governance, the Head Start Program Performance Standards and Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA) policies and standards. Next Door is committed to developing the skills and knowledge of the Policy Council. The Policy Council is included in planning and decision-making through the following roles/responsibilities:

- **Representation on Board of Directors:** The Policy Council appoints two representatives to serve as non-voting members on the Board. They provide input, and they bring back information discussed at the Board meeting to the full Policy Council.
- **Agency Policies:** The Policy Council reviews and advises on all new and revised policies prior to Board review/approval.
- **Funding applications:** The Policy Council must review and approve all major funding applications prior to submission.
- **Program Initiatives:** When major new program initiatives are being considered/designed, members who are interested in the subject are asked to participate on a relevant committee.
- **Agency Assessments/Surveys:** The Policy Council plays a part in the 1) Self-Assessment process, 2) Community Assessment, 3) Parent-survey.
- **Hiring Process:** Policy Council members are invited to participate in interviews of applicants for key staff positions.
- **Planning of Parent Activities:** Policy Council members are asked to generate ideas and lead the planning for program-wide parent activities with guidance from staff.

## **II. Plans for Continued Success**

### **Educational Performance**

#### **1. Proposed changes to the school's educational program for the term of the next contract.**

Next Door proposes to maintain the same level of high-quality educational programming for students for the next contract term. There has been a strong focus on strengthening our educational programming over the past five years. Changes included adding Instructional

Coaches to support teacher development and efficacy, an intensive focus on teacher training and professional development, ongoing data review and analysis, implementation of Collaborative Curriculum Meetings, and enhancements to our reading and writing curricula. We will build upon these changes to promote future success.

**2. Proposed enrollment and grade levels for the term of the next contract.**

Next Door proposes to serve 180 K4 students and 100 K5 students at two locations. Next Door Charter School will claim .6 FTE of enrollment of four-year-old students as a result of the collaboration between Head Start and the charter school. ND maintains a staff of Family Advocates to provide a minimum of 87.5 hours of direct outreach services to parents, in addition to 437 classroom hours per year.

**3. School's goals and measurable objectives for the term of the next contract and how the school intends to meet these goals.**

Next Door proposes to keep the same goals and measurable objectives from the previous contract term. The goals and objectives align with Next Door's Birth-to-Five School Readiness goals as well as content standards for student learning. The goals and objectives will be:

1. Early Literacy Reading Assessment: Achieve a percentage of pupils in Charter School scoring at or above readiness on the District's early literacy reading assessment that is the same as, or higher than the percentage of pupils scoring at or above readiness in five-year old Kindergarten in all MPS schools.
2. K4 Social Competence: At least eighty five percent (85%) of typically developing K4 pupils will demonstrate social competence at or above the expected developmental level, as measured by Teaching Strategies Gold.
3. K4 Concepts and Operations: At least eighty five percent (85%) of typically developing K4 pupils will demonstrate understanding and application of number concepts and operations at or above the expected developmental level, as measured by Teaching Strategies Gold.
4. K4 Reading and Writing: At least eighty five percent (85%) of typically developing K4 pupils will demonstrate emergent reading and writing behaviors at or above the expected developmental level, as measured by Teaching Strategies Gold.
5. K4 Language: At least eighty five percent (85%) of typically developing K4 pupils will demonstrate the ability to comprehend language at or above the expected developmental level, as measured by Teaching Strategies Gold.
6. K5 Reading: At least eighty five percent (85%) of typically developing K5 pupils will be proficient or above in reading, as measured by a reading rubric aligned to the Common Core State Standards. *Next Door proposes to change the measure used for this goal. In 2018-19, F&P was used to measure progress. Next Door will utilize a locally designed reading rubric aligned to the Common Core State Standards to measure progress in this area during the next contract term.*
7. K5 Writing: At least eighty five percent (85%) of typically developing K5 pupils will be proficient or above in writing, as measured by a writing rubric aligned to the Common Core State Standards.
8. K5 Mathematics: At least eighty five percent (85%) of typically developing K5 pupils will be proficient or above in mathematics, as measured by a mathematics rubric aligned to the Common Core State Standards.

9. Attendance Rate: Achieve an average daily attendance rate of pupils in Charter School that is the same as, or higher than, the average daily attendance rate of pupils in corresponding grades in all MPS schools.
10. Mobility Rate: Achieve a mobility rate of pupils in Charter School (registered as of the September Third Friday Count) that is the same as, or lower than, the mobility rate of pupils in corresponding grades in all MPS schools.

Next Door will develop a plan to meet the goals and objectives outlined. To address instruction and student outcomes, our school will create, implement, and monitor an instructional plan that address reading, writing and math. We will have an intentional focus on monitoring progress of students in need of interventions and will utilize i-Ready as the academic intervention for supporting children's proficiency and growth in math and reading. Other adaptive learning resources such as Lexia and Khan Academy Kids will also be utilized. Professional learning opportunities will be developed for staff to obtain the necessary skills and knowledge to confidently utilize best practices to help all students learn. In addition to learning opportunities, teachers will be provided with ongoing coaching and feedback to support in developing their skills. Teachers will receive individualized coaching through a tiered coaching system. A needs assessment will be completed at the beginning of the school year to place teachers into the appropriate tiered level of support and develop the coaching plans. Teachers will meet regularly with their coach to set goals, review progress, and receive feedback. To support student outcomes, a system of academic intervention support will ensure that all students who are eligible for academic interventions have been identified and will be supported to meet academic outcomes. Students will be provided with differentiation and scaffolding to support their learning. Teachers will review student data on a monthly basis with their coach to develop individualized, targeted instruction.

To address attendance and mobility rates, our school will identify moderate and chronically absent children and coordinate with our Family Services Team monthly to develop an attendance intervention plan. Our school will execute the attendance plan to address the issues related to attendance and chronic absenteeism. Our school will provide a system of attendance intervention support to ensure that all students who are eligible for an attendance intervention have been identified, supported, and monitored.

## **Financial Performance**

### **4. Explain the school's financial plans and forecast**

ND develops a financially sound and responsive budget to meet the needs of the students and their parents. The budget includes a minimum 1% increase annually for staff salaries and benefits and is based on historical financial revenues and expenses. ND provides a significant match through the Federal Head Start funding. This allows our program to have low staff to child ratios, a low caseload for our family support staff, and access to other Head Start services and resources. ND's goals for financial performance are that full enrollment is maintained, budgets are monitored monthly to anticipate changes that may need a response, and reporting is completed in a timely manner. See full financial forecast in Appendix K for more detailed information.

## **Organizational Performance**

### **5. Illustrate plans for strengthening parental and community involvement in the school's educational mission.**

Next Door is continually assessing the needs of children and families so that we have a clear understanding of partnerships and community involvement that needs to be strengthened. The new remote learning environment has presented different opportunities for parent involvement. We will be implementing Ready Rosie, an early education tool that helps families, schools, and communities deepen and scale their family engagement efforts. This tool leverages the power of video modeling, family workshops, professional development opportunities, and mobile technology to build powerful partnerships between families and educators. We are looking forward to this new model for engaging our families, particularly those participating in remote learning. A hallmark of our Books for Kids program is the Read With Me program, which depends on volunteers to provide a one on one reading experience to children. Because of the pandemic, we have not been able to allow volunteers in the building, so we anticipate at some point, we will need to implement plans to strengthen community involvement. Our Volunteer Coordinator will work with our many community partners so that this program can be fully functional when it is safe for us to allow partners in the building.

### **6. Describe any changes to the school's governance structure.**

We do not anticipate any changes to the governance structure. Next Door is committed to a diverse and representative governing body.

**Appendix A**

School Improvement Plan

**Appendix B**

Analysis of PALS data

**Appendix C**

Family Engagement Tracking Tool - Remote Learning

**Appendix D**

Learning Plans and Schedule - Remote Learning

**Appendix E**

Next Door Organizational Structure

**Appendix F**

Charter School Organizational Structure

**Appendix G**

Leadership Bios

**Appendix H**

Disciplinary Guidelines

**Appendix I**

Parent Satisfaction

**Appendix J**

Board and Policy Council List

**Appendix K**

Financial Forecast



**Tracey Sparrow, President**  
**Jenna Heinen, Principal**  
**Marshell Collins, Principal**



**MPS Non-Instrumentality Charter School**

**Next Door Charter School: Mission and Vision**

**Mission:** Next Door supports the intellectual, physical and emotional development of children by partnering with their families for success in school and the community.

