



Kenosha Unified
School District

Monthly School Board Standing Committee Meetings

November 14, 2017

5:30 P.M. Personnel/Policy

6:00 P.M. Curriculum/Program

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

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Kenosha Unified
School District

Standing Committee Meetings
November 14, 2017
Educational Support Center

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

- A. Student Technology Acceptable Use Policy 6633 and Electronic Devices Policy 5435 3
- B. Information Item
 - 1. Minutes - October 10, 2017 Personnel/Policy and Joint Audit/Budget/Finance and Personnel/Policy 25
- C. Future Agenda Items
 - 1. School Year 2018 Preliminary Enrollment Projections - Tentatively February 2018
- D. Adjournment

II. CURRICULUM/PROGRAM - 6:00 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING

- A. Information Items
 - 1. Minutes - September 12, 2017 Curriculum/Program 27
 - 2. Elementary Math Audit 29
- B. Future Agenda Items
 - 1. Head Start Semi-Annual Report - Tentatively February 2018
 - 2. Adoption of Instructional Materials - Tentatively February 2018
- C. Adjournment

PLEASE NOTE: The November Planning/Facilities/Equipment and Audit/Budget/Finance Committee Meetings have been canceled.

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.

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**Kenosha Unified School District
Kenosha, Wisconsin**

**November 14, 2017
Personnel/Policy Committee**

**Student Technology Acceptable Use Policy 6633
and Electronic Devices Policy 5435**

Background

A committee working on Policy 5435 electronic devices met and approved an updated policy in February 2011 with the goal of allowing students to use cell phones and other electronic devices in conjunction with instruction. With the revision, electronic devices could be utilized to access information, provide learning feedback, collaborate and be incorporated as a productive tool in the classroom.

The committee stated they recognized that electronic devices could be disruptive to the learning environment and stressed that good management by teachers and a strong, supportive student policy needed to exist.

Rebecca Stevens emailed a request on February 10, 2017, at 6:42 a.m. stating, *“I would also like a survey sent out to the teachers, all other staff, parents and students asking them to review the boards policy on electronic devices for feedback as this policy has not been reviewed since it was updated in 2011. Thank you, Rebecca Stevens School Board Member.”* In the spring of 2017, KUSD surveyed all staff, parents, students and the Kenosha community on the use of electronic devices in school. The board was presented the survey results of the [KUSD Cell Phone Survey](#) on July 25, 2017.

Upon conclusion of the survey and further review of policy 5435, it was discovered that policy 5435 and policy 6633 closely align with one another and both reference student electronic device use. The work going forward was done on the basis of combining the two policies to eliminate any confusion.

Included in this report are three attachments that provide information and research for review by the school board:

- Attachment A shows charts and responses from a survey sent to building administrators on August 7, 2017, requiring their opinion of the current version of policy 5435.
- Attachment B shows policy changes resulting from the data input received.
- Attachment C shows the policies of thirteen other Wisconsin school districts.

Administrator Survey Results

The following information relates to a survey of thirty-one high school and middle school administrators in regards to policy 5435.

School leadership asked the following questions (See Attachment A):

Questions in the Survey:

Do you believe electronic devices should be turned off once students come to school and kept off throughout the day?

| | |
|------------|-----------|
| Yes | No |
| 35% | 65% |

Can you enforce the district policy in its current state in the following areas?

| | YES | NO |
|----------------------------|------------|-----------|
| Classroom | 87% | 13% |
| Hallways and Passing Times | 35% | 65% |
| Before / After School | 23% | 77% |
| Cafeteria | 39% | 61% |

Would you change the policy for any of these areas? If so, how would you change the policy?

| | YES | NO |
|----------------------------|------------|-----------|
| Classroom | 26% | 74% |
| Hallways and Passing Times | 42% | 58% |
| Before / After School | 58% | 42% |
| Cafeteria | 58% | 42% |

How do you monitor electronic devices in:

| Answer | Locker Rooms | Bathrooms |
|-----------------------|---------------------|------------------|
| PE / Other Staff | 29% | 3% |
| Do Not Monitor | 26% | 46% |
| Posted Information | 13% | 10% |
| N/A to Building | 16% | 0% |
| No Response | 10% | 10% |
| Students Report | 3% | 16% |
| Can't / Limited Staff | 3% | 16% |

How are your students informed in school if it is illegal to film or take pictures in school?

Administrator responses:

Building educators inform students about code of conduct policies through: Assemblies, student orientations homerooms, library lessons/videos, staff speaking to students on handbook/code of conduct, PBIS are ways in which students are informed about school board policies and what to do and not to do in KUSD schools.

What do you see as a benefit for electronics in:

| Responses | Cafeteria | Before / After School | Hallway Passing Time | Classroom |
|------------------|------------------|------------------------------|-----------------------------|------------------|
| No Benefit | 23% | 3% | 45% | 10% |
| No Response | 13% | 13% | 23% | 13% |
| Benefit | 65% | 83% | 32% | 77% |

Summary:

The survey showed that a majority of secondary administrators believe they can enforce the current electronic policy in the classroom, but not in the hallways, cafeteria, and before and after school. The majority of administrators would like to change the policy to include electronic device usage before and after school. The majority stated there is a benefit to having teachers use electronic devices in the classroom. In researching existing policies and cross referencing them for electronic procedures and rules, it was discovered that Policy 5435 and 6633 closely align and should be combined into one policy. School Leadership worked collaboratively with Teaching and Learning and Information and Accountability to update policy 6633 Student Technology Acceptable Use (Attachment B) to align

with survey results and feedback. It is recommended that policy 5435 Electronic Devices be eliminated because all areas are now covered in policy 6633.

Administrative Recommendation:

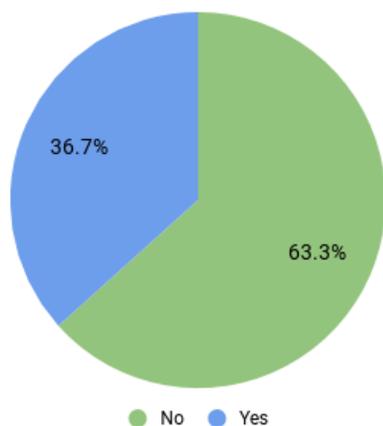
Administration recommends that the personnel/policy committee forward revised policy 6633 Student Technology Acceptable Use and recommend elimination of policy 5435 Electronic Device to the board of education for a first reading on November 28, 2017 and a second reading on December 12, 2017.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Susan Valeri
Chief of School Leadership

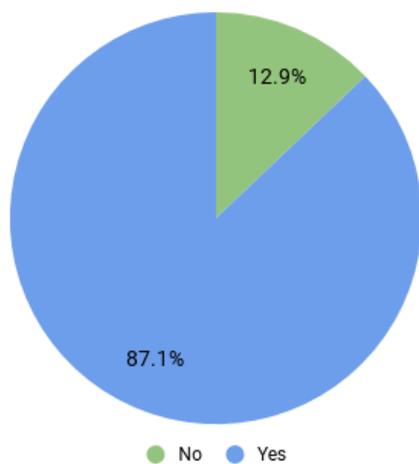
Brian Geiger
Regional Coordinator of Leadership and Learning-Secondary

Do you believe electronic devices should be turned off once students come to school and kept off throughout the day?

