



REGULAR MONTHLY BOARD MEETING

February 23, 2016

7:00 PM

**Educational Support Center
Board Meeting Room
3600-52nd Street
Kenosha, Wisconsin**

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Regular School Board Meeting
February 23, 2016
Educational Support Center
7:00 PM

I. Pledge of Allegiance	
II. Roll Call of Members	
III. Awards/Recognition	
A. Cast and Crew of Dogfight - International Thespian Festival	
IV. Administrative and Supervisory Appointments	
V. Introduction and Welcome of Student Ambassador	
VI. Legislative Report	
VII. Views and Comments by the Public	
VIII. Response and Comments by Board Members (Three Minute Limit)	
IX. Remarks by the President	
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(First Reading)	
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Kenosha Unified School District
Kenosha, WI
February 23, 2016

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Jankowski	Deborah	Lincoln Middle School	Guidance Counselor	Instructional	01/29/2016	1	\$79,396.00
Appointment	Woodard	Darrell	Lincoln Middle School	Guidance Counselor	Instructional	02/01/2016	1	\$56,280.00
Appointment	Schroll	Mark	Tremper High School	Technology Education	Instructional	02/03/2016	1	\$70,517.00
Appointment	Markowski	John	Harborside Academy	Math	Instructional	01/25/2016	1	\$78,396.00
Appointment	Koslowski	Dawn	Lakeview Tech	Special Education	ESP	02/02/2016	1	\$15.33
Appointment	Williams	Maurice	Grewenow Elementary School	Night Custodian - Second Shift	Service	02/01/2016	1	\$20.32
Appointment	Williams	Theresa	Mahone Middle School	Special Education	ESP	02/08/2016	1	\$15.33
Appointment	Falaschi	Benjamin	Information Services	Technology Support Technician	Miscellaneous	02/16/2016	1	\$20.22
Appointment	Schultz	Jacqueline	ITA	English	Instructional	01/25/2016	1	\$39,106.00
Early Retirement	Chwala	Bruce	Facility Services	Night Custodian - Second Shift	Service	02/26/2016	1	\$21.32
Early Retirement	Monticelli	Mary	Fine Arts	Art	Instructional	06/10/2016	1	\$65,005.00
Early Retirement	Spitzer	Douglas	Facility Services	Night Custodian - Second Shift	Service	03/09/2016	1	\$21.32
Early Retirement	Ceschin	Joseph	Facility Services	Head Custodian	Service	10/07/2016	1	\$22.59
Resignation	Ackland, Jr.	Philip	Tremper High School	Technology Education	Instructional	01/22/2016	1	\$39,106.00
Resignation	Miller	Ambrial	Brass Community School	Head Start	ESP	01/21/2016	1	\$15.33
Resignation	Hotchkiss	Keith	Information Services	Technology Support Technician	Miscellaneous	01/29/2016	1	\$20.22
Resignation	Anderson	Lisa	Strange Elementary School	Special Education	ESP	01/15/2016	1	\$15.97
Resignation	Pignotti	Mary	Mahone Middle School	Special Education	ESP	02/05/2016	1	\$14.33
Resignation	Wexter	Connor	Bradford High School	Security	ESP	01/21/2016	1	\$15.33
Resignation	Carpenter	Laura	Washington Middle School	Science	Instructional	02/05/2016	1	\$39,106.00
Resignation	Spata	Lyla	Bullen Middle School	Special Education (IDEA)	ESP	02/01/2016	1	\$15.33
Resignation	Paul	Keith	Facility Services	Maintenance Service Worker - Environmental	Service	08/16/2016	1	\$25.56
Retirement	Burkoth	Maryann	ITA	Special Education	ESP	06/09/2016	1	\$17.64
Retirement	Jeffson	Noreen	Recreation Department	Senior Fiscal Clerk (12 Month)	Secretarial	03/31/2016	1	\$21.78
Separation	Slanchik	Sharon	Human Resources	HR Teacher on Leave	Instructional	01/05/2016	1	\$48,747.00
Separation	Goll	Denise	Human Resources	HR Teacher on Leave	Instructional	01/03/2016	1	\$70,517.00
Separation	Peterlin	Barbara	Human Resources	HR Teacher on Leave	Instructional	02/08/2016	1	\$78,396.00
Separation	Brown	George	Facility Services	HVAC Mechanic T-S	Service	01/19/2016	1	\$30.68
Separation	Guzdek	Jennifer	Finance	Secretary II	Secretarial	2/19/2016	1	\$18.37

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REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 26, 2016

A regular meeting of the Kenosha Unified School Board was held on Tuesday, January 26, 2016, at 7:00 P.M. in the Board Room of the Educational Support Center. Mrs. Coleman, President, presided.

The meeting was called to order at 7:01 P.M. with the following Board members present: Mr. Flood, Ms. Stevens, Mr. Kunich, Mr. Wade, Mrs. Snyder, Mr. Falkofske, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present.

Mrs. Coleman, President, opened the meeting by announcing that this was a regular meeting of the School Board of Kenosha Unified School District. Notice of this regular meeting was given to the public by forwarding the complete agenda to all requesting radio stations and newspapers. Copies of the complete agenda are available for inspection at all public schools and at the Superintendent's office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's office.

Mrs. Tanya Ruder, Executive Director of Community Partnerships and Media Relations, presented the 2015 Boys Volleyball State Sportsmanship Award – Indian Trail Boys Volleyball Team and the Mentor Recognition Awards.

There were no Administrative and/or Supervisory Appointments.

Ms. Stevens introduced the Student Ambassador, Grace Burleson from Tremper High School, and she made her comments.

There was not a Legislative Report.

Views and/or comments by the public were made.

Board members made their responses/comments.

Mrs. Coleman made Board President remarks.

Mrs. Snyder provided information from her attendance at the WASB Joint State Convention.

Dr. Savaglio-Jarvis gave the Superintendent's Report.

Nana LoCicero and Ed Kupka introduced educators from the Yitian Primary School Attached to Northeast Normal University in China and provided an update on this educator exchange program.

Board members considered the following Consent-Approve items:

Consent-Approve item XI-A – Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations.

Consent-Approve item XI-B – Minutes of the 12/15/15 and 1/12/16 Special Meetings and Executive Sessions, the 12/15/15 Regular Meeting, and the 1/14/16 Special Meeting.

Consent-Approve item XI-C – Summary of Receipts, Wire Transfers, and Check Registers submitted by Mrs. Lisa Salo, Accounting Manager; Mr. Tarik Hamdan, Chief Financial Officer; and Dr. Sue Savaglio-Jarvis, excerpts follow:

“It is recommended that the December 2015 cash receipt deposits totaling \$204,641.58, and cash receipt wire transfers-in totaling \$41,002,637.04, be approved.

Check numbers 530537 through 531548 totaling \$7,964,419.31, and general operating wire transfers-out totaling \$219,787.36, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the December 2015 net payroll and benefit EFT batches totaling \$14,238,708.20, and net payroll check batches totaling \$19,338.81, be approved.”

Consent-Approve item XI-D – Policy 5240 – Accommodation of Private School, Tribal School, and Home-Based Private Educational Program Students submitted by Mr. Steven Knecht, Coordinator of Athletics/Physical Education; Mrs. Julie Housaman, Assistant Superintendent of Teaching and Learning; and Dr. Savaglio-Jarvis, excerpts follow:

“Kenosha Unified School District Policy 5240 has been updated to address the compliance requirements identified in Act 55. An Application for Participation in Interscholastic Athletics or Extracurricular Activities for Home-Based Private Education Students is included as Appendix B. This form will assist designees in confirming that home-based private education students are indeed residents in the district, meet academic requirements, and meet attendance requirements. Additionally, all home-schooled students will be required to complete and turn in all other forms required for public school students to participate in interscholastic sports or extra-curricular activities. Examples of these forms include: Physical Examination Form, Activities Code of Conduct Form, Risk of Injury Form, etc. Home-based private education students are required to remit the same fees as mandated for students enrolled in district schools participating in interscholastic sports or extra-curricular activities.