**Vision:** Next Door's vision is to position neighborhood children and families for long-term success.

# Next Door Charter School

**29<sup>th</sup> Street Campus**  
 2545 N 29<sup>th</sup> Street  
 Milwaukee, WI 53210

**Capitol Campus**  
 5310 W Capitol Drive  
 Milwaukee, WI 53216

## School Improvement Plan At-A-Glance 2020-2021

Full Plan can be accessed [HERE](#).

**School Goals, Strategies, Action Steps and Tasks (September 1 – October 30)**

**Focus Area: Instructional Practices  
 (Reading, Writing, Language, Math)  
 Goals (Contract Measures 1-8)**

**Strategies:** Our school will implement an intentional focus on curriculum alignment throughout all grades. This continuum of high-quality instructional programs and practices is designed to strengthen core instruction and build a strong foundation across content areas with a focus on mastery of reading, writing, and mathematical skills.  
**Action Step:** Our school will create, implement, and monitor an overarching instructional plan to address reading, writing and math focus areas and strategies throughout the 2020-21 school year through the use of evidence-based professional learning for staff in content knowledge and instructional practices. The professional learning will be aligned to curriculum, assessments and standards focusing on a topic for a minimum of 50 hours overtime. Authentic experiences will be provided where teachers can collaborate and struggle through issues related to implementing the new information into their practice. All professional learning will include measurable outcomes for learning, implementation and student learning. Ongoing support must be evident such that staff are provided coaching, mentoring, observations and feedback to successfully implement their learning.

**Tasks:**

- **Professional Development:** Preservice
  - Print Rich Environment
  - Unpacking Standards
  - How to Use Digital Tools as part of the curriculum
  - Setting up Digital/Virtual Classroom
  - Learning how to utilize a digital learning platform more effectively
  - PALS and STAR with Bob Latterman
  - Day In The Life of a K4/K5 Teacher

- o Writing Walkthroughs (WOWS and WONDERS)
- o Consistent Classroom Schedules that give all subject areas specific time and ensuring teachers stick to them
- o Create a virtual learning schedule
- o CLASS Observations

- **Coaching and Supporting Classroom Teachers – provided by coaches and educational managers**

- o Redefining coaching at Next Door; more individualized, tiered coaching based on Practice Based Coaching
- o Guided Self Reflection
- o Needs assessment completed at beginning of the year
- o Teacher/Coach meeting

- **Reviewing teacher progress data, student progress data and overall impact throughout the 9-week cycle**

- o Monthly Data Meetings with Coach
- o Teacher Action Plans and student outcome data form
- o CCMs with data focused topics
- o create small groups based on data to give individualized, targeted instruction
- o Charter School Leadership Meetings Data Discussions

**Action Step:** Our school will provide a system of academic intervention support - both teacher-led and on-line - (Rtl Tier 2 and Tier 3) to ensure that all students who are eligible for academic interventions have been identified and are scheduled into a session that will lead to fidelity for each child. Schools will implement eMLSS response to intervention (Rtl) practices for the academic needs of all students. All Rtl practices start with Tier 1, core instruction for all students. Schools must ensure their Tier 1 instruction meets the needs of all students through differentiation and scaffolding to support students. After ensuring students receive Tier 1 core instruction at fidelity, schools support students through an equitable multi-level system of tiered supports.

**Tasks:**

**Focus Area: Climate and Culture**

**Goal (Contract Measures 9-10)**

**Strategies:** Our school believes that a supportive environment requires the need for embracing equitable practices, building strong emotional/social structures and developing environments of safe and secure educational risk taking, which is expected for each and every individual. To that end our school will implement a school-wide support system for the implementation of PBIS strategies within an Equitable Multi-Level System of Support (EMLSS) to address suspensions, referrals, and attendance issues in the district with an emphasis on Black students and students with special needs. Our school will implement eMLSS response to intervention (Rtl) practices for the behavioral needs of all students. All Rtl practices start with Tier 1 for all students. Schools must ensure their Tier 1 behavior supports meets the needs of all students through differentiation and scaffolding to support students. After ensuring students receive Tier 1 at fidelity, schools support students through an equitable multi-level system of tiered supports. Lessons and programs need to meet the ESSA Tiers of Evidence.

**Action Step:** Our school will institute and execute a functioning PBIS team as part of an Equitable Multi-Level System of Support (eMLSS) to implement and monitor PBIS practices to support attendance and suspension/referrals. We will provide Tier 1 support for all students aimed to create a positive climate and culture in which all students are active members of the school and classroom community with multiple positive relationships with adults and peers.

**Tasks:**

- **Identify and Implement parent communication tool for positive and general school communications**

- **School/Agency Wide Behavior Expectations Implementation STAR; focused on early in the year to establish classroom management and common language**
- **Next Door Racial Equity Eval Project: inform the revision of the strategic plan to include a core focus on racial equity.**

**Action Step:** Our school will implement an attendance plan to address the issues related to attendance and chronic absenteeism within an Equitable Multi-Level System of Support (eMLSS).

**Tasks:**

- **Family Services will follow Attendance and Family Child Service Review (FSCR) Policy & Procedure on monitoring daily attendance including phone calls, home visits and documentation.**
- **Data Analysts will run daily reports for missing data and distribute them to classroom and family services departments.**

**Action Step:** Our school will provide a system of attendance intervention support (Rtl Tier 2 and Tier 3) to ensure that all students who are eligible for an attendance intervention have been identified, supported, and monitored through an identified BIT Team.

**Tasks:**

- **Family Advocate Supervisor will analyze monthly ChildPlus Reports to identify moderate and chronically absent children and coordinate with Family Advocate for FCSR meetings.**
- **Data Specialist will track impact of completed FCSR (attendance from date of FCSR initiation to current attendance post-30 days) to determine if further intervention is required. Data will be shared monthly with the BIT team.**

**Action Step:** Our school will address discipline disproportionality through an equitable multi-level system of support (eMLSS).

**Tasks:**

- **Positive Child Guidance Policy and Procedure**
- **CPI Training**

**Action Step:** Our school will provide a system of behavioral intervention support (Rtl Tier 2 and Tier 3) to ensure that all students who are eligible for a behavior intervention have been identified, supported, and monitored through an identified BIT Team.

**Tasks:**

- **Functional Behavior Assessments/Observations**
- **Sensory rooms for children that become dysregulated easily**
- **The support of SIAs (Special Instructional Assistants) for individual support of students in the classrooms**

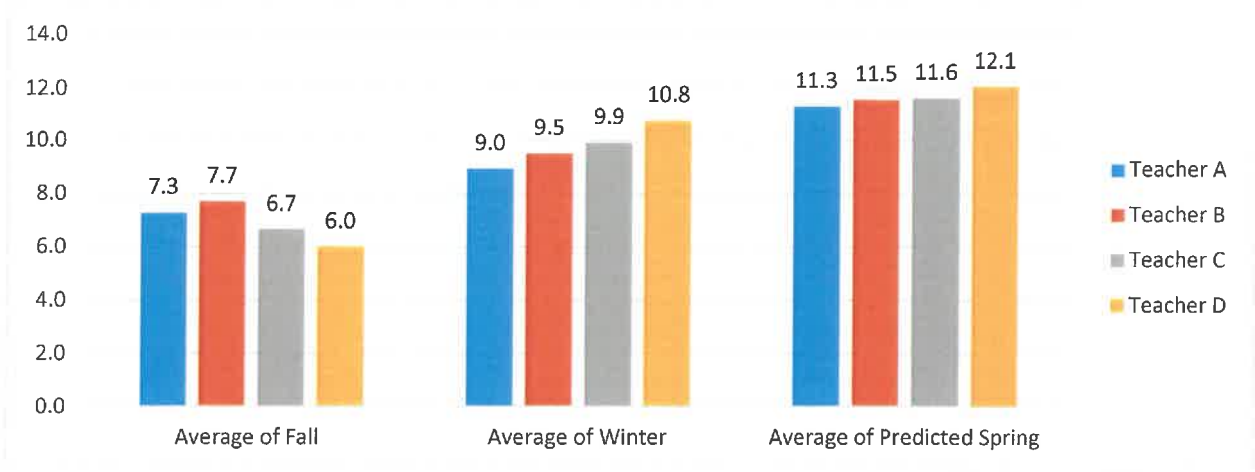
**Focus Area: Family Engagement**

**Action Step:** Our school will engage families in the school improvement process throughout the year. The feedback gathered will be used to inform the creation and improvement of the ongoing school improvement process.