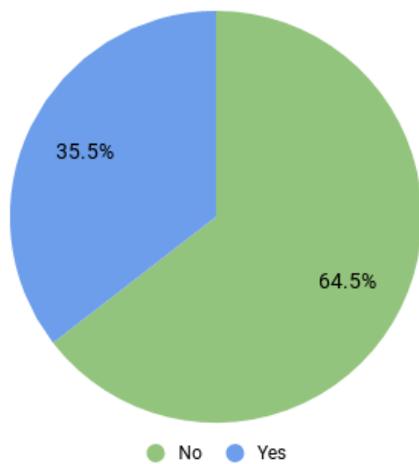


Can you enforce the district policy in its current state in the:

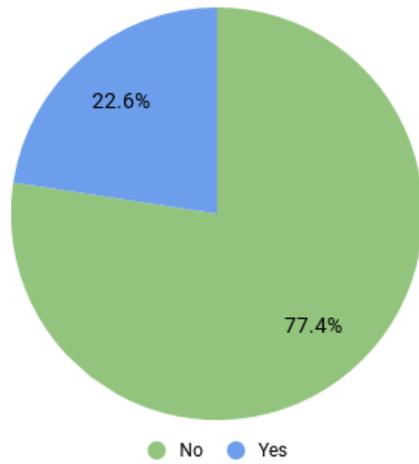
Classroom



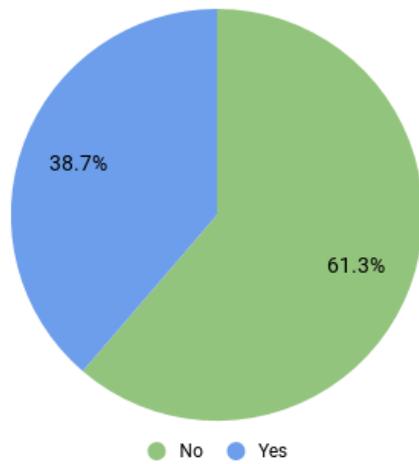
Hallways and passing times



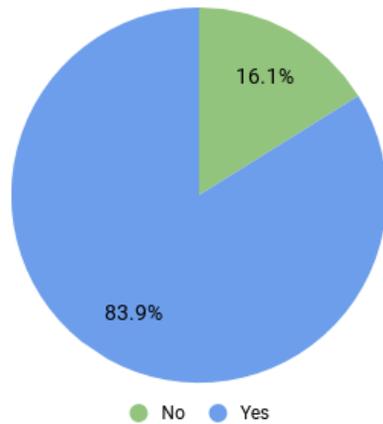
Before and after school



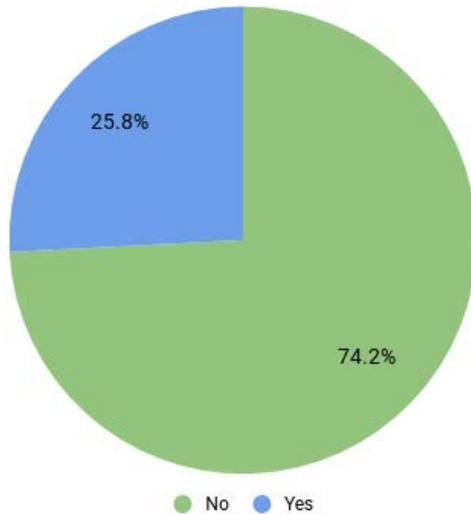
Cafeteria



Do you allow students to use electronic devices during school activities beyond the school day?



Would you change the electronic policy for usage in the classroom?



If yes, how would you change the policy?

Locked and put away in lockers.

Students could have access during passing times and at lunch unless it becomes distracting, and then address on an individual basis.

All students to use their cell phones in the cafeteria.

Cell phones have become more of an issue and even teachers with amazing classroom management skills are having a difficult time with them. Most people have no problems with students taking photos of notes, using the calculators or helpful apps with them. The issues are more with loss of attention, cyber bullying and cheating. I think we need to figure out a policy that would be easier to enforce, but we need help from our families and the community because cell phones are such a part of our culture now. I think it would be easiest to enforce if cells were turned off and only allowed before and after school or maybe at lunch.

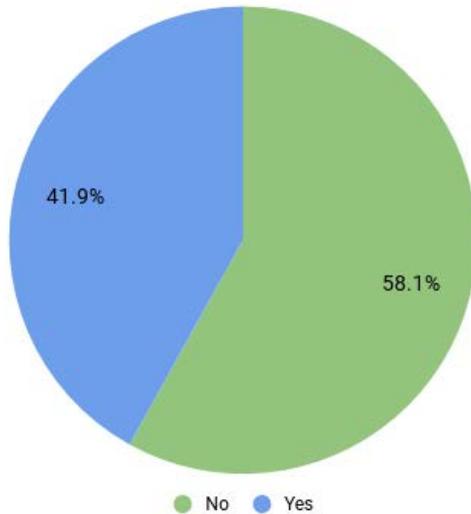
Lunchroom, before and after school use is permitted so long as usage does not disrupt the learning environment.

Require that cell phones be locked in their lockers and not on them throughout the day.

By allowing the schools to establish protocols to deal with classroom issues

Not allowed during the school day. Should be off and in lockers.

Would you change the electronic policy for usage in the hallways and passing times?



If yes, how would you change the policy?

Locked and put away in their lockers.

That they can have access at that time.

Must be put away. not out during passing periods

H.S. students should be allowed to quickly check their phone and email messages during passing time. This provision allows teachers to better enforce the use of electronic devices for learning only in the classroom and diminishes the students' anxiety of "missing something" throughout the day. The small amount of time it takes to "catch-up" during passing time will be a great payoff as students are prepared to focus on learning in the class.

See my first response. I think it would be easiest if we turned them off all day.

Allow it.

Allow electronics in non-instructional areas, and continue to have the policy state that it is the teacher's discretion in instructional areas

Allow them to use them. In this day and age teachers, coaches, club advisors, schools, and parents are constantly sending vital information to our students. And, we all want their response back asap.

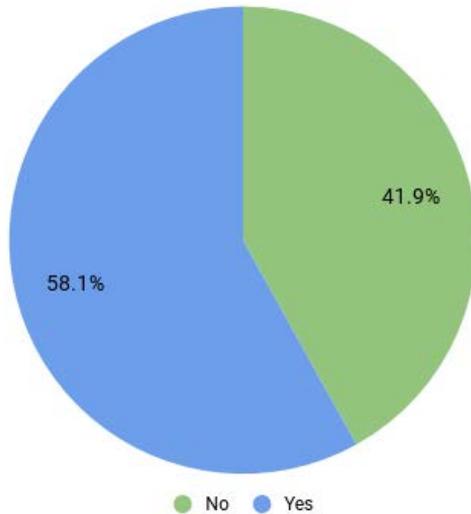
I would let students have their earbuds in. I would let them look at their phones.

By allowing schools to establish protocols aligned to PBIS expectations

Allow phone use during non-class time. (Allow phone use in class with permission)

Allow usage outside of class.