At its December 1, 2015, meeting, the Personnel/Policy committee voted to forward revised Policy and Rule 5240 to the School Board for consideration. The Board approved revised Policy and Rule 5240 as a first reading at the December 15, 2015, regular meeting. Administration recommends that the School Board approve Policy and Rule 5240 – Accommodation of Private School, Tribal School, and Home-Based Private Educational Program Students as a second reading on January 26, 2016.”

Consent-Approve item XI-E – Policy 5260 – Open Enrollment – Full Time submitted by Mr. Kristopher Keckler, Executive Director of Information and Accountability; Ms. Susan Valeri, Director of Special Education; and Dr. Savaglio-Jarvis, excerpts follow:

“Policy 5260 – Open Enrollment - Full Time addresses the state mandate of providing open enrollment opportunities to nonresident students. Currently, the Wisconsin Department of Public Instruction requires non-resident districts to designate regular and special education spaces at the January school board meeting. A recent legislative change due to the Wisconsin Biennial Budget (2015 Act 55) requires that public school districts must update their local Open Enrollment Policy. Moving forward, application processing, aid transfer, and calculating services for students with special needs who are enrolled through the open enrollment process or identified as a tuition waiver will be handled differently. Changes related to Act 55 that will apply to the 2016-17 school year must be completed before February 1, 2016.

At its December 15, 2015, meeting, the Board of Education approved the revised Policy and Rule 5260 – Open Enrollment - Full Time as a first reading. Administration recommends that the Board of Education approve Policy and Rule 5260 as a second reading at the January 26, 2016, regular school board meeting.”

Mrs. Snyder moved to approve the Consent Agenda as contained in the agenda. Mr. Kunich seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented Policy and Rule 5436 – Weapons submitted by Mr. Keckler; Dr. Bethany Ormseth, Assistant Superintendent of Secondary School Leadership; and Dr. Savaglio-Jarvis, excerpts follow:

“Policy and Rule 5436 – Weapons was last revised in 1999. School Board member Dan Wade had suggested revisions to the policy, which would define any knife as a dangerous weapon as well as razor blades and box cutters. Due to the current nature of the Wisconsin Department of Public Instruction and the federal Civil Rights Data Collection reporting requirements, as well as conflicting use of the term “dangerous weapon” and how it is defined at the state and federal levels, additional time was requested to allow for legal opinion and clarification. Based on further review and consultation, Policy and Rule 5436 has been revised to establish a blade of any length as a dangerous weapon by legal counsel.

At its October 13, 2015, meeting, the Personnel/Policy Committee voted to forward revisions to Policy and Rule 5436 to the School Board for consideration. The School Board approved revised Policy and Rule 5436 as a first reading on October 27, 2015. The School Board agreed to table this policy prior to a scheduled second reading on November 24, 2015. Administration recommends School Board approval of the proposed revisions to Policy and Rule 5436 – Weapons as a first reading at the January 26, 2016, regular School Board meeting and a second reading at the February 23, 2016, regular School Board meeting.”

Mr. Wade moved to approve Policy and Rule 5436 – Weapons as a first reading. Mr. Flood seconded the motion. Unanimously approved.

Mr. Keckler presented the Four-Year Graduation Rate-Cohort Analysis submitted by Ms. Renee Blise, Research Coordinator; Mr. Keckler; and Dr. Savaglio, excerpts follow:

“Administration presented the first cohort analysis of graduation trends to the Kenosha Unified School Board beginning with School Year 1994-95. This cohort analysis is the twentieth annual report to the Kenosha Unified School Board. It provides a “base cohort” illustrating the progress of students from their initial enrollment as a ninth grader on the Official Third Friday Count Day in SY 2011-12 until the end of summer school four school years later in August 2015. Additionally, the graduation “base cohort” of the Class of 2014 was examined in terms of its progress during the year following its designated graduation year (fifth year) along with the Class of 2013 after two years (sixth year).

The cohort graduation rate presented in this report is slightly different than the rate published by the Wisconsin Department of Public Instruction (DPI). Beginning in 2009-10, DPI reported a 4-year cohort graduation rate which includes all students who have been assigned to a *Wisconsin* public school cohort and were last enrolled in KUSD during the 4-year time period, whether or not the student *began* in KUSD in their ninth grade year. Additionally, DPI’s graduation rate is a factor in two priority areas of the annual Accountability School and District Report Card: Closing Gaps and On-Track and Postsecondary Readiness. For the school and district report cards, DPI provides data on the 4-year cohort and the 6-year cohort graduation rates. DPI’s WISEdash portal also includes a 5-year rate. This KUSD cohort report will align with the DPI model of presenting a 4-year, 5-year and 6-year graduation rate.

Beginning in SY 2010-11, new federal guidelines regarding student race and ethnicity were implemented. In the past, parents/guardians were required to categorize their child in one of the following ethnic groups: Asian, Black/African American, Hispanic, Native American, and White. The current guidelines apply a two-part question format: first whether or not the student is Hispanic/Latino and then selecting one or more of the following races: American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. The students of the Class of 2015 will utilize the new race/ethnicity categories whereas cohorts prior to Class of 2014 will use the former categories.

Since this report covers the past several years, readers should be aware of respective graduation changes. In April 2012, the Kenosha Unified Rule 6456 *Graduation Requirements* was updated. Effective for the Class of 2013 was a change in the high school graduation credit requirement, which reduced the required number of credits from 26 to 23. The minimum credits for Social Studies, Math and Science were each reduced from 4 to 3 credits. Currently, Wisconsin High School Graduation Standards contain a minimum requirement of 4 credits for English/Language Arts, 3 credits for Social Studies, 2 credits each for Math and Science, and 21.5 credits overall. Rule 6456 also added a Community/Service Learning requirement beginning with the

Class of 2013. Another change was implemented in September 2013, as the standardized assessment used in the High School Competency Diploma Option transitioned from the paper and pencil Iowa Tests of Educational Development (ITED) to the Iowa Assessment, an on-line version that is aligned to the Common Core Standards.

At its January 12, 2016, meeting the Curriculum/Program Standing Committee moved approval to forward this report to the full board. Administration recommends that the school board review and accept the 2014-15 Four Year Graduation Rate – Cohort Analysis Report.”

Mr. Wade moved to accept the 2014-15 Four Year Graduation Rate – Cohort Analysis Report as presented. Ms. Stevens seconded the motion. Unanimously approved.

Mr. Keckler presented the Open Enrollment Allocations for the 2016-2017 School Year submitted by Ms. Blise; Ms. Belinda Grantham, Director of Early Education Programs; Ms. Valeri; Dr. Ormseth; Mr. Keckler; and Dr. Savaglio-Jarvis, excerpts follow:

“The Wisconsin Department of Public Instruction (DPI) stipulates that each resident school district allocate open enrollment spaces during their January board meetings. The 2016-17 Open Enrollment period is from February 1 to April 29, 2016. Along with the posted 3-month open enrollment window, applicants may also apply to a non-resident district using the designated Alternative Open Enrollment Application during the current school year if the applicant can demonstrate that he/she meets certain criteria. Appendix A contains a listing by grade of available open enrollment regular education spaces for School Year 2016-17. DPI has clarified that the District’s affirmation must specifically delineate both regular education seats by specific grade level and special education seats by program and/or service type.