**Tasks:**

- **Assign someone on staff (Parent Coordinator) to identify school-based events (e.g., open house, parent-teacher conferences, sporting events, game nights, etc.) where parents will be in attendance.**
- **Create a plan to systematically collect input from parents related to the strategies used in the SIP.**
- **Create tasks to share the input, after each event, with the staff through the principal.**

Predicted PALS scores





**Teacher Expectations:****Priority Content for K4** (TSG lesson plans for in person/ TSG CLOUD for remote)

1. Social Emotional (Synchronous)
  - a. Daily check ins – Morning (Circle time) and afternoon (Show and Tell-share about an activity-ie. Author’s Chair- you did today and how you did it)
  - b. Second Step
  - c. Calm Classroom
2. Language/ Literacy (Synchronous and Asynchronous)
  - a. Daily read aloud tied to curriculum with new vocabulary taught and comprehension questions
  - b. Shared Writing/journal writing
3. Cognitive (Synchronous and Asynchronous)
  - a. Small groups
    - i. Brain builders – Khan Academy Kids
    - ii. Intentional Teaching Experiences
4. Math (Synchronous and Asynchronous)
  - a. Everyday Math-Daily mini-lesson tied to curriculum-model process
  - b. Small groups
    - i. Guided Practice-with the teacher or Khan Academy Kids
    - ii. Independent Practice-as assigned by teacher
5. STEM (Synchronous and Asynchronous)
  - a. Synchronous Examples
    - i. Experiment or activity
  - b. Asynchronous Examples
    - i. Video resources
6. Physical (Asynchronous)
  - a. Teacher led movement activities
    - i. Yoga
    - ii. Going for a walk
    - iii. Scavenger hunt
    - iv. Calisthenics (Jumping jacks, hopping, leg lifts, skipping, jump rope)
    - v. GoNoodle, Just Dance, Sesame Street

**Points above are required**

**Teachers will have a schedule/ Students will have expectations and flexible schedule**

Teacher Schedule: Virtual Only

	Mon	Tues	Wed	Thurs	Fri
<b>8-9</b>	Prep/Set-up Check-in with Ed. Manager, coach, other teachers (Time may be flexible)	→	→	→	→
<b>9-11:30</b>	<b>Morning Check-in (Circle Time)</b> Synchronous  Language/Literacy Asynchronous  Physical Activity (30 min) Asynchronous	<b>Morning Check-in (Circle Time)</b> Synchronous  Language/Literacy Asynchronous  Physical Activity (30 min) Asynchronous	<b>Morning Check-in (Circle Time)</b> Synchronous  Language/Literacy Asynchronous  Physical Activity (30 min) Asynchronous	<b>Morning Check-in (Circle Time)</b> Synchronous  Language/Literacy Asynchronous  Physical Activity (30 min) Asynchronous	<b>Morning Check-in (Circle Time)</b> Synchronous  Language/Literacy Asynchronous  Physical Activity (30 min) Asynchronous
<b>Lunch Break</b>					
<b>12:30-2:30</b>	Cognitive – Small Groups (Teacher creates Zoom links and sends invites to families)  Everyday Math (Live/ recorded lessons)	STEM  Everyday Math	Cognitive – Small Groups/Art  Everyday Math	STEM  Everyday Math	Cognitive – Small Groups  Everyday Math
<b>2:30-3</b>	Physical Activity (30 min)	Physical Activity (30 min)	Physical Activity (30 min)	Physical Activity (30 min)	Physical Activity (30 min)
<b>3-3:30</b>	-Wrap-up/Planning -TSG anecdotal notes -Engagement Tracker	→	→	→	→
<b>3:30-4</b>	<b>Afternoon Check-in (Show and Tell)</b> Synchronous	<b>Afternoon Check-in (Show and Tell)</b> Synchronous	<b>Afternoon Check-in (Show and Tell)</b> Synchronous	<b>Afternoon Check-in (Show and Tell)</b> Synchronous	<b>Afternoon Check-in (Show and Tell)</b> Synchronous
<b>4-4:30</b>	Question and Answer time with families	→	→	→	→

## Student Expectations for K4:

- Check-in **Daily** with teacher via morning or afternoon check-ins. If these times don't work, reach out to the teacher to schedule an alternate time.
- View recorded lessons daily at a time that works for your family.
- Complete minimum of one activity at home daily.
- Share/Submit completed activities (short video, note from family member, picture documentation) in Creative Curriculum Cloud before 8pm daily.

## Student Schedule:

Remote Early Learning Next Door Foundation- The order of the schedule will vary depending on what works for your family.

Lesson activity	Time	Purpose	Remote/Home
Breakfast	8:00-9:00	To develop a sense of community while eating. Discuss a wide variety of topics that are sparked by the child. Also a time to talk about foods and the importance of eating healthy for a healthy body.	Child will sit with the family member/ care giver to eat and build language while eating. Discuss what is needed to take care of personal needs in regard to eating. Conversations around family events, activities children take part in, etc. are all great ways to help your child develop language.
Morning Meeting	9:00-9:20	To build community among the children. A way to check in and greet each other and to discuss any news or changes to the day.	Families will check in with the teacher using a zoom call. During this time everyone will be greeted and the expectations for the day will happen at this time.
Literacy/Language	9:20-11:30	The purpose of this time is to develop reading/language skills.	Teachers will provide links to lesson and assign student independent work. Families will choose 1 activity from the Literacy/Writing section of the day to complete. Families will share a picture/ video of their learning by 8pm that evening.
Lunch/Outdoor play	11:30-12:30	To develop a sense of community while eating. Discuss a wide variety of topics that are sparked by the child. Also a time to talk about foods and the importance of eating healthy for a healthy body.	Child will sit with the family member/ care giver to eat and build language while eating. Discuss what is needed to take care of personal needs in regard to eating.



## APPENDIX D

Small Group (During the day as decided by family and teacher.)	12:30-2:30	During this time, a small group of children meet with an adult to experiment with materials, try out new skills, and solve problems that suit children's developmental learning needs.	Families will connect via Zoom/recorded lesson with the teacher regarding the small group activity. Parent will have the materials ready for the small group activity. The teacher will share an introduction to the activity and the model the activity. The teacher will then ask the child to work on doing the activity on their own and then ask the child to share their outcome through a picture or video of their learning.
Physical Activity	2:30-3:00	This time of the day is a time for children to use their gross and fine motor skills.	Families can use online links to physical activities-ABC Yoga for Kida, Go Noodle, etc.
Wrap-Up/Planning	3:00-3:30	Time for teacher to prepare/plan.	Families can use this as additional independent work time for their child to complete lessons/activities.
Afternoon Check-in	3:30-4:00	To build community among the children. A way to check in and greet each other and show and tell.	Families will check in with the teacher using a zoom call. During this time everyone will be greeted and the Families can show and tell about things learned during the day.
Q&A	4:00-4:30	Time for teachers and families to connect regarding questions/information about children.	Families can schedule time with teacher to ask questions/information about their child

## **Teacher Expectations:**

### **Priority Content for K5** (Reading Street and Units of Study lesson plans for in person/ Reading Street and Units of Study for remote)