Would you change the electronic policy for usage before and after school?



If yes, how would you change the policy?

They should be allowed to use them during this time.

Can use outside before and after school, and in the hallway after school (excluding after school events).

They can have access at that time.

Can be allowed.

Allow students to use electronic devices before or after school.

Let students use them before and after school in the building.

Defining (or changing) the words "monitored by principal" in the policy. How closely are the students expected to be monitored? General cellphone use especially for texting and emails does not need much monitoring. The concern is always threats to academic integrity, violating rights of others and self, sexually explicit or offensive content, etc. These are clearly stated in the policy and need to stay there. I would even suggest re-looking at the segment and updating the terminology as needed.

Policy currently addresses as 'monitored' by principal/designee. That may be satisfactory.

Before and after school use is permitted so long as it is not disruptive to building entrance and or dismissal protocols and procedures.

Devices can be used before and after school and in the cafeteria with permission from staff. No sound. If it causes a disruption or leads to a disruption because of social media posting or texting, then device can be confiscated by school staff and permission denied.

Cell phones will be allowed before and after school. During school time, cell phones may not be seen or heard....

Allow the use of electronics before and after school

Allow them to use them. In this day and age teachers, coaches, club advisors, schools, and parents are constantly sending vital information to our students. And, we all want their response back asap.

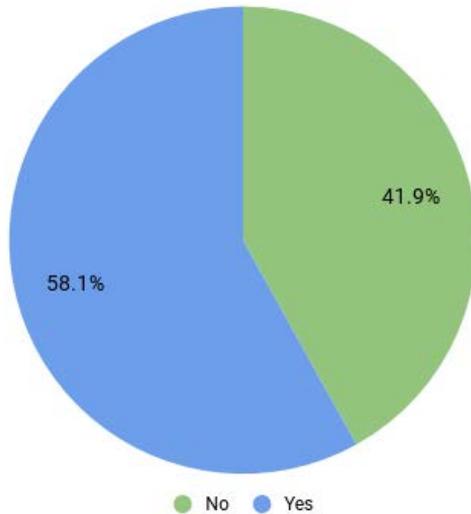
I would let the students use their phones before and after school. Listen to music, play games, etc.

During non-instructional time, I believe that it is okay for a student to be on their device

Allow phone use at this time.

Allow usage.

Would you change the electronic policy for usage in the cafeteria?



If yes, how would you change the policy?

They should be allowed to access them at this time to coordinate plans with parents, etc. for after school.

They can have access at that time.

Can be allowed. No inappropriate videos, written language, or music

I am fine with students being able to use their cell phones during lunch with ear buds.

Allow during cafeteria time only.

Student should be allowed to use their cellphones in the cafeteria, during their scheduled lunch period.

Allow cell phone use in cafeteria as an extension of classroom. Teachers may approve cell phone use in class. Principals/Designee may approve cell phone use in Cafeteria during scheduled lunch times. However, I would reinforce the philosophical expectation that cell phones not disrupt academic integrity, safety, or privacy. Appropriate use of technology for teens and adults evolves.

Use is permitted so long as it is not disruptive to the building cafeteria protocols and procedures.

Devices can be used before and after school and in the cafeteria with permission from staff. No sound. If it causes a disruption or leads to a disruption because of social media posting or texting, then device can be confiscated by school staff and permission denied.

Allow it

Allow the use of electronics, however prohibit the use of headphones.

Allow them to use them. In this day and age teachers, coaches, club advisors, schools, and parents are constantly sending vital information to our students. And, we all want their response back asap.

I would let the students use the phones in the cafeteria. Let them check their Infinite Campus, etc., music, games.

This is non-instructional time, and should be allowable.

Allow phone use at this time.

Allow usage.

Allow students to use.

How do you monitor electronic devices in locker rooms?

Not applicable.

Must be put away.

Teacher supervision.

Supervision

We don't.

We don't use the locker rooms during the school day.

Signs in all locker rooms with WI state Statute on them about taking pictures.

N/A

We have a designated staff member monitoring locker rooms.

Not appropriate.

Limited capacity.

Adult staff monitors the locker room.

Don't.

Students are to keep them out of site. If they are out, they're in violation of our Wildcat Way. Most of the time teachers use this a teaching moment.

PE teachers monitor. They tell students to put them away if they are seen.

Teacher supervision.

We don't use the locker room.

Don't.

Communicate expectations, prohibit the use, provide signage in proper locations

PE Teachers/ Coaches Monitor

Cannot be out. Have signs. Deal with each student on an individual basis when they break this rule. Students recognize this is state law.

Very difficult, one to two teachers for 90 kids.

We consider the locker room a classroom and follow the current policy. Cell phones should be turned off and out of sight. Most of our cell phone issues (stolen/misplaced called stolen) does occur in the locker room.

Manage complaints.

Post expectations and go through them with students.

With adults when present, signs posted.

Off and away.

How do you monitor electronic devices in bathrooms?

Student reports.

Should not be allowed but it is difficult to enforce or police.

Not able to unless a teacher happens to walk in.

Supervision

When giving passes check to see if phone is out.

We don't unless a student tells us someone had their phone out.

Signs in all of the Bathrooms with WI State statute on them about picture taking

Can't .

Our security, deans and other staff members have developed meaningful relationships with students. If something dishonest, threatening and/or offensive occurs, we investigate (and act on if necessary) any and all comments/information that is received. Additionally, we have security, deans and other staff members constantly and consistently monitoring our building.

Should be locked in locker.

Limited capacity.

Security and administration make routine checks throughout the day.

Don't.

Same as the locker room, students are to keep them put away.

We don't monitor in bathrooms unless an incident is reported.

Electronic devices use is difficult to monitor in this area.

We don't. It is a next to impossible task because of stalls.

Don't.

Communicate expectations, prohibit the use, provide signage in proper locations

We don't.

Cannot be out. Have signs. Deal with each student on an individual basis when they break this rule. students recognize this is state law.

Very difficult as we do not have staff positioned in those areas.

We expect students to follow the current policy for electronic in the classroom the same as bathrooms; however, this is very difficult to monitor and is usually where 'play' will occur, for example; photographing a fight and posting it before administration can investigate the incident.

Manage complaints.

post expectations and go through them with students.

When adults present, signs are posted.

Should not be on their persons, but difficult to monitor.

How do your students know if it is illegal to film or take pictures in school?

They will be informed when we discuss the KUSD Board Policies and Classroom Code of Conduct the first few days of school.

We inform them at the start of the year. However, this often does not deter behavior.

Explain the policy to our students.

They are told.

We state that during the first assembly and ongoing statement regarding that.

They are told at various times throughout the year, but I truly don't think they understand.

Assemblies, During C&C's, signs, etc.

We talk to them about what is appropriate

We share this information with them verbally (assemblies, advisory, etc.), in the student handbook, and any other locations appropriate.

Taught through PBIS expectations.

Needs ongoing reinforcement via PBIS type lessons/video's. ITHSA had a great video!

We inform them through announcements, video announcements, class meetings, and in our handbook.

Beginning of year orientation.

We've included tech talks in our student expectations assembly which covers the use of cellphones.

We don't allow them to take any pictures during the school day.