The Offices of Educational Accountability, School Leadership, Teaching and Learning, Special Education/Student Support and Early Education met on multiple occasions to gather, refine and allocate information in regards to the number of available spaces for School Year 2016-17 within the Kenosha Unified School District. After review of the available data and enrollment projections, this cooperative team with the endorsement of the Superintendent of Schools makes the recommendation contained in Appendix A (regular education) and Appendix B (special education) to the School Board.

Administration recommends that the Kenosha Unified School Board affirm and approve the space availability for open enrollment students for school year 2016-17. Recommendation is for a total of 195 spaces, 25 of which are designated for selected special education programs service/types as noted below.”

Ms. Stevens moved to approve the Open Enrollment Allocations for the 2016-2017 School Year. Mr. Wade seconded the motion. Unanimously approved.

Mrs. Annie Petering, Chief Human Resources Officer, presented the 2016-2017 Employee Handbook – Revised Edition submitted by Ms. Petering and Dr. Savaglio-Jarvis, excerpts follow:

“Administration recommends the changes for the 2016-2017 employee handbook. This report and the Employee Handbook are presented as an informational item this evening and will be presented at the February 23, 2016, regular board meeting for a first reading.

Administration will schedule employee focus group meetings during the months of February and March to clarify any portions of the document to employees and/or respond to questions. Administration will then bring the Employee Handbook to the board for a second reading at the April 25, 2016, regular board meeting with an effective date of July 1, 2016.”

Board member questions/suggestions were noted for further review.

No action was taken on this item as it was for on the agenda for discussion purposes only.

Mr. Kunich presented the Donations to the District as contained in the agenda.

Mr. Kunich moved to approve the Donations to the District as contained in the agenda. Ms. Stevens seconded the motion. Unanimously approved.

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

Meeting adjourned at 9:07 P.M.

Kathleen DeLabio
Executive Assistant

Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
February 23, 2016

CASH RECEIPTS	reference	total
January 2016 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 3,023,850.03
District Municipalities	<i>tax settlement - January payment</i>	35,583,275.44
Johnson Bank	<i>account interest</i>	169.87
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	117,220.71
Bankcard Services (TicketSpice.com)	<i>fine arts ticket sales receipts (net of fees)</i>	23,682.00
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	6,903.51
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	24,533.43
HHS	<i>head start grant</i>	189,951.57
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	11,570.92
Total Incoming Wire Transfers		38,981,157.48

January 2015 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	<i>(excluding credit cards)</i>	342,437.02
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TOTAL JANUARY CASH RECEIPTS

\$ 39,323,594.50

CASH DISBURSEMENTS	reference	total
January 2016 Wire Transfers-Out, from Johnson Bank to:		
<i>Payroll & Benefit wires</i>		
Individual Employee Bank Accounts	<i>net payrolls by EFT (net of reversals)</i>	\$ 6,898,555.22
WI Department of Revenue	<i>state payroll taxes</i>	618,446.68
WI Department of Revenue	<i>state wage attachments</i>	2,283.21
IRS	<i>federal payroll taxes</i>	2,650,337.33
Delta Dental	<i>dental insurance premiums</i>	248,083.52
Diversified Benefits Services	<i>flexible spending account claims</i>	23,033.52
Employee Trust Funds	<i>wisconsin retirement system</i>	1,773,793.19
NVA	<i>vision insurance premiums</i>	13,669.42
Various	<i>TSA payments</i>	301,638.88
<i>Subtotal</i>		12,529,840.97
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	118,564.09 *
Aegis	<i>workers' compensation payment</i>	150,000.00
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,666.67
Johnson Bank	<i>banking fees</i>	161.23
Various	<i>returned checks</i>	45.00
<i>Subtotal</i>		285,436.99
Total Outgoing Wire Transfers		\$ 12,815,277.96

January 2016 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01001DP, 01002DP</i>	\$ 4,738.73
General operating and food services	<i>Check# 531549 thru Check# 532621 (net of void batches)</i>	8,812,566.74
Total Check Registers		\$ 8,817,305.47

TOTAL JANUARY CASH DISBURSEMENTS

\$ 21,632,583.43

*See attached supplemental report for purchasing card transaction information

KUSD Purchasing Card Program - Individual Cardholders**Transaction Summary by Merchant**

Billing Cycle Ending January 15, 2016

Merchant Name	Total
VIKING ELECTRIC-CREDIT DE	\$ 6,634.20
WW GRAINGER	\$ 5,446.55
AIRLINE	\$ 4,943.97
LUCID8 LLC	\$ 4,879.00
HOTEL	\$ 4,792.59
IN *SECURITY INFORMATION	\$ 4,066.40
DAKOTA SECURITY SYSTEMS	\$ 3,715.00
JMB & ASSOCIATES, LLC	\$ 3,306.60
MENARDS KENOSHA WI	\$ 3,141.77
RESAURANTS & CATERING	\$ 3,139.71
JOHNSON CONTROLS SS	\$ 2,891.92
WISCONSIN COACHLINES	\$ 2,825.00
INDUSTRIAL CONTROLS	\$ 2,728.66
CRISIS PREVENTION	\$ 2,670.00
EXPEDIA*1124642288867	\$ 2,438.28
EXPEDIA*1124647026967	\$ 2,438.28
ZORO TOOLS INC	\$ 2,322.11
HALLMAN LINDSAY PAINTS	\$ 2,235.91
MARK S PLUMBING PARTS	\$ 2,136.05
KRANZ INC	\$ 2,085.90
HYDRO-FLO PRODUCTS INC	\$ 2,046.87
MILWAUKEE PARTS SUPPLY	\$ 1,943.40
LINCOLN CONTRACTOR	\$ 1,905.00
BUREAU OF EDUCATION AND R	\$ 1,812.00
VEHICLE MAINT. & FUEL	\$ 1,801.80
HAJOCA KENOSHA PC354	\$ 1,545.14
JOHNSTONE SUPPLY	\$ 1,498.79
AMAZON MKTPLACE PMTS	\$ 1,467.42
MAYFAIR RENT A CAR KENO	\$ 1,415.63
TUNSTALL CORPORATION	\$ 1,232.49
WI ASSN SCHOOL BOARDS	\$ 1,200.00
VIKING ELECTRIC - KENOSHA	\$ 1,077.13
AMERICAN ASSOC OF PHYSIC	\$ 1,070.00
AMAZON.COM	\$ 1,025.42
DW DAVIES AND CO INC	\$ 970.48
IN *THE MT PIT	\$ 912.35
DASH MEDICAL GLOVES	\$ 828.00
EXPEDIA*1123827663194	\$ 711.43
RUSSO POWER	\$ 706.57
MOBYMAX	\$ 699.00
JACKS SMALL ENGINES & GEN	\$ 660.74
WASBO FOUNDATION INC	\$ 660.00
ULINE *SHIP SUPPLIES	\$ 649.36
IN *GAPPA SECURITY SOLUTI	\$ 630.00
FASTENAL COMPANY01	\$ 612.69
NABE	\$ 590.00
NATIONAL GANG CRIME RESEA	\$ 590.00