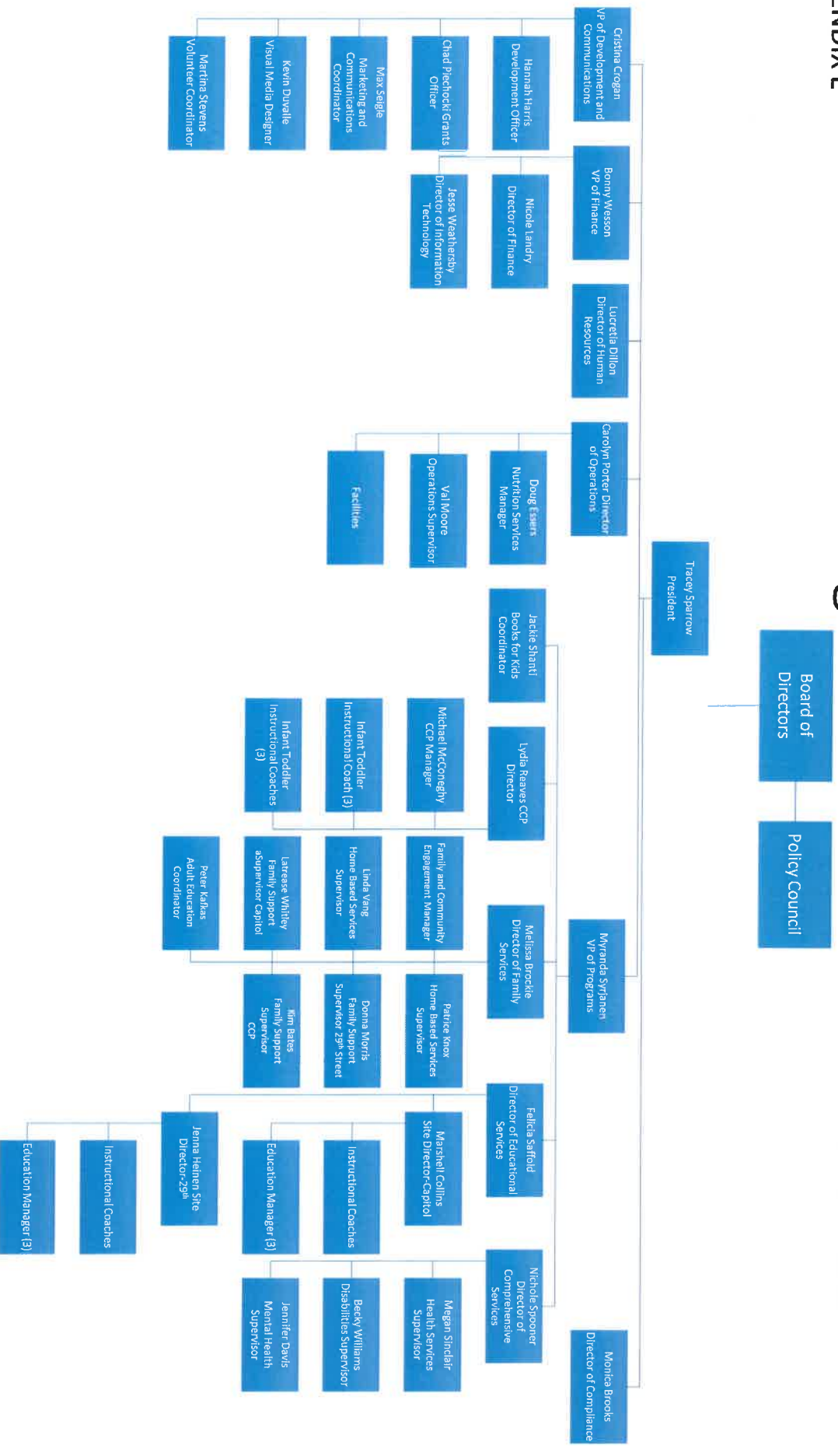
1. Social Emotional (Synchronous)
  - a. Daily check-ins – Morning (Circle time) and afternoon (Show and Tell-share about an activity-ie. Author's Chair- you did today and how you did it)
  - b. Second Step
  - c. Calm Classroom
2. Language/ Literacy (Synchronous and Asynchronous)
  - a. Daily read aloud tied to curriculum and I CAN statements (K5 scope and sequence) with new vocabulary taught and comprehension questions
  - b. Small Groups
    - i. Guided Practice- Lexia
    - ii. Independent Practice- Seesaw
3. Writing/ Units of Study (Synchronous and Asynchronous)
  - a. Daily mini-lesson tied to curriculum and I CAN statements (K5 scope and sequence)- model process
  - b. Small groups
    - i. Guided Practice (Online Units of Study)
    - ii. Independent Practice- as assigned by teacher
4. Math (Synchronous and Asynchronous)
  - a. Everyday Math-Daily recorded mini-lesson tied to curriculum-model process
  - b. Small groups
    - i. Guided Practice-with the teacher or Khan Academy Kids
    - ii. Independent Practice-Seesaw
5. STEM (Synchronous and Asynchronous)
  - a. Synchronous Examples
    - i. Experiment or activity
  - b. Asynchronous Examples
    - i. Video resources
    - ii. Recorded Teacher lessons
6. Physical (Asynchronous)
  - a. Teacher recorded activities or teacher assigned links
    - i. Yoga
    - ii. Going for a walk
    - iii. Scavenger hunt
    - iv. Calisthenics (Jumping jacks, hopping, leg lifts, skipping, jump rope)
    - v. GoNoodle, ABC Yoga for Kids, Just Dance, Sesame Street

**Points above are required**

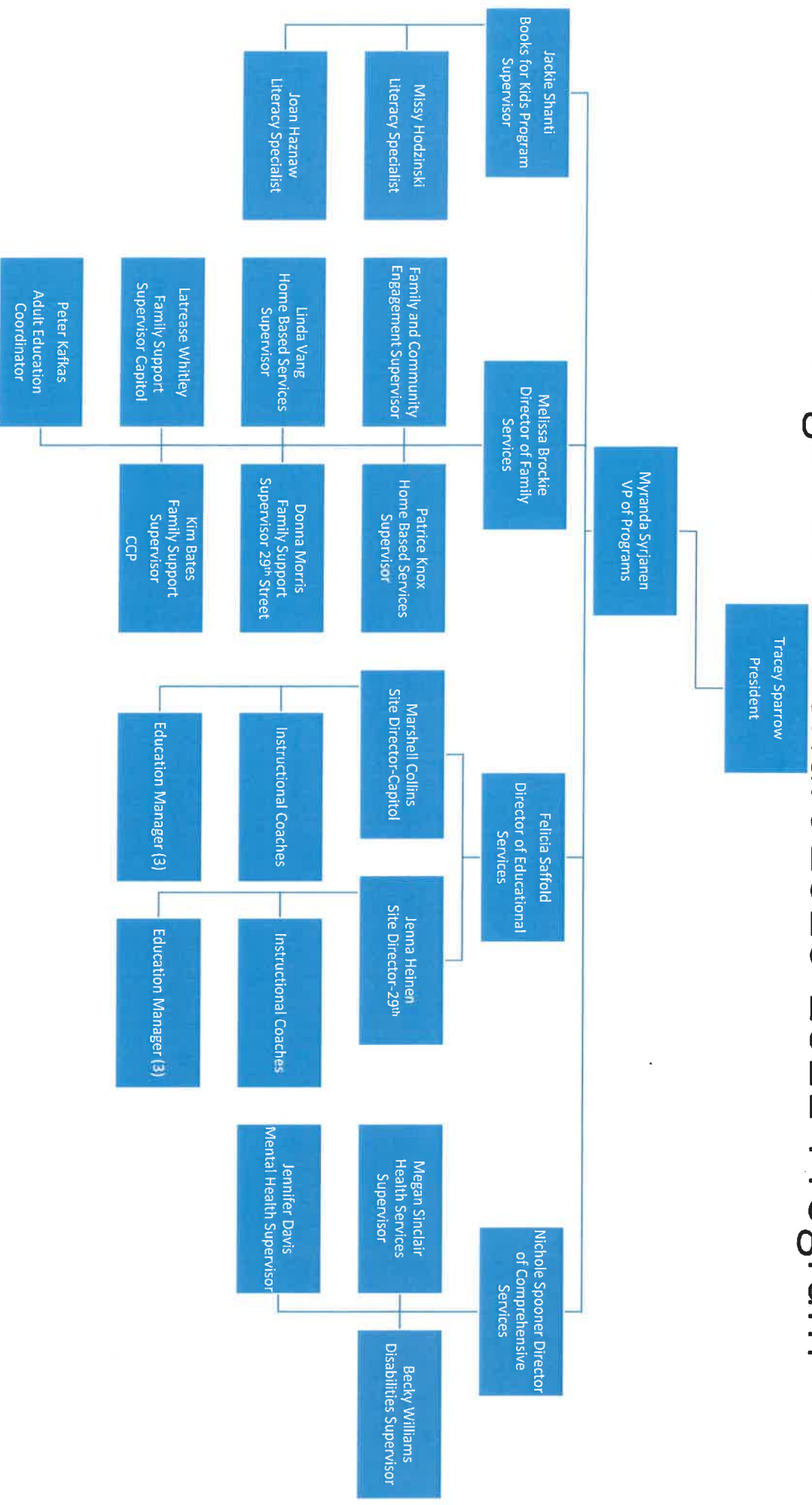
**Teachers will have a schedule/ Students will have expectations**