Technology policy is reviewed with students as part of grade level assemblies.

Our IMC runs a lesson on appropriate online behavior.

Through an assembly on safety.

We inform them at the beginning of the school year.

Staff and student discussions.

By the communication of PBIS expectations, code of conduct.

Beginning of the year rules assembly.

They do not unless we inform them.

We review at the beginning of the year, but I don't think it matters to them because social media thrives for pictures, etc.

Teachers review classroom rules which includes use of personal electronics. It is also in our student assignment notebook and discussed with students during advisory time. Also students know what 'is' and 'is not appropriate' behavior in school. The fourth paragraph of policy outlines what 'is not appropriate' use of electronic devices.

We tell them in a community meeting.

Explained in assembly.

We talk about it at assembly and signs are posted.

Library lessons.

It is discussed and addressed through PBIS and beginning of the year lessons.

What do you see as the benefit of electronics if any, please be specific, in the cafeteria?

No benefits.

Coordinate plans with parents regarding athletic events, going to friends, etc.

None.

Communication from home and school, coordination of schedules and practices, etc.

Give them some ownership and trust.

Students can listen to music while eating, calming for some as the cafeteria is very loud and stressful for many.

Relax time, check grades, attendance in IC

As stated before, allowing students the use of cellphones during lunch in the cafeteria, before and after school, and in the hallways during passing times diminishes their anxiety of "missing something" throughout the day. The small amount of time it takes to "catch-up" during passing time will be a great payoff as students are prepared to focus on learning in the class. In fact, the use of electronic devices can provide a needed brain-break for many students. I believe this provision (the use of cellphones and/or electronic devices during lunch, before/after school, and during passing time) allows for teachers to better enforce the use of electronic devices for learning only in the classroom.

None.

Communication with family, checking homework postings, updating electronic calendars/assignment notebooks, checking into Google Drive,

Keeps student busy.

None.

Keep students busy before or after they eat. I believe this benefit is outweighed by the increased potential for theft and inappropriate use of devices.

Students are able to access and listen to music, books, play games etc.

Helping with downtime for students that are done eating.

None.

Enjoyment.

Check Infinite Campus, utilize calculator and the internet

In this day and age teachers, coaches, club advisors, schools, and parents are constantly sending vital information to our students. And, we all want their response back asap.

Kids can relax and listen to music. Play a game to get their mind off of school for a bit. Kids can check schedules, check in with friends and family, check in with infinite campus, check in with news information, check in with school websites and Google Classrooms.

Down time, relaxing for students.

None.

They are important to kids. Communicate with home.

Students often are quietly playing a game and it actually helps keep them calm and quiet during lunches.

Looking at IC, personal time to organize and work on personal needs.

Students having something to do.

What do you see as the benefit of electronics if any, please be specific, before and after school?

Call home for rides after school outside school doors instead of using the office phone.

Coordinate plans with friends and rides.

Communication with parent/ guardian.

Same as with the cafeteria.

Give them some ownership and trust.

Communication with parents, again music while waiting for school to start.

Check in with parents, work.

After school it's used to coordinate rides.

Confirm ride possibly.

See above and add friend/social communication. Not allowing cell use at after school activities seems antithetical toward extra-curricular engagement. However, I do think it is reasonable to establish age-appropriate expectations for use. That would fall under principal/designee monitoring aspect of policy. Banning cell use during a HS athletic game is not realistic to enforce. Luckily, most HS students handle that fine. However, asking MS students not to use their cell phones while in the stands cheering on their team may be perfectly appropriate given their developmental readiness and the limitations of physical space.

Staying in contact with parents.

Communication home.

Parent communication.

Allows students to communicate with family members. Keeps them busy.

Students are able to access and listen to music, books, play games etc.

Some students need to arrive very early or late. It helps them be able to have contact with relatives for rides.

None.

Check messages from parents if needed.

Enjoyment.

Check Infinite Campus, utilize calculator and the internet, contact parents.

In this day and age teachers, coaches, club advisors, schools, and parents are constantly sending vital information to our students. And, we all want their response back asap.

Kids can relax and listen to music. Play a game to get their mind off of school for a bit. Kids can check schedules, check in with friends and family, check in with infinite campus, check in with news information, check in with school websites and Google Classrooms

Able to contact parents when they need to.

Only in emergency situations.

Communicate with parents.

Personal usage.

What do you see as the benefit of electronics if any, please be specific, in the hallways and passing times?

No benefits.

No benefit.

None.

Students can handle checking their phones during this time without disruption.

No benefit.

No benefit.

None.

Same as above.

None.

I'm unevenly split on halls and passing. The distraction of phones in crowded halls makes me lean strongly towards not allowing--especially for MS students who do not have far to walk for their next House class--but enforcement is challenging in large HS's with longer passing periods and further distances between classes. My hope is that if we honor student needs and desires during specified times and places (Cafe @ Lunch) AND we can articulate and teach the why of the expectation, we will see greater acceptance from both students and parents. Enforcement of any policy is possible, but we are wise to consider how we wish to use our staff resources. We must, however, pick how we wish staff to use their time. In my experience, zero tolerance policies are often unrealistic, antagonistic, and not the best use of our staff's expertise in supporting adolescent behavior.

None.

Communication home.

None.

N/A

No benefit.

No benefit. Not needed.

None.

None.

Enjoyment and parental contact.

Check Infinite Campus for schedule, grades

In this day and age teachers, coaches, club advisors, schools, and parents are constantly sending vital information to our students. And, we all want their response back asap.

Kids can relax and listen to music. Play a game to get their mind off of school for a bit. Kids can check schedules, check in with friends and family, check in with infinite campus, check in with news information, check in with school websites and Google Classrooms

Checking schedules for Quest through their google accounts.

None.

Why not?

What do you see as the benefit of electronics if any, please be specific, in the classroom?

No benefits.

Scheduling, alarms, answering surveys, taking pictures of notes, answering questions electronically with teacher, talking to parents regarding school related events and information.

Used with the teacher's lesson, and under the teacher's supervision.

Keep the same, put them away.

None.

Educational reasons only supervised by the teacher.

Educational.

For learning only...this includes taking notes, jotting down ideas, cheat sheet for presentations, etc.

Could be used instructionally if supervised properly.

Many teachers are able to accomplish consistent and clear expectations for cell use in class. For those teachers who may struggle, stronger school-wide teaching via PBIS about when cell use is acceptable and when it isn't can provide necessary support. Additionally, many teachers have created humorous enforcement methods (Cell Phone Jail) that students accept readily. A carte-blanche, system-wide, all-day long "No cell phones, ever" policy with teens seems unreasonable and more likely to lead to increased resistance. However, a balanced policy in which we allow use at specific points but restrict at other points seems in keeping with the real-life expectations they will have as adults. Cell phones are part of their lives and we are fighting the battle on all fronts instead of the battle on selected fronts.

Using camera to take photos of notes, using calculator or educational apps.

Classroom use directed by instructor.

Web searching, interactive tool with teachers.

Can be used for research, calculator, etc.

For quick formative assessments, calculator use, and to gain information through surveying of students, are a few benefits.

Can benefit from using it if technology isn't available. Some teachers have students take pictures of their individual schedules for the week so they can remember them. Assignment notebooks are becoming obsolete.