FIRST SUPPLY LLC #2033	\$	583.16
ACME TOOLS	\$	559.98
L AND S ELECTRIC	\$	555.00
SQ *WISCONSIN EDUCA	\$	540.00
EXPEDIA*1125321531412	\$	514.05
TOYS R US #6051	\$	500.00
WORLD OLDEST SPORT	\$	500.00
EDS ARCHITECTURAL OPENING	\$	500.00
HOLLAND SUPPLY INC	\$	470.69
EPIC SPORTS, INC.	\$	469.62
AMERICAN CHEMICAL SOCI	\$	450.00
RAYMOND GEDDES	\$	419.63
AMAZON.COM AMZN.COM/BILL	\$	417.33
WISCONSIN STATE READING A	\$	417.00
LOWES #02560*	\$	413.33
HUDL	\$	400.00
SCHOLASTIC BOOK FAIRS	\$	398.95
CLASS 1 AIR INC	\$	376.56
PREVENTION RESEARC	\$	375.00
3654 INTERSTATE	\$	359.59
PAT'S SERVICES INC	\$	325.00
CHESTER ELECTRONIC SUPPLY	\$	325.00
ASSOCIATION OF WISC	\$	324.00
48 HR BOOKS INC	\$	321.20
ACT CONFERENCE REGISTRAT	\$	300.00
FIRST BOOK	\$	299.60
NEOPOST USA	\$	299.00
WM SUPERCENTER #1167	\$	279.12
MOTION INDUSTRIES WI04	\$	255.98
TPRS PUBLISHING INC.	\$	255.75
MCMASTER-CARR	\$	229.39
BAUDVILLE INC.	\$	224.50
AT&T*BILL PAYMENT	\$	215.66
CUSTOM WRISTBANDS INC	\$	209.33
HARBOR FREIGHT TOOLS 358	\$	207.94
EB WSPA EMPLOYMENT FA	\$	200.00
SHIFFLER EQUIPMENT SAL	\$	198.10
EXPEDIA*1125318375008	\$	197.08
ZORN COMPRESSOR	\$	195.62
TIME CLOCKS	\$	184.00
DISCOUNT FUSE, INC.	\$	179.39
PARTY CITY	\$	178.78
HOBBY LOBBY #350	\$	173.49
EDUCATION WEEK	\$	169.88
HIGHWAY C SVC	\$	169.80
NELSON ELECTRIC SUPPLY	\$	168.16
DEMCO INC	\$	166.47
U. S. SCHOOL SUPPLY	\$	165.96
ASSOC SUPERV AND CURR	\$	165.60
SCHOLASTIC BOOK CLUB	\$	157.00
ORIENTAL TRADING CO	\$	151.90
SQ *FIVE STAR CPR	\$	150.00
SPEEDY METALS WEB	\$	149.19
PRO ED INC	\$	148.50
ADLER PLANETARIUM	\$	144.00

CEC	\$	140.00
SP * THE DISPLAY OUTLE	\$	139.98
PICK N SAVE 00068502	\$	139.50
WI EDU INNOVATIONS	\$	135.00
PIGGLY WIGGLY #004	\$	134.17
SHERWIN WILLIAMS #3180	\$	123.84
JONES SCHOOL SUPPLY	\$	114.45
PICK N SAVE 00068718	\$	110.47
SUPERSHUTTLE EXECUCARLAX	\$	110.00
USPS POSTAL ST66100207	\$	99.85
CROWN TROPHY	\$	99.76
TOWN & CNTRY GLASS CO	\$	97.50
BARNES&NOBLE.COM-BN	\$	91.47
PAYPAL *WI ASCD	\$	89.00
FLAG CENTER	\$	89.00
SCANTRON CORPORATION	\$	88.31
PALMEN BUICK GMC CADL	\$	87.84
G2 PRINTING SOLUTIONS	\$	86.10
AAA CLUB/INSUR 0470590R	\$	81.80
USA WRESTLING ASSOCIATION	\$	80.00
PICK N SAVE 00068742	\$	79.69
ACTFL	\$	79.00
SN *WISCONSIN ASSOCIATION	\$	75.00
KENOSHA APPLIANCE PARTS	\$	74.78
PIGGLY WIGGLY #209	\$	74.35
WAL-MART #1167	\$	72.24
CARROLL EMERSON	\$	69.33
USPS 56428002632502569	\$	68.99
MENARDS RACINE WI	\$	63.11
OLD NAVY ON-LINE	\$	62.25
DICKOW CYZAK TILE CARP	\$	59.90
BEST BUY 00011916	\$	58.97
VZWRLSS*IVR VN	\$	58.01
WALGREENS #3153	\$	55.98
ONE HOUR TRANSLATION	\$	54.52
DOLLAR-GENERAL #6776	\$	51.00
CHICAGO BOTANIC GARDEN	\$	50.00
TEACHERSPAYTEACHERS.COM	\$	50.00
PETSMART INC 1636	\$	49.97
EVENTWRISTBANDS.COM	\$	48.45
APL* ITUNES.COM/BILL	\$	38.97
HESCO INC	\$	38.46
PRUFROCK PRESS, INC.	\$	37.90
DOLRTREE 3962 00039628	\$	36.93
PRAIRIE SIDE TRUE VALUE	\$	36.81
RGS PAY*	\$	33.94
MEIJER STORE #284	\$	33.72
DG HARDWARE	\$	31.24
ASOPE INC	\$	30.00
RACINE ART MUSEUM	\$	30.00
BEST BUY 00000299	\$	27.98
CDW GOVERNMENT	\$	27.72
QUIZLET.COM	\$	24.99
PIGGLY WIGGLY #344	\$	16.44
FESTIVAL FOODS	\$	15.81

GALLUP INC -US	\$	15.00
ZOOM.US	\$	14.99
USPS.COM CLICK66100611	\$	8.02
ARO KENOSHA	\$	8.00
HOERNEL LOCK & KEY OF KE	\$	6.30
UWM PARKING DEPT	\$	5.00
DOLLARTREE.COM	\$	-
ANTON'S GREENHOUSE	\$	(5.60)
PAYPAL *MILESTONE	\$	(20.00)
SQ *THE ODD-LOT PUPPETRY	\$	(1,126.00)
US Bank Purchasing Card Payment - Individuals	\$	118,564.09

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 23, 2016

Administrative Recommendation

It is recommended that the January 2016 cash receipt deposits totaling \$342,437.02, and cash receipt wire transfers-in totaling \$38,981,157.48, be approved.

Check numbers 531549 through 532621 totaling \$8,812,566.74, and general operating wire transfers-out totaling \$285,436.99, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the January 2016 net payroll and benefit EFT batches totaling \$12,529,840.97, and net payroll check batches totaling \$4,738.73, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT

February 23, 2016

Policy and Rule 5436 – Weapons

Policy and Rule 5436 – Weapons – was last revised in 1999. School Board member Dan Wade had suggested revisions to the policy, which would define any knife as a dangerous weapon as well as razor blades and box cutters. Due to the current nature of the Wisconsin Department of Public Instruction and the federal Civil Rights Data Collection reporting requirements, as well as conflicting use of the term “dangerous weapon” and how it is defined at the state and federal levels, additional time was requested to allow for legal opinion and clarification. Based on further review and consultation, Policy and Rule 5436 has been revised to establish a blade of any length as a dangerous weapon by legal counsel.