APPENDIX E

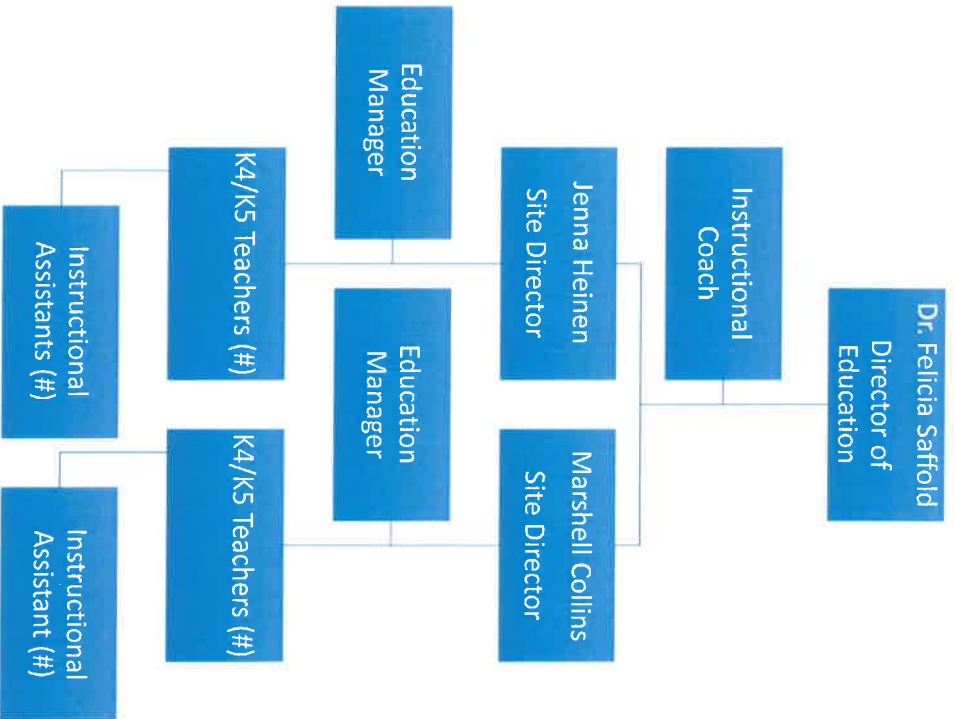
# Next Door Organization Chart 2020-2021



# Next Door Organization Chart 2020-2021-Program



# Next Door Charter School Organizational Chart 2019-2020



## APPENDIX G

### *Dr. Felicia Saffold, Director of Education*

Dr Saffold has over twenty five years of experience in urban education with proven ability to create and maintain policies and practices that promote quality teaching and learning, ensure a culture of continuous improvement for teachers and students, create an environment that encourages open and effective communication with colleagues, students and the community and mentor educators in the creation and implementation of classroom instruction, lesson planning, and student assessment. She has served at Next Door since 2017 and has additional experience as an Associate Professor at UWM and as an Educational Consultant and Instructional Coach. Dr. Saffold holds a doctorate in Leadership, Learning and Service from Cardinal Stritch University and a Master's degree in Curriculum and Instruction from UWM.

### *Jenna Heinen, 29<sup>th</sup> Street Site Director*

Jenna Heinen has over 25 years in Early Childhood Education. She has held different positions across the span of her professional career in education. She started as a classroom teacher, and then came out of the classroom to fulfill a number of educational leadership roles such as Learning Coordinator, School Readiness Coach, Education Manager and finally School Leader for Next Door's Charter School 29<sup>th</sup> Street location. Her collaboration with key players in the Charter School provide the teachers the support and content needed to have positive impacts on student outcomes. She received her Masters in Reading and Learning Disabilities from Cardinal Stritch University.

### *Marshell Collins, Capitol Drive Site Director*

Marshell Collins has over 28 years of experience in Early Childhood Education. She started her career as a parent volunteer, and then served as a Teacher Assistant, a Lead Teacher, a Supervising Teacher, and she is now the Site Director as well as the School leader for Next Door's Capitol Drive location. Marshell holds a master's degree in counseling and is a member of the Milwaukee Child Care Alliance and a Trainer for the Registry- Wisconsin Early Childhood Professionals.



## APPENDIX H

<b>Subject</b>	Child Guidance
<b>Compliance Standard/Regulation</b>	HSPPS 1302.90(c) DCF 251.07 (2) 1302.17 MPS Policies
<b>Department</b>	Education
<b>Date of most recent Board/Policy Council approval</b>	November 2017-Updated July 2019

### Policy

Next Door will implement child guidance practices that enhance children’s social emotional competence and skills. When children display challenging behaviors or are in need of additional support, Next Door staff will collaborate with the child’s parent/guardian to provide child guidance. Our child guidance practices will include the following:

- Building positive relationships with children and families
- Creating supportive environments
- Teaching social and problem solving skills
- Establishing consistent meaningful routines
- Addressing inappropriate behaviors by creating positive behavior support plans, and
- Obtaining additional assistance and resources as needed

### Procedure

1. Any staff member interacting with children will use one or more of the following techniques to guide children’s behavior:

- a. Modeling – model behaviors through action and narrative
- b. Teaching Social Skills - Lesson Planning to include 2<sup>nd</sup> Step Curriculum weekly
- c. Setting Clear Limits by posting and referencing classroom rules with visual cues
- d. Supporting Smooth Transitions
  - Minimizing wait time
  - Reminding of upcoming transition (10 minutes, 5 minutes, etc.) and explaining what will happen next
  - Clearly planning activities (songs, movement games, etc.)
  - Using “I” messages
  - Providing natural and logical consequences
  - Reframing negatives into positives
  - Providing appropriate choices
- e. Active Listening by interpreting, validating and supporting feelings
- f. Helping children resolve conflict by encouraging students to settle disputes
- g. Modifying the environment by making changes to support accessibility, cooperation and choice
- h. Acknowledge and reinforce positive behavior- Give specific praise
- j. Separating children from group with teacher accompaniment and coaching.

2. The following techniques are prohibited forms of discipline:



## APPENDIX H

- a. Use of corporal punishment.
  - b. Use of isolation to discipline a child.
  - c. Binding or tying a child to restrict movement or tape a child's mouth.
  - d. Use or withhold food as a punishment or reward.
  - e. Use toilet learning/training methods that punish, demean, or humiliate a child.
  - f. Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child.
  - g. Physically abuse a child.
  - h. Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or the child's family.
  - i. Use physical activity or outdoor time as a punishment or reward.
3. All staff members will address crying children in a supportive and nurturing manner through acknowledgment of feelings, provisions of comfort and implementation of age appropriate problem solving techniques.
4. When necessary, staff members will provide parents with resources and materials when children display challenging behaviors.
5. Next Door does not suspend or expel children from any of its programs. Staff members may not call a parent and ask them to pick up a child due to misbehavior, as that is a de facto suspension. Children that experience challenging or aggressive behaviors will be supported through Next Door's Positive Behavior Support Team. (See Mental Health Services and Referrals policy and procedure for additional information.)





<b>Subject:</b>	Seclusion and Restraint
<b>Compliance Standard/Regulation:</b>	2011 Wisconsin Act 125, DCF 251; HSPPS 1302.9
<b>Department:</b>	Head Start and Charter School
<b>Date of most recent Board/Policy Council approval</b>	July 2019

**Policy**

Next Door will abide by legal requirements for the use of seclusion and restraint, as detailed in 2011 Wisconsin Act 125, Department of Child and Family 251 Licensing Codes for Group Child Care Centers and Head Start Performance Standards 1302.9.

**Definitions:**

Next Door defines “**seclusion**” as the involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving. Next Door does not consider seclusion as directing a disruptive student to temporarily separate himself or herself from an activity in the classroom to regain control or directing a student to temporarily remain in the classroom to complete tasks while other students participate in activities outside of the classroom.

Next Door defines “**physical restraint**” as a restriction that immobilizes or reduces the ability of a student to freely move his or her torso, arms, legs, or head. Next Door does not consider the use of physical restraint as briefly touching a student’s hand, arm, shoulder or back to calm, comfort, redirect or induce a student who is acting out to walk to a safe location.

**Procedure**

**1. Seclusion**

Next Door prohibits the use of seclusion except when all of the following conditions are met:

- A student’s behavior presents a clear, present, and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible;
- Constant supervision of the student is maintained and the adult remains with and visible to student;
- The student has adequate access to the bathroom, drinking water, required medications, and regularly scheduled meals; and
- Seclusion is used no longer than necessary to resolve the risk to the physical safety of the student or others.

A room may not be used for seclusion unless:

- The room or area is free of objects or fixtures that may cause injury, if room becomes damaged or presents an unsafe environment during use the staff member involved must report any damage to Facilities and their direct supervisor. The direct supervisor needs to let all staff know that room is unavailable until facilities is able to ensure the room meets safety code.