None.

Teachers may connect usage to lesson activity.

Teacher guided individual student learning tool.

Endless possibilities based on the teacher's discretion.

Teacher discretion to enhance the lesson.

Keep this the same. No phones out unless permission from the teacher.

As an instructional tool for surveys, calculators.

Only if directed and supervised by the teacher.

If they ask for permission, I'm all for it. Some kids do better working alone if they tune out their friends, put in their headphones and get to work. As long as the teacher has given permission.

Only for instructional purposes.

Educational use.

STUDENT TECHNOLOGY ACCEPTABLE USE POLICY

The Kenosha Unified School District expects students to use technology in ways that promote a productive educational environment. Technology includes, but is not limited to, **district and student-owned** electronic devices, private and public networks, and electronic communication systems managed within KUSD. These may include common technologies utilizing the Internet, Wi-Fi, ~~laptops~~ **tablets**, iPads, and other related tools available to staff and students. With this educational opportunity comes personal responsibility. Primary responsibility for appropriate use of technology resources resides with the student. School and network administrators and staff will review files and communications to maintain system integrity and to ensure that the network is used **in a responsible manner**. All communication including text and media files may be disclosed to third parties and/or law enforcement without prior consent of the sender or receiver.

In accordance with requirements of the Children's Internet Protection Act (CIPA), technology protection measures shall be used, to the extent practical, to promote the safety and security of users. Access to inappropriate electronic material and communications will be filtered. Digital ~~media~~ and mobile devices are dynamic and continue to increase in functionality with enriched usage by students and staff. Allowing students ~~owned the opportunity to utilize their own~~ **electronic devices to be used** within district technology networks and staff monitored environments will ~~only~~ expand the skillset needed to operate in a comfortable and responsible manner. Student-owned **electronic** devices should only be used as a resource for learning, ~~and to~~ strengthen the integration with curriculum and collaboration. **The district values responsible digital citizenship, which is why students are taught how to manage digital identities and reputations, engage in safe behavior while online, demonstrate an understanding of respect, manage personal data, and maintain digital privacy and security.** Aligned with the Protecting Children in the 21st Century Act, KUSD will continue to reinforce the instructional practices related to Internet safety, appropriate online behavior, social networking, ~~chat rooms~~, and cyberbullying issues. Review and agreement of this policy is an annual expectation for students and parents/guardians.

LEGAL REF.: Wisconsin Statutes

Sections **118.258** [**Electronic communication devices prohibited**]
 120.12(1) [School Board duties]
 120.13 [School Board powers]
 943.70 [Computer crimes]
 947.0125 [Unlawful use of computerized communication systems]
 U.S.C. 17, Federal Copyright Law [Use of copyrighted materials]
 Children's Internet Protection Act [Online safety]
 Neighborhood Children's Internet Protection Act [Online safety]
 Children's Online Privacy Act [Online privacy protection]
 Broadband Data Improvement Act, Title II, Section 215 [Internet safe use]
 Protecting Children in the 21st Century Act

CROSS REF.: 3531.1, Copyrighted Materials

3535, Technology Acceptable Use
 5111, Anti-Bullying/Harassment/Hate
 5430, Student Conduct and Discipline
 5437, Threats/Assaults
5473, Suspensions
5474, Student Expulsion
5475, Discipline of Students with Exceptional Educational Needs
 6120, Core Values
 6470, Student Records
 6600, Instructional Resources

POLICY 6633
STUDENT TECHNOLOGY ACCEPTABLE USE POLICY
Page 2

6610, Selection of Instructional Materials
6620, Library Resources
6634, Assistive Technology

AFFIRMED: November 28, 1995

REVISED: January 29, 2002
May 22, 2007
July 28, 2009
June 28, 2011
June 25, 2013
March 22, 2016
December, 2017

STUDENT TECHNOLOGY ACCEPTABLE USE POLICY

General school rules for behavior and communications apply, including the ~~D~~district's anti-harassment policies. Students shall abide by ~~D~~district guidelines governing Internet safety and acceptable use of technology. Misuse of **district or student-owned** electronic resources including the Internet, may result in loss of access privileges and ~~school~~disciplinary action may be taken. Appropriate legal action may also be taken against students performing illegal activities using **district or student-owned** electronic resources **while on the district's network**.

General Guidelines for district and student-owned electronic devices:

- ~~• Students shall not engage in any electronic activity that disrupts, distracts, or compromises the learning process or the environment.~~
- ~~• Electronic activities must not contain profanity, obscene comments, sexually explicit material, or expressions of bigotry, racism, or hate, or be disorderly.~~
- Students shall not use ~~D~~district technology resources for personal commercial activities not related to instruction. Personal purchase or sale of products or services is prohibited.
- **Students shall not use any electronic devices in a manner that poses a threat to academic integrity, disrupts the learning environment, or violates the privacy right of others. Students shall not send, share, view or possess pictures, text messages, emails or other material depicting sexually explicit or offensive content in electronic communications of any other form on a cell phone or other personal electronic device while the student is on school grounds, at school sponsored events, or on school buses or vehicles provided by the district. Students who use personal electronic devices to “bully” or post derogatory statements about district students or staff via text message, social media or other electronic platform may face disciplinary action.**
- Students shall have the ability to use their own devices within communicated instructional guidelines and practices while on school grounds.
- Students must abide by all applicable copyright and licensing laws when using technology resources within the ~~D~~district.
- Students shall maintain confidentiality of their usernames and passwords and shall not utilize usernames and passwords of others.
- All school related electronic publications are subject to approval and ongoing review by staff. All publications should reflect the mission and cores values of the school and ~~District~~ **in emergency situations where safety of students, staff, chaperones, or bus drivers are in jeopardy, use of personal electronic devices is permitted.**
- **Personal electronic devices should be charged prior to school and run on battery power while at school. KUSD will not provide “charging stations” for a student to charge his/her personal electronic devices.**
- **Each user is responsible for his/her own personal electronic devices and should use it responsibly and appropriately. KUSD does not take responsibility for stolen, lost or damaged personal electronic devices.**
- Students shall not breach or disable network security mechanisms or compromise network stability or security in any way. Students shall refrain from utilizing proxy gateways to bypass monitoring or filtering.
- Students are responsible for reporting any inappropriate media or resources they encounter, regardless of who owns the device.
- Students shall not use any technology or communication system for any ~~other~~ purpose that would violate law or Board policy (including harassment policies).

RULE 6633
STUDENT TECHNOLOGY ACCEPTABLE USE POLICY
PAGE 2

The ~~D~~istrict's technology resources are ~~D~~istrict assets. While the ~~D~~istrict respects the privacy and security needs of all individuals, authorized ~~D~~istrict representatives may review, audit, intercept, access and/or disclose all communications created, received or sent using ~~D~~istrict technology.