Administrative Recommendation:

At its October 13, 2015, meeting, the Personnel/Policy Committee voted to forward revisions to Policy and Rule 5436 to the School Board for consideration. The School Board approved revised Policy and Rule 5436 as a first reading on October 27, 2015. The School Board agreed to table this policy for further review/revision prior to a scheduled second reading on November 24, 2015. The School Board again approved revised Policy and Rule 5436 as a first reading on January 26, 2016. Administration recommends School Board approval of the proposed revisions to Policy and Rule 5436 – Weapons as a second reading at the February 23, 2016, regular School Board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kristopher Keckler
Executive Director of Information & Accountability

Dr. Bethany Ormseth
Assistant Superintendent Secondary School Leadership

POLICY 5436
WEAPONS

The Kenosha Unified School District shall strive to provide a safe and healthy environment for all persons on its premises or attending any of its activities or functions. To aid in reaching this goal, the District will strictly enforce a zero tolerance policy that no one shall possess, use, or store a dangerous weapon on school property, school buses, or at any school related event. Furthermore, no student will use a dangerous weapon to threaten the life of another student, an employee, or any other person while on school property or engaged in a school activity on or off school property. "Dangerous weapons" include:

- A firearm, whether loaded or unloaded, operational or non-operational;
- A weapon facsimile that could reasonably be mistaken for an actual firearm; or other weapon. A weapon facsimile includes any object, device, instrument, material, or substance that substantially mimics a weapon;
- Any pellet or "BB" gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air;
- ~~A fixed blade knife with a blade that measures longer than three inches in length or a spring loaded knife or a pocket knife with a blade longer than three and one half inches; or~~
- **Knives of any length, razor blades, or box cutters, or**
- Any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used by the student to inflict death or serious bodily injury; or designed to inflict serious bodily injury or death, regardless of the student's intent.

The following are exempted from this policy: weapons under the control of law enforcement personnel, theatrical props used in appropriate settings, starter pistols used in appropriate sporting events, military personnel armed in line of duty, ROTC instructional activities under the supervision of a certified staff member, and items pre-approved by the building principal as part of a class or individual presentation under adult supervision. This approval must be in writing and granted prior to the weapon being brought to the school.

Persons violating this policy may be referred for prosecution under applicable laws and/or subject to school disciplinary action.

LEGAL REF.: Wisconsin Statutes

Sections:	120.13(1)	School government rules: suspension; expulsion
	930.22	Words and phrases defined
	948.60	Possession of a dangerous weapon for person under 18
	948.605	Gun-free school zones
	948.61	Dangerous weapons other than firearms on school premises
Federal Law		Gun-Free Schools Act of 1994

CROSS REF.: ~~5140.21 Harassment/Hate~~

5111 Anti-Bullying/Harassment/Hate

5430 Student Conduct and Discipline

5436.1 Fires, Fire Alarms, Explosives, Firecrackers and Spray Devices

5436.2 Missiles

5437 Threats ~~and/or~~ Assaults ~~by Students~~

5473 Student Suspension

5474 Student Expulsion

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

~~Current Employee Agreements~~ **Handbook**

POLICY 5436
WEAPONS
Page 2

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 13, 1991

REVISED: October 8, 1996
September 9, 1997
May 11, 1999
February 23, 2016

RULE 5436
WEAPONS

Students violating the Board's policy on possession, use, storage of weapons, and use of weapons to threaten the life of others will be subject to disciplinary action including immediate suspension and a referral to the Board for expulsion from the regular school program. Except as otherwise specifically provided by law or the Board, a student found in possession of a dangerous weapon will be expelled from the regular school program for a minimum of one year or longer as determined by the Board. Such expulsion will not preclude the student violator's attendance in alternative programs or the receipt of educational services outside the regular school program during the period of expulsion. The Board may modify the expulsion requirement on a case-by-case basis.

Parent(s)/guardian(s) will be notified in all cases where this policy is violated. Law enforcement, criminal justice, and/or other juvenile justice system officials will also be notified. Weapons will be confiscated by the District and turned over to the proper law enforcement officials.

The District will comply with federal and state laws and reporting requirements including assurance of compliance with state regulations regarding student expulsion for firearms possession.

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 23, 2016

MARY FROST ASHLEY CHARITABLE TRUST

Background

The district applied for and received funding from the Mary Frost Ashley Charitable Trust in 2010 and 2011 for the Back-to-School – A Celebration of Family and Community Event, and parent and student programs. From 2012 to the current school year, the district has been invited to apply and received funding from the Trust used for back to school supplies, parent and student education and learning experiences, parent leadership training, the district Recognition Program, annual Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch, as well as playground equipment for one elementary school.

During the 2016-2017 school year, the district plans to further develop and strengthen the comprehensive parent education training program, family interactive learning experiences, student learning opportunities, District Recognition Program, annual Alcohol, Tobacco and Other Drugs Awareness Student Recognition Brunch and awareness week, and provide safe playground equipment for Grant Elementary School. Plans for three new initiatives to be implemented include establishing a yearlong class for parents with technology, Active Parenting, a six-week researched based program, and offer two family postsecondary/college tours. This comprehensive program is developed with the framework of Search Institute's "40 Developmental Assets," and Joyce Epstein's School, Family and Community Partnerships guide. The design plan includes improving student achievement and personalized learning, expanding collaborative partnerships with families and the community, securing resources to support student learning and implementing Joyce Epstein's "Ten Steps to Success: School-Based Programs of Family, School, and Community Partnerships."

Data will be kept on attendance, ethnicity and student participation in interactive family programs. There will be two methods for evaluation: 1) written evaluations by the participants, and 2) informal discussions with participants. A summary will be compiled by the presenter or Parent Site Organizer. The application includes the following major components:

- | | |
|----------|---|
| Goal I | Implement interactive family learning experiences that relate to curriculum, strengthen family and school connections, and safety issues. Develop a twelve session program to assist parents with computer use and understanding safe technology use. Initiate a math and science fair with two elementary schools. |
| Goal II | Further develop parent education trainings by implementing Active Parenting, a six-week researched based program. Active Parenting strengthens parenting skill development, family communications, learning at home, and violence prevention. |
| Goal III | Develop and train Action Teams for Partnerships in five schools that will establish a yearlong plan to strengthen family engagement and community |

- partnerships as well as provide follow up sessions with school teams that are implementing plans.
- Goal IV Plan and implement two 10 week Saturday sessions at Washington Middle School that include math and literacy support for students to increase their skills and provide parenting skill development sessions for parents.
- Goal V Provide support to organize and implement two family postsecondary/college tours; one being with 9th grade students and their families and the other with 10th grade students and their families.
- Goal VI Further develop the Bradford Leading Ladies program and the three high school Student Engagement Through Groups and Activities (SEGA) program.
- Goal VII Provide two researched based series and a leadership class: FASTWORKS at Bose Elementary School, Strengthening Families at a middle school and Parent Leadership Classes.
- Goal VIII Provide support for the Annual Kenosha County Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch and week long education sessions.
- Goal IX Assist with strengthening the District's Recognition Program.
- Goal X Provide playground equipment for Grant Elementary School

The all-encompassing program will continue to build on the framework of Joyce Epstein's research from John Hopkins University. The framework includes the Six Types of Family-School-Community Partnerships; Parenting, Communication, Learning at Home, Volunteering, Decision Making, and Community Collaboration. Within that research (Epstein & Sheldon 2006), Epstein indicates, "School, Family and Community Partnerships is a better term than parental involvement. The concept of "partnership" recognizes that parents, educators, and others in the community share responsibility for students' learning and development."

Title

A Framework for Healthy Youth Development: Expanding Family and Student Learning Program.

Funding Source

These funds originate from the Mary Frost Ashley Charitable Trust. The Trust was created by Mary Frost Ashley to provide financial support to the charitable organizations in Kenosha, Wisconsin. The Kenosha Unified School District was invited to submit a 2016 proposal to the Trust.

Time Period

July 1, 2016 – June 30, 2017

Purpose

The goal is to further develop the District's Family Engagement Training and Education Programs as well as provide meaningful and engaging learning opportunities for students to increase achievement and attendance. The following goals support the expansion of family and student participation as well as a stronger home school connection:

Number of students served: 22,261

Budget

Classification	Object	Amount
Support Services	Salaries	\$28,446.20
	Fringes	\$3,591.19
	Purchased Services	\$30,340.49
	Non-Capitol Objects	\$42,622.12
	Equipment	\$20,000.00
	Total	\$125,000.00

District Resources Committed as a Result of the Acceptance of these funds

The community school relations coordinator is required to coordinate all goals in the program. Support for parent site organizers, child care and additional time for staff is covered through the Community School Relations Office budget for approximately \$18,000.