- There are no locks on the door, including hold down type mechanisms that immediately release when pressure is removed, and
- Meets all applicable school building code requirements.

## **2. Physical Restraint**

Next Door prohibits the use of physical restraint except when all of the following conditions are met:

- A student's behavior presents a clear and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible;
- There are no medical contraindications to its use;
- A CPI certified hold is used by a trained staff member
- The CPI certified hold and duration of the hold used does not exceed what is necessary and reasonable to resolve the risk to the physical safety of the student or others; and

Special care and attention must be given to ensure safety:

- Avoid placing pressure or weight on the student's chest, lungs, sternum, diaphragm, back or abdomen
- Avoid placing pressure or weight on the student's neck or throat, on an artery, or on the back of the student's head or neck, or that otherwise obstruct the student's circulation or breathing

## **3. Considerations for Individualized Education Program (IEP) Requirements (DCF 251.03)**

- The first time that seclusion or physical restraint is used on a student with an active IEP that does not have seclusion restraint procedure written in the IEP, the student's IEP team must be informed as soon as possible after the incident to determine whether there is a need to review/revise IEP and implement an FBA-BIP
- If the IEP team determines that a review/revise is needed, the IEP team must make sure that the student's IEP contains appropriate positive behavioral interventions, supports, and other strategies to address the behavior, and amend to include the possible need for seclusion and/or restraint procedures.

At any time if the IEP team determines that the use of seclusion or restraint may be reasonably anticipated for the student, the IEP must include:

A behavioral intervention plan with appropriate positive interventions and supports and other strategies that address the behavioral concerns based on a functional behavioral assessment; and clear statements that the use of restraint and/or seclusion may be used as an intervention.

## **4. Notification and Reporting Requirements**

If a student is secluded or physically restrained, the staff person that was primarily involved needs to:

- Document the incident on the *Notice of Seclusion/Restraint* (written report) and route to their immediate supervisor.



- The immediate supervisor will forward the notice of seclusion restraint to the Education Manager and site director and cc the Disabilities Supervisor if the student has an IEP and cc the Mental Health Supervisor if the student is involved in PBST no later than 1 business day after the incident.

The Education Manger must:

- As soon as possible, but no later than one business day after the incident, notify the student's parent of the incident and of the availability of the written report.

The *Notice of Seclusion/Restraint* must be kept with the Site Director and made available for review by the student's parents within three business days of the incident. The first time that seclusion or physical restraint is used on a student that does not have an IEP, the Education Manger expedites a PBST referral for follow up to determine the need for a safety plan.

### ***Training Requirements***

Except as discussed below, no school staff may use physical restraint unless he or she has received CPI (Crisis Prevention Institute) or similar training.

### ***Unforeseen Emergency Exception:***

School staff who have not received the prescribed training in physical restraint may use physical restraint on a student at school:

- Only in an emergency, and
- Only if school staff members who have received training are not immediately available.
- Reach out for assistance from CPI trained staff (teachers, ed. managers, PBST, Special Ed.)



<b>Subject</b>	Mental Health and Social Emotional Well-Being (Services and Referrals)
<b>Compliance Standard/Regulation</b>	HSPPS 1302.45
<b>Department:</b>	Comprehensive Services- Mental Health and Disabilities
<b>Date of most recent Board/Policy Council approval</b>	November 2017-Updated July 2019

**Policy**

Next Door will ensure that mental Health services will include the following components:

- Positive Behavior Intervention Support (PBIS) including general classroom level support for teachers or individual child referrals
- Social emotional classroom observations and feedback for teachers
- Meetings with teachers to discuss their concerns and goals related to social emotional issues
- Targeted classroom observations of specific challenging behaviors and specific strategies/interventions
- Direct modeling and support with use of interventions in the classroom for the teaching team
- Feedback meetings with teachers
- Availability of mental health staff members for consultation with parents
- Professional Development trainings for teachers and Parent Educators on a regular basis with challenging behavior and social emotional wellness as a focus
- Trainings or support for parents around mental wellness and social emotional issues can be offered at parent committee meetings, literacy nights, classroom meetings, Early Head Start/Head Start socialization groups
- Access to counseling services for children and families by on-site providers such as SCPMH (School Community Partnership for Mental Health)
- Mental Health consultation for Head Start and Early Head Start Home Based Parent Educators on a case by case basis.

**Procedure: Center - based**

1. Teachers initiate the process by filling out the Positive Behavior Support Team form. Referrals can be general classroom/teacher focused, or child specific (PBST).
2. If the referral is for child specific PBST, Teacher will ensure that the parent signs the Permission for Positive Behavior Support Team form. The Education Manager will sign the child specific referral.
3. The Teacher or Education Manager will email or bring the hard copy of the referral to the Mental Health Supervisor or assigned mental health staff member. The Mental Health Staff member will ensure that all consents are in child's file.



4. The Mental Health Supervisor will ensure the referral is assigned to a mental health staff member for follow up and staff member will document in Child Plus.
5. The assigned mental health staff member will set up a meeting with the Teacher to discuss the concerns on the referral, within one week of receipt of referral.
6. If the referral is for child specific PBST, the Teacher will fill out data forms during the meeting, to categorize and rate the frequency and/or severity of challenging behaviors.
7. The mental health staff person will set up a targeted observation (either classroom based or child specific), no more than one week after the initial meeting with the teaching team.
8. Mental Health staff, in collaboration with the Teacher and the family, will create a specific positive behavior plan for each student referred for individual PBST services, which will include target behaviors, functions of behavior, goals for the child, triggers, teacher goals, and specific actions/interventions to address the challenging behavior.
9. If a child is displaying behaviors that are a risk to the child or others (significant aggression, sexualized behavior, self-harm behavior), the mental health staff member will lead the development of a specific Safety Plan with the interdisciplinary team, and review with the Education Manager/Site Director and the parent.
10. The mental health staff member will document all interactions with child and family, and interventions in the ChildPlus database.
11. The Mental Health Supervisor will provide biweekly individual reflective supervision to mental health staff members.
12. The Mental Health Supervisor will review files periodically to ensure all required forms, consents, and documentation is in the file.

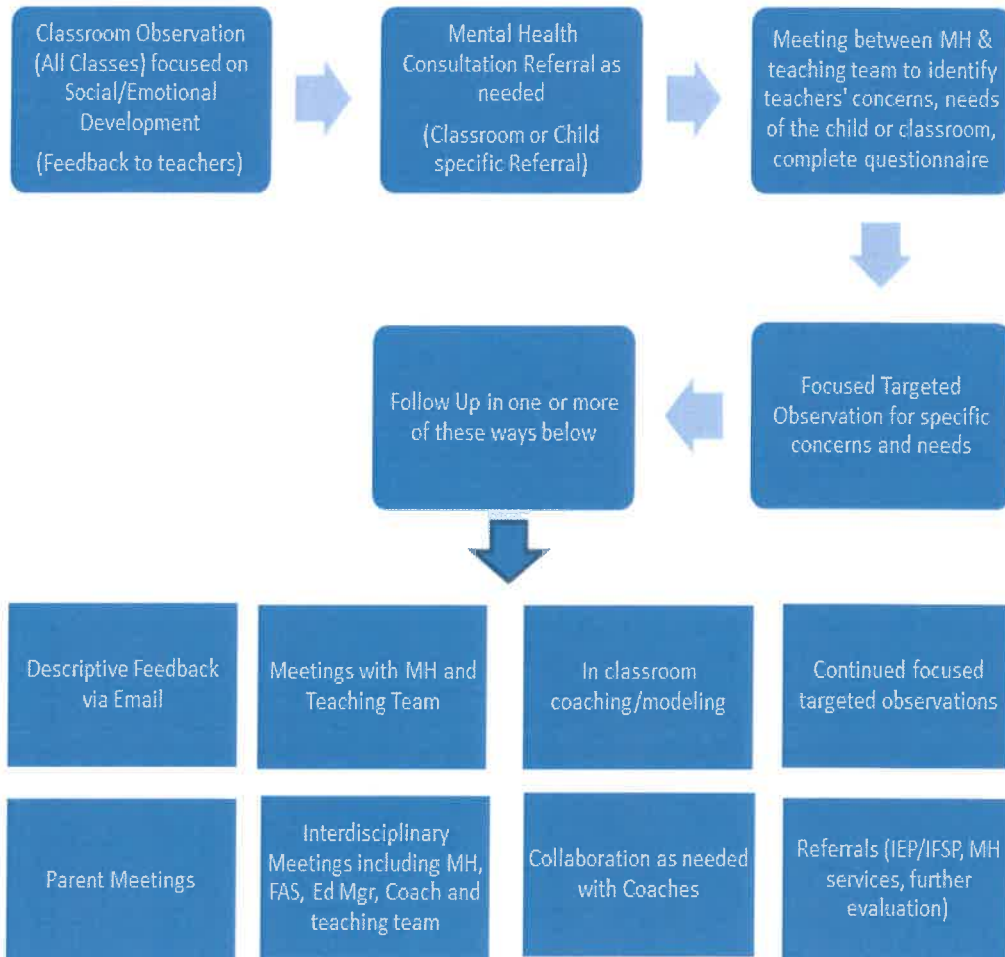
**Procedure – Home Based/Family Advocate Team**