Guideline for use of student-owned electronic devices connected to the KUSD infrastructure:

~~Use of Personally Owned Technology Equipment Connected to District Network Infrastructure~~

- ~~Personal~~ **Student-owned** technology may be used to connect to the ~~D~~istrict infrastructure, when authorized.
- The use of ~~personal~~ **student-owned electronic devices** ~~technology~~ must not interfere with legitimate educational purposes and must be used in accordance with the overall **Student** Technology Acceptable Use Policy.
- ~~Personal~~ **Student-owned electronic** ~~technology~~ devices and applications must not interfere with the operation and integrity of the ~~D~~istrict's internal wired and wireless network.
- ~~The District is not responsible for the support, safety, or security of personal technology devices that students choose to bring into the District.~~
- **Student-owned electronic devices may be used within communicated instructional guidelines and practices in the classroom with staff permission.**
- **Student-owned electronic devices may be used in the following unstructured areas: hallway/passing time, cafeteria, and before and after school.**
- **In emergency situations where the safety of students, staff, chaperones or bus drivers are in jeopardy, use of student-owned electronic devices is permitted.**
- **Student-owned electronic devices should be charged prior to school and run on battery power while at school. The district will not provide "charging stations" for a student to charge his/her electronic devices.**
- **Each user is responsible for his/her personal electronic devices and should use them responsibly and appropriately. The district does not take responsibly for stolen, lost or damaged student-owned electronic devices.**

Electronic information, including the Internet, is dynamic. This makes it challenging to predict or reliably control what information students may encounter. District staff makes every reasonable effort to filter inappropriate content.

POLICY 5435
ELECTRONIC DEVICES

~~The School Board recognizes that student possession and use of personal electronic devices may be disruptive but also may contribute to their learning and educational experience.~~

~~Students who bring electronic devices to school are responsible for keeping them turned off and out of sight during the school day, within the school building. This includes the full period of time between the beginning of the first class and the end of the last class of the school day. Students may use electronic devices for learning during the school day when directed by a staff member as authorized by the principal. Use of electronic devices during school activities beyond the school day may be monitored by the principal/designee. In emergency situations where the safety of students, staff, chaperones, or the bus driver is in jeopardy, use of personal electronic devices is permitted.~~

~~Students shall not use electronic devices in a manner that poses a threat to academic integrity, disrupts the learning environment, or violates the privacy right of others. Students shall not send, share, view, or possess pictures, text messages, emails, or other material depicting sexually explicit or offensive content in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds, at school sponsored events or on school buses or vehicles provided by the District.~~

~~The District is not responsible for the safety or security of personal electronic devices that students choose to bring to school.~~

~~LEGAL REF.: Wisconsin Statutes~~

~~Section: 118.258 Electronic communication devices prohibited~~

~~CROSS REF.: 5430 Student Conduct and Discipline~~

~~5473 Student Suspension~~

~~5474 Student Expulsion~~

~~5475 Discipline of Students with Exceptional Educational Needs~~

~~AFFIRMED:~~

~~REVISED: September 9, 1997~~

~~December 14, 2004~~

~~February 22, 2011~~

| SCHOOL DISTRICT | ELEMENTARY | | | | MIDDLE SCHOOL | | | | HIGH SCHOOL | | | |
|------------------|----------------------------------|-----------|---------------------|-----------|----------------------------------|-----------|---------------------|-----------|----------------------------------|-----------|---------------------|-----------|
| | ALLOWS PHONES IN THESE LOCATIONS | | | | ALLOWS PHONES IN THESE LOCATIONS | | | | ALLOWS PHONES IN THESE LOCATIONS | | | |
| | HALLWAYS | CAFETERIA | BEFORE/AFTER SCHOOL | CLASSROOM | HALLWAYS | CAFETERIA | BEFORE/AFTER SCHOOL | CLASSROOM | HALLWAYS | CAFETERIA | BEFORE/AFTER SCHOOL | CLASSROOM |
| Appleton | NO | NO | NO | NO | NO | NO | NO | PA | NO | NO | NO | PA |
| Eau Claire * | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO |
| Green Bay | NO | NO | NO | NO | YES | YES | YES | TA | YES | YES | YES | TA |
| Lacrosse | PA | PA | PA | PA | PA | PA | PA | PA | PA | PA | PA | PA |
| Madison | NO | NO | NO | NO | PA | PA | PA | PA | PA | PA | PA | PA |
| Menomonee Falls | PA | PA | PA | PA | YES | YES | YES | TA | YES | YES | YES | TA |
| Milwaukee | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | PA |
| Nicolet | PA | PA | PA | PA | YES | YES | YES | TA | YES | YES | YES | TA |
| Oak Creek | PA | PA | PA | PA | YES | YES | YES | TA | YES | YES | PA | TA |
| Oshkosh HS | NO | NO | YES | TA | PA | PA | PA | PA | YES | YES | YES | TA |
| Pewaukee Schools | PA | PA | PA | PA | YES | YES | YES | TA | YES | YES | YES | TA |
| Racine | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO |
| Shorewood | PA | PA | PA | PA | PA | PA | PA | PA | PA | PA | PA | PA |

PA - Principal Approval

TA - Teacher Approval

* District in process of changing policy



KENOSHA UNIFIED SCHOOL BOARD
JOINT AUDIT/BUDGET/FINANCE AND
PERSONNEL/POLICY MEETING
Educational Support Center – Room 110
October 10, 2017
MINUTES

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Personnel/Policy Committees chaired by Mr. Falkofske was called to order at 5:41 P.M. with the following Committee members present: Mr. Aceto, Mr. Battle, Mr. Scalzo, Ms. Bear, Mrs. Snyder, Ms. Marks, Mr. Moore, Mrs. Shane, Mr. Fellman, and Mr. Falkofske. Dr. Savaglio-Jarvis was also present. Mr. Kunich, Ms. Stevens, Mrs. Dawson, Mr. Kent and Mr. Wade were excused. Ms. Dahl, Ms. Morgan, Mr. Wojciechowicz and Mr. Gospodarek were absent.

Information Items

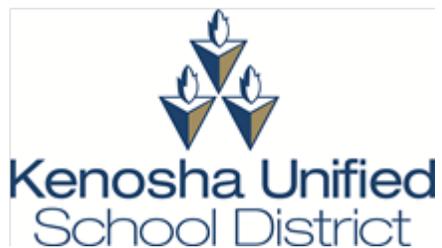
Mr. Kristopher Keckler, Chief Information Officer, gave an Official Third Friday Enrollment Report (School Year 2017-18) PowerPoint presentation which covered the following topics: overall enrollment trends number of births and KUSD Kindergarten enrollment (5 years), KUSD exits to area private schools, KUSD open enrollment (transfer in/out), student race/ethnicity trends, cohort average, change in enrollments and teacher FTE. Mr. Keckler answered questions from Committee members.

Future Agenda Items

There were no noted future agenda items.

Meeting adjourned at 6:00 P.M.

Stacy Schroeder Busby
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
PERSONNEL/POLICY MEETING
Educational Support Center – Room 110
October 10, 2017
MINUTES

A meeting of the Kenosha Unified Personnel/policy Committee chaired by Mrs. Snyder was called to order at 6:03 P.M. with the following committee members present: Ms. Marks, Mr. Moore, Mrs. Shane, Mr. Fellman, and Mrs. Snyder. Dr. Savaglio-Jarvis was also present. Mr. Kunich and Mr. Wade were excused. Ms. Morgan, Mr. Wojciechowicz and Mr. Gospodarek were absent.