Evaluation Plan

- The family interactive learning experiences and parent skill development trainings will have a formal written evaluation which includes a written narrative on how parents will use the strategies gained through a program to enhance learning at home and improve home-school communication. The programs will also have informal group reviews to determine the effectiveness of the program. This data will be reviewed by the principals and presenters.
- Active Parenting is a research based program that provides parents with a workbook to utilize during the six-week series and then keep as a reference to refer to the strategies learned throughout the program. Parents will complete an evaluation that is developed through the Active Parenting program. Attendance data and evaluations will be reviewed by the instructors and Patricia Demos for future planning.
- The five schools that participate in the Joyce Epstein's School, Family and Community Partnerships process to strengthen family engagement and community participation will complete an evaluation through an informal discussion with the Action Team for Partnership members.

- The Action Teams for Partnership will review their first year's plan and further develop the programs established within their school sites. Evaluations will be reviewed and adjustments made if necessary for program effectiveness.
- The Washington Middle School Saturday Academy Planning Team will review the data kept from the Saturday sessions to determine if students are gaining academic progress in the areas of literacy and math.
- The family postsecondary/college tours will be evaluated through surveys completed by parents and students that participate in the informational meeting, workshop and tours. The information will be compiled and reviewed by a team representative of the schools that participated in this initiative.
- The Bradford Leading Ladies group and the three high school Student Engagement Through Groups and Activities (SEGA) program will engage in a focus group with students and a facilitator to assist in determining the effectiveness of the program. Students that participate in the team building training will complete a written evaluation.
- Best practice, research based and evidence based programs will follow the evaluation criteria set up for the program. Examples include Second Step, FASTWORKS (Families and School Together) and Strengthening Families. Parents participating in Successful Fathering and Motherread Fatherread will participate in a focus group when the series is completed. A survey will be developed and implemented for parents who participate in the Parent Leadership Classes. Information compiled will help set the direction of the program for future groups.
- The Annual Kenosha County Alcohol, Tobacco, and the Other Drugs Awareness Student Recognition Committee will send out evaluations to school site representatives, parents, teachers, and the committee at large. Input from the evaluations will be used to consider revisions in the yearlong program for the 2016-2017 school year.
- The District Recognition Program has three components: 25 Year Reception, Recognition Dinner and Retirement Reception. Each program will be evaluated by the Recognition Committee. The committee will also seek out information/comments from attendees through a survey. The information will be compiled and the Recognition Committee will review the information for future program planning.
- Grant Elementary School will evaluate their project that connected families and their students in raising funds for the playground equipment. The information will be compiled and reviewed by the planning team for the playground equipment.
- Every program will collect attendance data that includes how many parents and students attend and participate in the interactive program, ethnicity and attendance of pre-school children during the program.

Type of Project

This is a competitive application.

Staff Persons involved in preparation of application

Tanya Ruder, Executive Director of Community Partnerships and Media Relations
Patricia Demos, Community School Relations Coordinator
Juan Torres, Diversity and Family/Student Engagement Coordinator
Willie Days, Diversity and Family Student Engagement Coordinator
Tiffany Norphlet, Bose Elementary School Counselor
Dr. Kurt Sinclair, Bradford High School Principal
Gary Vargas, Bradford High School Bi-lingual Community Liaison
Cheryl Johnson, Bradford High School Dean of Students
Joel Kaufman, Brass Community School Principal
Hansel Lugo, Even Start Program and Community Liaison
Louann Daniels, Frank Elementary School Instruction Coach
Shebaniah Muhammed, Grant Element School Principal
Rachel Stevenson, Grant Elementary School Parent Engagement Liaison
Samuel Saucedo, Indian Trail High School and Academy Bilingual Community Liaison
Ardis Mosley, Lincoln Middle School Parent Liaison
Nola Starling Ratliff, Roosevelt Elementary School Principal
Juan Cruz, Tremper High School Bi-lingual Community Liaison
Curtis Tolefree, Washington Middle School Principal
Yolanda Jackson Lewis, Wilson Elementary School Principal

Administrative Recommendation:

A quorum was not present at the February 9, 2016, meeting of the joint Audit/Budget/Finance and Curriculum/Program committees so no action was taken. Administration recommends that the Board of Education approve this one-year grant proposal titled Framework for Healthy Youth Development: Expanding Family Learning and Student Engagement Program in the amount of \$125,000 for submission to the Mary Frost Ashley Charitable Trust.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Executive Director of Community Partnerships and Media Relations

Patricia Demos
Community School Relations Coordinator

Fiscal, Facilities and Personnel Impact Statement

Title:	A Framework for Healthy Youth Development: Expanding Family and Student Learning Programs	Budget Year:	2016-2017
Department:	Office of Communications	Budget Manager:	Patricia Demos

REQUEST

School Board approval is requested to submit and implement a one-year grant to further develop and strengthen the comprehensive parent education training program, family interactive learning experiences, provide enrichment on Saturdays for one middle school, and expand student engagement learning opportunities through a high school group that provides a framework for character building and healthy learning experiences. The program will also create two family postsecondary/college tours. This comprehensive program is developed with the framework of Search Institute's "40 Developmental Assets" and Joyce Epstein's researched based School, Family and Community Partnerships process. The plan includes improving student achievement, expanding collaborative partnerships with families and the community as well as implementing Joyce Epstein's "Ten Steps to Success: School-Based Programs of Family, School, and Community Partnerships" and securing resources to support student learning, comprehensive interactive family and student learning program opportunities to increase student attendance, achievement and participation in citizenship. The grant includes support for the district Recognition Program and the ATOD Awareness Program. Grant Elementary School will receive support to improve playground equipment.. The grant request is for \$125,000.

RATIONALE/ INSTRUCTIONAL FOCUS

The Grant will provide funding to further develop family learning opportunities, parenting skills development, family interactive learning programs, implementing the Joyce Epstein's Partnership model process, student group learning opportunities and initiate a family postsecondary/college tour program. The goals include:

- | | |
|----------|---|
| Goal I | Implement interactive family learning experiences that relate to curriculum, strengthen family and school connections, and safety issues. Develop a twelve session program to assist parents with computer use and understanding safe technology use. Initiate a math and science fair with two elementary schools. |
| Goal II | Further develop parent education trainings by implementing Active Parenting, a six-week researched based program. |
| Goal III | Develop and train Action Teams for Partnerships in five schools that will establish a yearlong plan to strengthen family engagement and community partnerships as well as provide follow up sessions with school teams that are implementing plans. |
| Goal IV | Plan and implement two 10 week Saturday sessions at Washington Middle |

Goal V	School that include math and literacy support for students to increase their skills and provide parenting skill development sessions for parents.
Goal VI	Provide support to organize and implement two family postsecondary/college tours; one being with 9th grade students and their families and the other with 10th grade students and their families.
Goal VII	Further develop the Bradford Leading Ladies program and the three high school Student Engagement Through Groups and Activities (SEGA) program.
Goal VIII	Provide two researched based programs and a leadership class: FASTWORKS at Bose Elementary School, Strengthening Families at a middle school and Parent Leadership Classes.
Goal IX	Provide support for the Annual Kenosha County Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch and week long education sessions.
Goal X	Assist with strengthening the District's Recognition Program.
	Provide playground equipment for Grant Elementary School

IMPACT

This program provides opportunities for families to strengthen their involvement in their child's education, increase their parenting strategies and current information on pertinent areas such as technology safety, math, literacy, communication, and increase student learning opportunities that directly relate to student achievement, life skills development and participation in citizenship.