1. The Parent Educator/FAS will fill out the Consultation Referral Form—Home Based/FAS staff and their Supervisor will sign.
2. The Parent Educator/FAS will email or deliver the form to the Mental Health Supervisor.
3. The Mental Health Supervisor and/or mental health team member will contact the Parent Educator/FAS and set up a time to consult via phone or in person within one week of receiving referral and document in ChildPlus.
4. The Mental Health Supervisor and/or mental health staff member will set up an initial meeting/call with the Parent Educator/FAS, no more than one week after receiving the assignment.

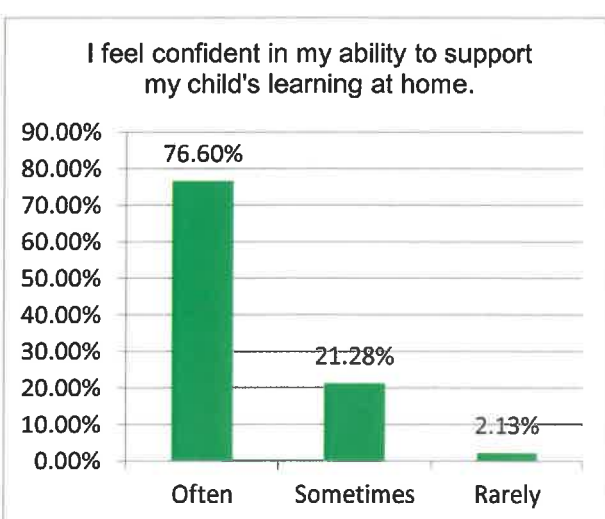
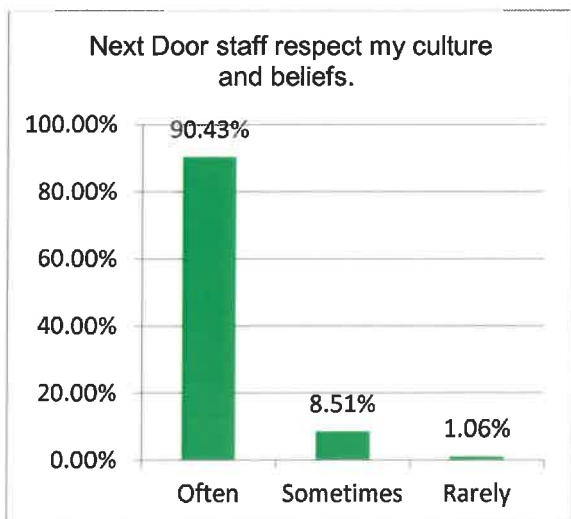
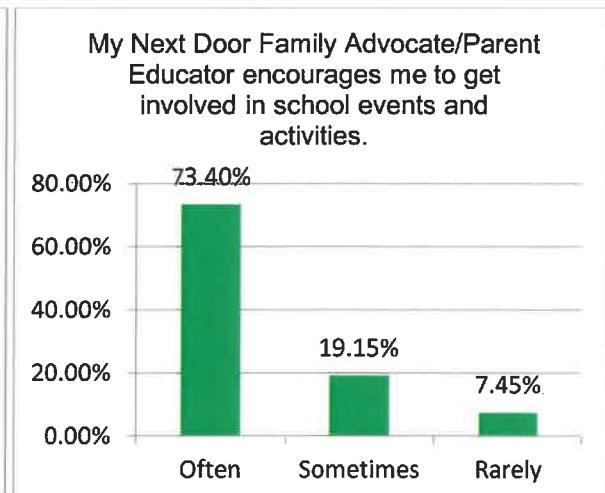
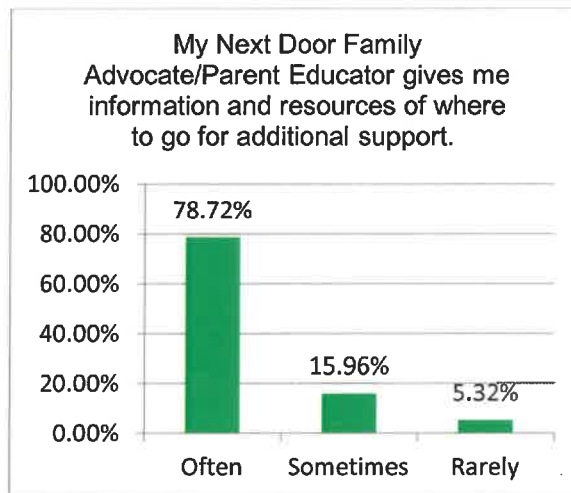
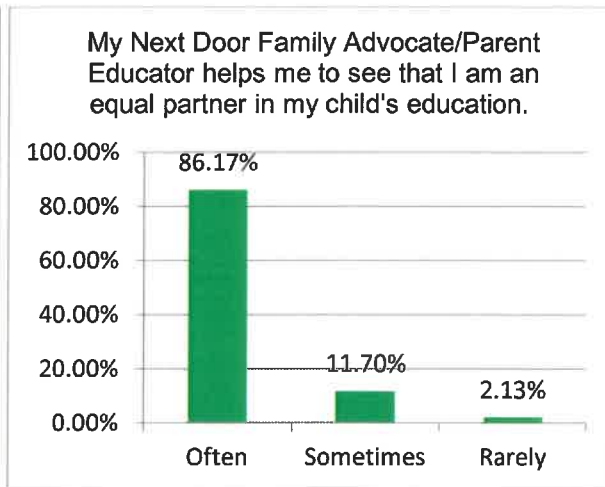
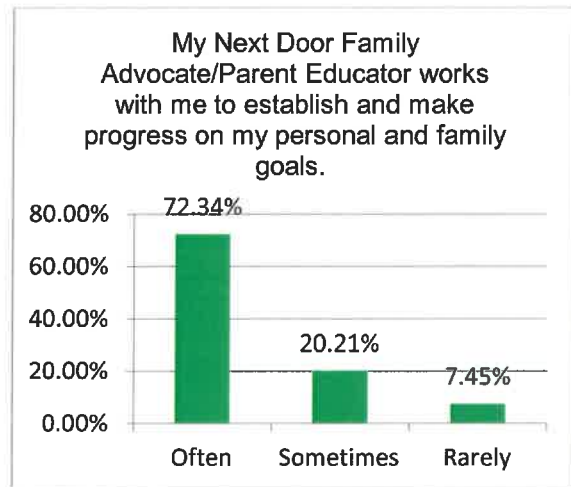


5. The Mental Health Supervisor and/or mental health staff member will document all interactions with child and family, and interventions in the Child Plus database.
6. The Mental Health Supervisor will provide biweekly individual reflective supervision to mental health staff members.
7. The Mental Health Supervisor will review files quarterly to ensure all required forms, consents and documentation is in the file.