Information Items

Dr. Savaglio-Jarvis and Ms. Tanya Ruder, Chief Communications Officer, presented Board Policy 7400 – Naming or Renaming District Buildings and 7410 – Naming An Area Within or On a District Site. They explained that the policies were very close in nature and that a combination of the policies along with cleanup of the wording would best suit the needs of the District and those reading/utilizing the policy. It is being recommended that language in Policy 7410 – Naming an Area Within or On a District Site be combined with Policy 7400 – Naming or Renaming District Buildings and that Policy 7410 as written be eliminated. This streamlines the entire policy and clarifies which areas may be named and how that process must take place. The language regarding committee duties was also adjusted for clarity purposes. Dr. Savaglio-Jarvis and Ms. Ruder answered questions from Committee member and input was collected from Committee members in regards to the recommended combined policy.

Future Agenda Items

There were no noted future agenda items.

Meeting adjourned at 6:57 P.M.

Stacy Schroeder Busby
School Board Secretary



A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mrs. Snyder was called to order at 5:30 P.M. with the following committee members present: Ms. Hamilton, Ms. Kindle, Dr. Werwie and Mrs. Snyder. Dr. Savaglio-Jarvis, Ms. Valeri, Ms. Rhode and Mr. Pitts were also present. Dr. Evans arrived later. Mr. Wade was excused. Mr. Garcia, Mrs. Payne and Mrs. Ross-Corbett were absent.

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

Approval of Minutes – June 13, 2017 Curriculum/Program

Mrs. Snyder noted that the minutes would be brought back at the next meeting due to the lack of a quorum.

Information Items

Dr. Savaglio-Jarvis gave an introduction to the Head Start Semi-Annual Report. She noted that it was an informational report to ensure that the community and Board are aware of the progress of the Head Start Program. Ms. Luanne Rohde, Director of Early Education, explained that the Head Start Program is structured through a common framework with the following components: Program Design and Management, Family and Community Partnership and Early Childhood Development and Health Services. She noted that the Health Assistant was increased to a full-time position for the 2017-18 school year to ensure that families were receiving support in getting health and dental needs met. Significant work has been done on updating policies and procedures to align with the new Performance Standards. In addition, much work has been accomplished working with the Head Start Grantee Specialist to realign policies and procedures to develop a systematic, on-going process of program planning and monitoring, which was part of the corrective action plan that addressed the concerns noted with the Leadership, Governance and Management Systems review in May 2016.

Dr. Evans arrived at 5:48 P.M.

Ms. Rohde answered questions from committee members.

Approval of Minutes – June 13, 2017 Curriculum/Program

Mrs. Snyder noted that with the arrival of Dr. Evans, a quorum was now present and action could be taken on the minutes.

Ms. Hamilton moved to approve the minutes. Dr. Werwie seconded the motion. Unanimously approved.

Future Agenda Items

Mrs. Snyder indicated that the Internet/Social media Safety item and Policy 5435 – Electronic Devices would be presented at the next meeting.

Meeting adjourned at 5:53 P.M.

Stacy Schroeder Busby
School Board Secretary

**Kenosha Unified School District
Kenosha, Wisconsin**

**November 14, 2017
Curriculum/Program Standing Committee**

ELEMENTARY MATH AUDIT

Background

In spring 2013 the International Curriculum Management Audit Center was retained to complete a comprehensive curriculum audit. Finding 2.1 of this audit identified a lack of a planning process and a comprehensive management plan to provide coordinated direction of the design, delivery, and evaluation of the curriculum. The auditors responded to the findings with eight recommendations for how to address the problems that were pinpointed in the audit. Establishing a seven-year curriculum review cycle is one specific item recorded in Recommendation 5, and it states:

“Establish and implement a seven-year curriculum review cycle that includes the design of curriculum guides. During the initial review cycle, develop local curriculum guides for every instructional offering in the district. (A5.4)”

The Office of Teaching and Learning developed a seven-year curriculum review and adoption cycle that provides a comprehensive evaluation of course content, an inclusive development process, a thoughtful implementation, revision based on data, and time for program effectiveness to be realized. The curriculum development cycle (Appendix A) adheres to a five-phase process as follows:

- Phase 1—Review (one year)
- Phase 2—Develop (one year)
- Phase 3—Prepare (one year)
- Phase 4—Implement (one year)
- Phase 5—Monitor (three years)

Additionally, the curriculum development cycle supports effective teaching and learning in every classroom. The cycle requires teams of teachers and administrators to collaboratively examine student performance data, to design and implement instruction, and to monitor results. It includes the examination of current curricula and student achievement data to determine necessary improvements. The plan also determines when concepts and standards should be taught and when and how they will be assessed. The assessments of the curricula provide the necessary data to drive ongoing curriculum review, revision, and renewal. The process helps ensure that the curricular expectations of the district and its schools are rigorous, relevant, and

public. In addition, it guarantees that the curriculum is aligned with appropriate state and national standards and is preparing and inspiring students to realize their potential. The five-phase cyclical process is guided by four essential questions:

- What do students need to know and be able to do?
- How will we know that students have learned?
- What will we do when they haven't learned?
- What will we do when they already know it?

Year One of this process includes examining data regarding current curriculum, instruction, and assessment outcomes in the curricular area under review to inform the revision of curriculum and adoption of instructional resources that occur in years 2 and 3 of the process. As part of this data collection an audit of the elementary math program was completed.

Elementary Math Audit

In January 2017 the Wisconsin Evaluation Collaboration (WEC) from the Wisconsin Center for Education Research at the University of Wisconsin—Madison—was selected to conduct an evaluation of the district's kindergarten through fifth grade mathematics program. This evaluation focused on the following two overarching research questions:

Question 1: According to key stakeholders, how well is the current elementary mathematics program meeting the district's needs; and what are its specific strengths as well as areas for improvement?

Question 2: What does longitudinal student performance data suggest about the relative strengths and weaknesses of the current elementary mathematics program?

Evaluators used a combination of surveys, focus groups, and interviews to collect data from teachers, principals, parents, students, and central office administrators related to Question 1. Both state assessment data and Measures of Academic Progress data were used in the analysis for Question 2.

The full report is available via this link:
<http://www.kusd.edu/docs/board/wec-appendix-b.pdf>

KEY FINDINGS

Based on the analysis of the data collected, the evaluation report from WEC includes the following findings:

1. Stakeholders perceive that current curriculum has shortcomings.

2. “Spiraling” and lack of resources for differentiation and intervention are perceived as problematic.
3. Curriculum is not perceived to be equally accessible to all student subgroups.
4. Teachers desire more instructional and curricular support.
5. There are low levels of family engagement around math.
6. Math program implementation is inconsistent across the district.
7. Sixth graders tend to be least prepared in computational fluency in fractions.
8. Kenosha Unified School District outperforms similar districts on the state math assessment.