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$28,446.20
200's	Fringes	\$3,591.19
300's	Purchased Services	\$30,340.49
400's	Non-Capital Objects	\$42,622.12
500's	Capital Objects	\$20,000.00
	TOTAL	\$125,000.00

This is a ☒ one-time or a ☐ recurring expenditure

FUNDING SOURCES

Select Funding Sources: Additional Source of Revenue Available
(Mary Frost Ashley Charitable Trust)

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 23, 2016

OUTDOOR ATHLETICS FACILITY PROJECT BID SUMMARY

Background:

The construction bids for the Outdoor Athletic Facility Project were received on February 2, 2016, by Camosy Construction and representatives of our Facilities Department staff. The table below summarizes the low bids and selected key contractors by bid section.

Discipline	Contractor/Supplier	Bid
Concrete	Camosy	\$2,007,048
Carpentry	Camosy	\$351,686
Masonry	Camosy	\$724,754
Stadium Bleachers	JW Industries	\$1,515,300
Fixed Bleachers	Southern Bleacher	\$438,000
Synthetic Turf	FieldTurf USA	\$1,907,162
Track Surface	Athletic Field Services	\$395,550
Structural Steel	Metro Welding	\$82,100
Roofing	Van's Roofing	\$248,780
Mechanical	Lee Plumbing	\$342,000
Fire Protection	Flannery Fire Protection	\$126,250
Electrical	ECI	\$1,030,500
Athletic Equipment	Various	\$163,097
Misc. Specialties	Various	\$455,004
Site Disciplines Not Yet Awarded		\$5,048,429
• Excavation/Site Utilities	TBD	
• Tennis Surfacing	TBD	
• Asphalt	TBD	
• Landscaping	TBD	
• Fencing	TBD	
Total Administrative Costs	Camosy	\$1,394,540
Architectural Fee	PID	\$469,800
Total		\$16,700,000

The total at the bottom of the table is the guaranteed maximum price for construction of the project which matches the referendum budget of \$16,700,000.

Disciplines highlighted in gray are those that final selections have not been made as of the date this report was written. The bid amount total shown for the sum of those disciplines is considered to be a worst case amount by Camosy. Representatives of Camosy are meeting with contractors in those disciplines to clarify bids and identify value engineering opportunities. Final contractor selections and bid amounts for those disciplines should be firmed up within the next several days. Any savings realized during this process will be applied towards alternates identified during the design committee meetings. Note that this report will be updated with the latest information prior to the School Board meeting on February 23, 2016.

Contractors highlighted in blue are headquartered in Kenosha County (note that some of the undecided discipline selections may also be Kenosha County companies).

Planning, Facilities and Equipment Committee:

This report was presented at the February 9, 2016, meeting of the Planning, Facilities, and Equipment Committee and the committee voted unanimously to forward this report onto the Board for consideration.

Administration Recommendation:

Administration recommends Board approval of the contractor selection and associated bids for the Outdoor Athletic Facility project as summarized in this report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick M. Finnemore, PE
Director of Facilities

Mr. John E. Setter, AIA
Project Architect

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 23, 2016

STORM WATER EASEMENTS – OUTDOOR ATHLETICS PROJECTS

Background:

The City of Kenosha requires that KUSD provide an easement(s) on a portion of the following school owned or leased properties:

- Ameche Field/Anderson Park
- Bradford High School
- Bullen Middle School

These easements will allow the City access to the storm water management facilities being installed at the three sites to support the Outdoor athletic projects at the three locations. This access will allow City staff or contractors to perform necessary maintenance and inspections on those facilities.

A draft copy of the easement has been developed by our civil engineering consultant, Nielsen Madsen & Barber, and is provided as an attachment to this report. The City Attorney will generate a final easement agreement based on the draft, and it is recommended that the Board authorize the KUSD Director of Facilities to represent the district in the review the final agreement. Once the agreement is finalized, it will be provided to the School Board President for final signature.

In addition to the storm water easements, there will also be an easement for the City to access and maintain an existing major sanitary sewer pipe at the Bradford site. This sanitary sewer line predates the construction of the additions to Bradford in the late 1970's and does not serve the school itself but serves many areas that surround the school. KUSD worked with the City to design our athletic improvements so that the new structures (bleachers, team room, etc.) would not be constructed over the sanitary sewer. Our only improvements over the pipe include the track and some of the field events as well as some fencing. The easement will require KUSD to repair any of our improvements if the City would ever have to excavate the area to maintain or replace the pipe. This is standard terms and perfectly understandable and acceptable to KUSD.

There are no financial considerations associated with these easements.

Planning, Facilities and Equipment Committee:

This report was presented at the February 9, 2016, meeting of the Planning, Facilities, and Equipment Committee and the committee voted unanimously to forward this report onto the Board for consideration.

Administration Recommendation:

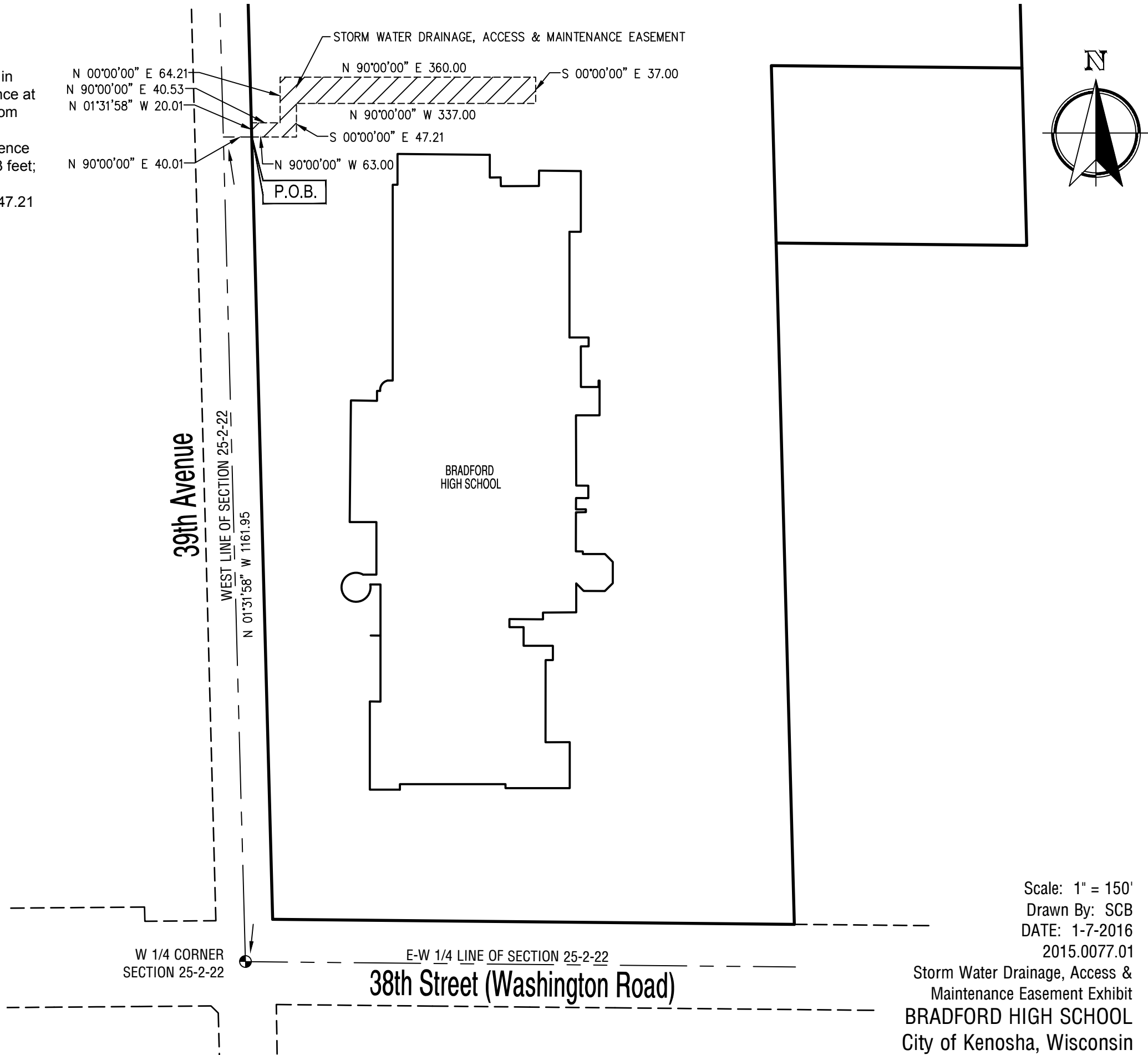
Administration recommends Board approval of the proposed storm water and sanitary sewer easements with the City of Kenosha as described in this report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Patrick M. Finnemore, P.E.
Director of Facilities