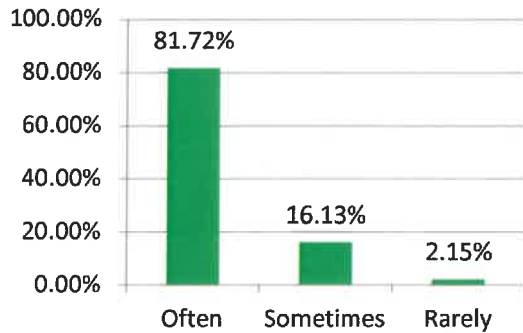
**Next Door Mental Health Consultation**



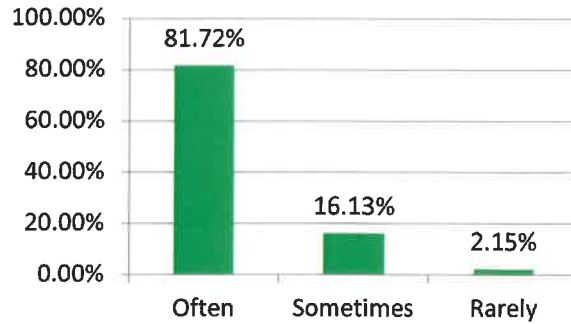
## APPENDIX I



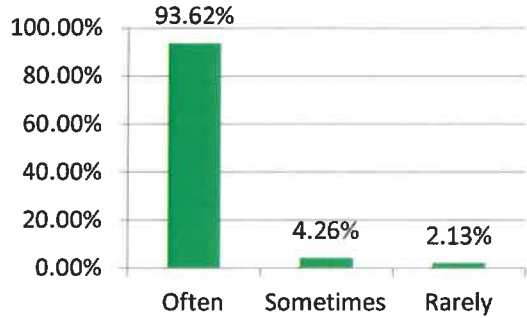
My teaching team supports me to implement educational activities at home.



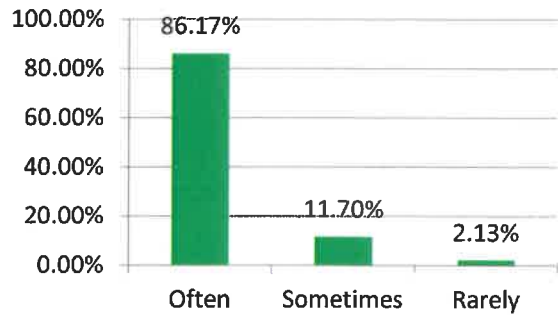
My teaching team supports me to implement educational activities at home.



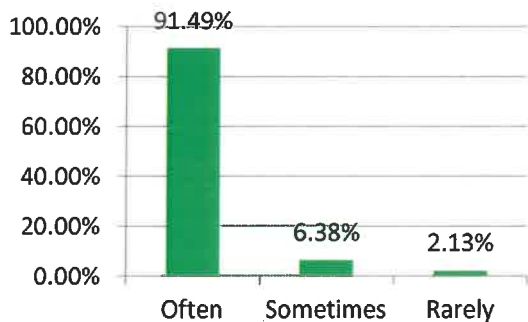
My child's teaching team and family advocate appreciate how hard I work at being a good parent.



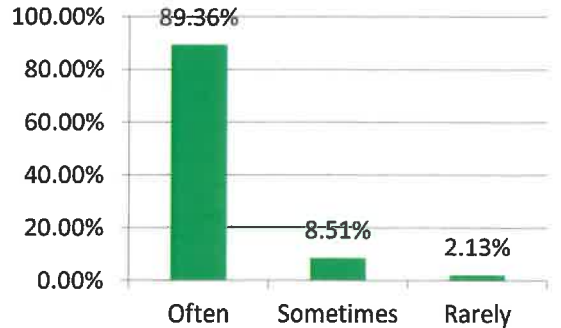
Communicating with my child's teacher or family advocate is open and easy.



The school environment is clean and in good condition.

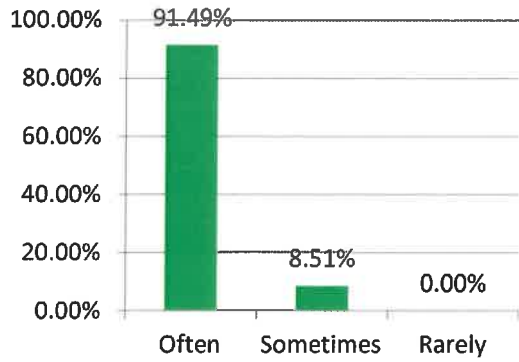


I feel welcomed in the school and my child's classroom.

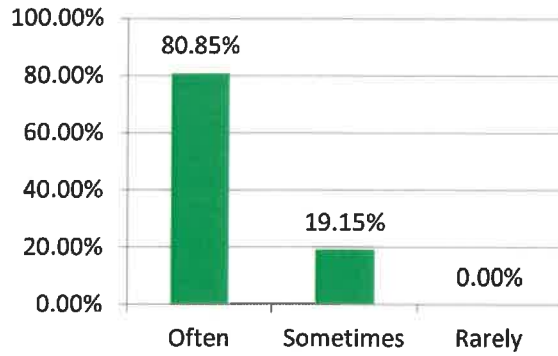




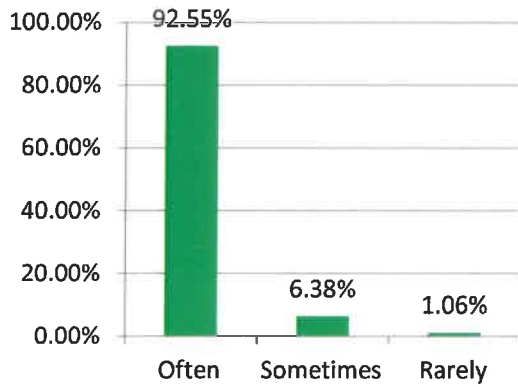
I feel that my child is safe and well cared for.



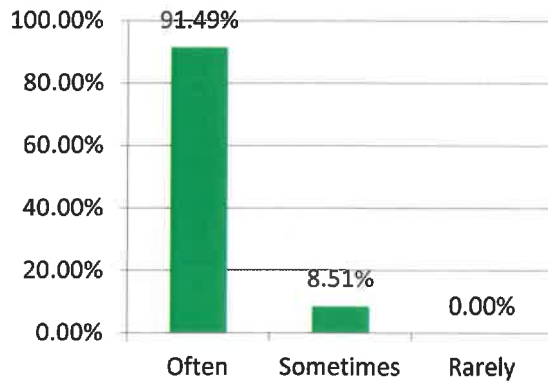
When I have a problem, Next Door staff work to resolve it with me.



I would recommend Next Door to other families.



Do you view Next Door as a trusted source of information?





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Black Arts MKE  
*Executive Director*

# APPENDIX K

## NEXT DOOR CHARTER SCHOOL (NDCS) FORECAST 2022-2026

	Project Year 1 7/2022-6/2023	Project Year 2 7/2023-6/2024	Project Year 3 & Beyond
Charter School Revenue	1,906,320	1,944,446	1,944,446
Title I	67,326	67,326	67,326
Head Start Revenue	1,923,810	2,010,319	2,142,725
<b>Total Charter Revenue</b>	<b>3,897,456</b>	<b>4,022,091</b>	<b>4,154,497</b>
<b>Instruction/Instructional Support Costs</b>			
Salaries & Benefits for Teachers, Aides and Substitutes	1,388,632	1,435,337	1,484,492
Library Services	59,501	61,286	63,124
Activities	38,000	39,140	40,314
Classroom and Program Supplies	52,680	54,261	55,889
<b>Total Instruction/Instructional Support Costs</b>	<b>1,538,813</b>	<b>1,590,024</b>	<b>1,643,819</b>
<b>Non-Instructional Costs</b>			
Program Leadership Costs	50,240	51,747	53,299
Educational Services	647,972	667,411	687,434
Printing/Postage	9,595	9,883	10,179
Health Services	82,368	84,840	87,384
Contractual (Purchase of Service)	70,870	73,569	77,526
Payroll/Benefit Processing	17,660	18,189	18,735
Occupancy	309,550	318,836	328,401
Telephone/Internet	4,007	4,127	4,251
Family Services	150,597	155,115	159,769
Reception	34,926	35,974	37,053
Marketing Services	40,803	42,027	43,288
Special Education Services	475,713	489,984	504,684
Quality Assurance (Compliance)	20,180	20,785	21,409
Special Needs Services	107,898	111,135	114,469
Professional Development	60,810	62,635	64,514
Dues and Subscriptions	5,036	5,187	5,343
Staff Recruitment/Retention	4,800	4,945	4,781
MPS Admin Fee @ 3%	57,190	58,333	58,333
Indirect	208,428	217,345	229,826
<b>Total Non-Instructional Costs</b>	<b>2,358,643</b>	<b>2,432,067</b>	<b>2,510,678</b>
<b>Total Expenditures</b>	<b>3,897,456</b>	<b>4,022,091</b>	<b>4,154,497</b>
<b>Net Surplus/Deficit</b>	<b>0</b>	<b>0</b>	<b>0</b>

NDCS Financial Forecast based on the following student	Project Year 3		
	Project Year 1	Project Year 2	& Beyond
Number of Students	280	280	280
Number of FTE's	208	208	208
Annual Cost Per Student	13,919	14,365	14,837