RECOMMENDATIONS

The evaluation report also includes the following recommendations:

- Adopt a standards-aligned curriculum with a full range of resources, professional learning, and support.
- Consider nonspiral resources but implement with spaced practice.
- Consider a small set of evidence-based interventions for the most at-risk students.
- Provide universal access to training and support on supplemental instructional resources.
- Provide professional learning to teachers on issues of cultural relevance around mathematics.
- Leverage and support instructional coaches to support new math curriculum systematically.
- Provide support for teacher collaboration around mathematics curriculum and instruction.
- Reinstigate cross-school grade-level meetings around math and regular visits to school by district-level math experts.
- Communicate to counter misconceptions regarding mathematics education among families; increase family engagement efforts around math.

- With new curriculum, update the strategic framework for elementary math.
- Leverage schools with high attainment and growth in math to share successful practices.
- Provide teachers with additional support in students’ weakest content areas to increase sixth grade preparedness.

Response to Elementary Math Curriculum Audit

Based on the findings and recommendations of the evaluation, the following action steps have been developed in alignment with the phases of the Curriculum Development Cycle:

| PHASE | ACTION | PERSON(S) INVOLVED |
|---------------------|--|--|
| Phase 2: 2017-18 | Complete the development of curriculum guides and assessments using the Rigorous Curriculum Design process. | Coordinator of mathematics Curriculum Design Team members |
| | Develop a professional learning plan for kindergarten through fifth grade teachers to support the implementation of new kindergarten through fifth grade mathematics instructional materials and provide ongoing professional learning opportunities related to mathematics teaching and learning. | Coordinator of mathematics Curriculum Design Team members Coordinator of professional learning |
| | Develop rubrics to be used in the selection of instructional resources. | Coordinator of mathematics Curriculum Design Team members |
| Phase 3: 2018-19 | Provide professional learning for kindergarten through fifth grade teachers according to the professional learning plan—emphasis on evidence-based instructional practices. | Coordinator of mathematics Curriculum Design Team members |

| PHASE | ACTION | PERSON(S) INVOLVED |
|---------------------|--|---|
| | Evaluate instructional resources for kindergarten through fifth grade mathematics, and make a recommendation to the board of education for purchase. | Coordinator of mathematics Curriculum Design Team members |
| | Develop implementation plan for new resources that includes a plan for family engagement. | Coordinator of mathematics Curriculum Design Team members Elementary school principals |
| Phase 4: 2019-20 | Provide professional learning for kindergarten through fifth grade teachers according to the professional learning plan—emphasis on resource implementation. | Coordinator of mathematics Curriculum Design Team members Elementary lead teachers |
| | Provide opportunities to engage families with new mathematics resources based on the implementation plan. | Coordinator of mathematics Elementary school principals Community and school relations coordinator Elementary teachers |
| | Collect feedback from teachers to make adjustments to curriculum guides and assessments. | Coordinator of mathematics Curriculum Design Team members |
| Phase 5: 2020-23 | Continue to provide mathematics-related professional learning opportunities for kindergarten through fifth grade staff. | Coordinator of mathematics Curriculum Design Team members Elementary lead teachers |

| PHASE | ACTION | PERSON(S) INVOLVED |
|-------|---|---|
| | Continue to provide opportunities to engage families with mathematics learning. | Coordinator of mathematics Elementary school principals Community and school relations coordinator Elementary teachers |

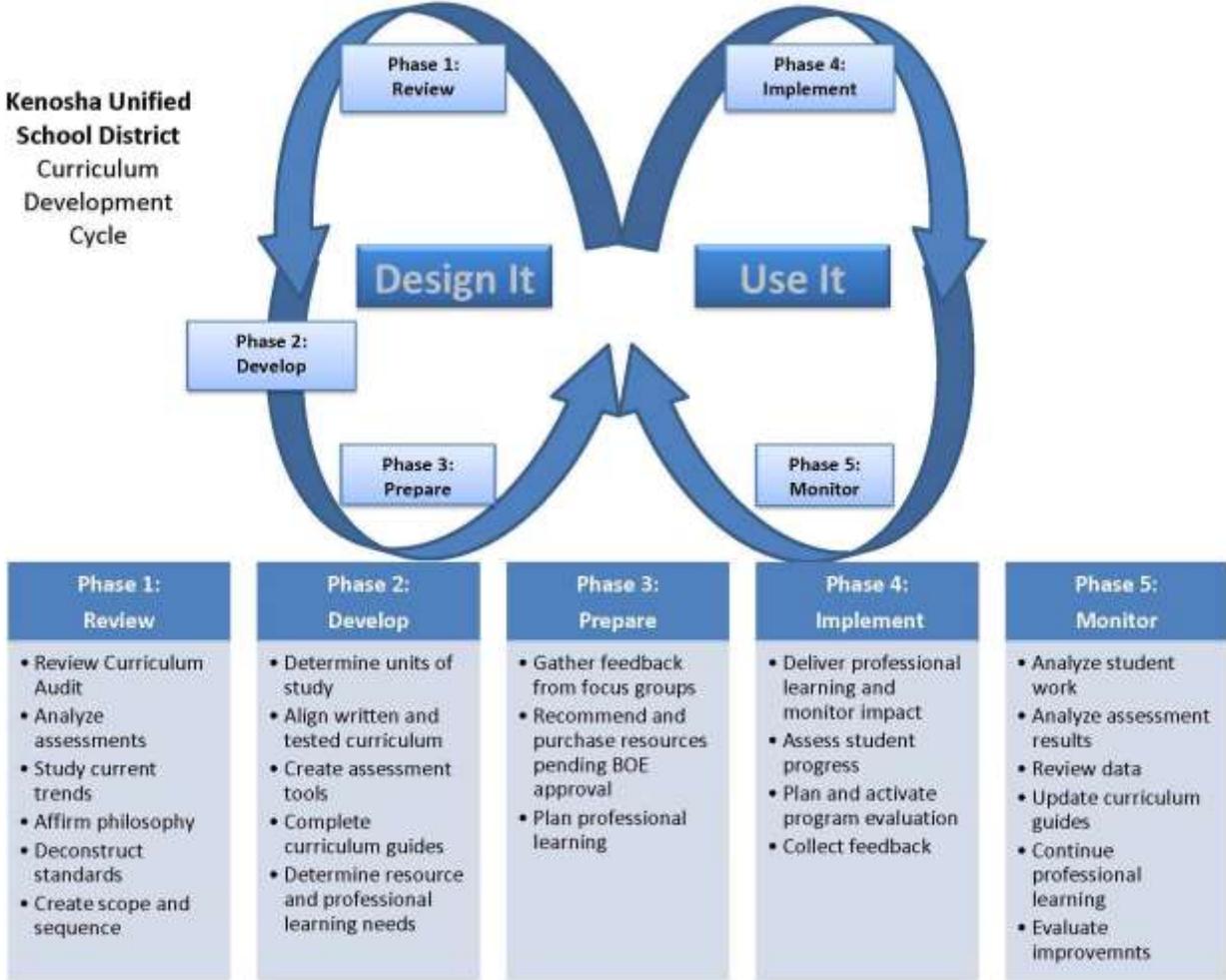
This report is provided for information purposes only.

Dr. Sue Savaglio-Jarvis
 Superintendent of Schools

Ms. Julie Housaman
 Chief Academic Officer

Ms. Jennifer Lawler
 Coordinator of Mathematics

RULE 6300
CURRICULUM DEVELOPMENT AND IMPROVEMENT



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