STORM WATER DRAINAGE, ACCESS & MAINTENANCE EASEMENT:

Being part of the Northwest ¼ of Section 25, Township 2 North, Range 22 East, in the City of Kenosha, Kenosha County, Wisconsin; bounded as follows: Commence at a point on the West line of said Section 25 located N01°31'58"W 1161.95 feet from the West ¼ of said Section 25; thence N90°00'00"E 40.01 feet to the East right-of-way of 39th Avenue and the point of beginning of this description; run thence N01°31'58"W 20.01 feet along said East right-of-way; thence N90°00'00"E 40.53 feet; thence N00°00'00"E 64.21 feet; thence N90°00'00"E 360.00 feet; thence S00°00'00"E 37.00 feet; thence N90°00'00"W 337.00 feet; thence S00°00'00"E 47.21 feet; thence N90°00'00"W 63.00 feet to said East right-of-way and the point of beginning. Containing 0.349 acres.

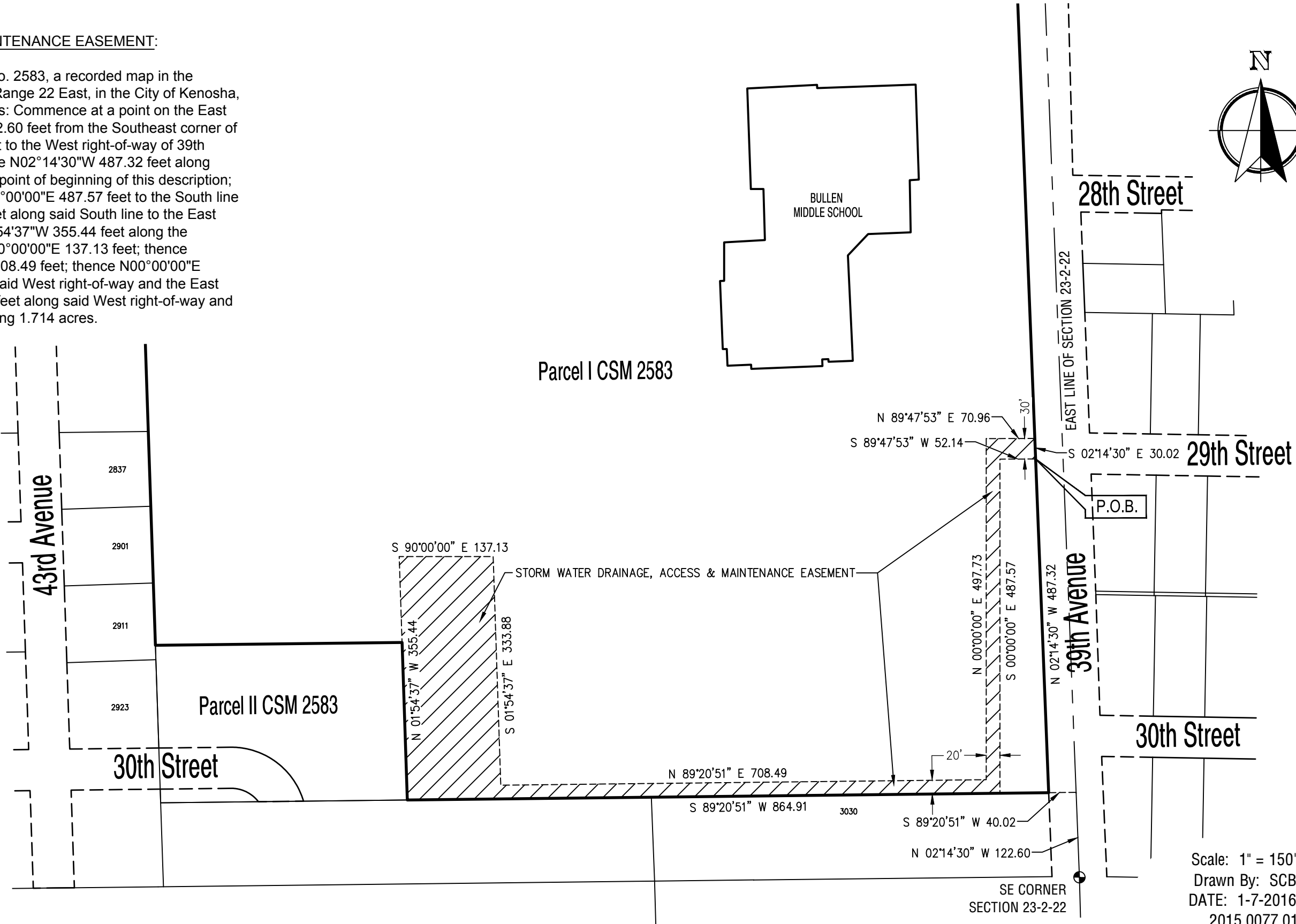


Nielsen Madsen & Barber S.C.
Civil Engineers and Land Surveyors

1458 Horizon Blvd. Suite 200, Racine, Wisconsin 53406
Phone (262) 634-5588 * Facsimile (262) 634-5024 * Website nmbasc.net

STORM WATER DRAINAGE, ACCESS & MAINTENANCE EASEMENT:

Being part of Parcel I of Certified Survey Map No. 2583, a recorded map in the Southeast ¼ of Section 23, Township 2 North, Range 22 East, in the City of Kenosha, Kenosha County, Wisconsin; bounded as follows: Commence at a point on the East line of said Section 23 located N02°14'30"W 122.60 feet from the Southeast corner of said Section 23; thence S89°20'51"W 40.02 feet to the West right-of-way of 39th Avenue and the East line of said Parcel I; thence N02°14'30"W 487.32 feet along said West right-of-way and said East line to the point of beginning of this description; run thence S89°47'53"W 52.14 feet; thence S00°00'00"E 487.57 feet to the South line of said Parcel I; thence S89°20'51"W 864.91 feet along said South line to the East line of Parcel II of said CSM 2583; thence N01°54'37"W 355.44 feet along the Northerly projection of said East line; thence S90°00'00"E 137.13 feet; thence S01°54'37"E 333.88 feet; thence N89°20'51"E 708.49 feet; thence N00°00'00"E 497.73 feet; thence N89°47'53"E 70.96 feet to said West right-of-way and the East line of said Parcel I; thence S02°14'30"E 30.02 feet along said West right-of-way and said East line to the point of beginning. Containing 1.714 acres.



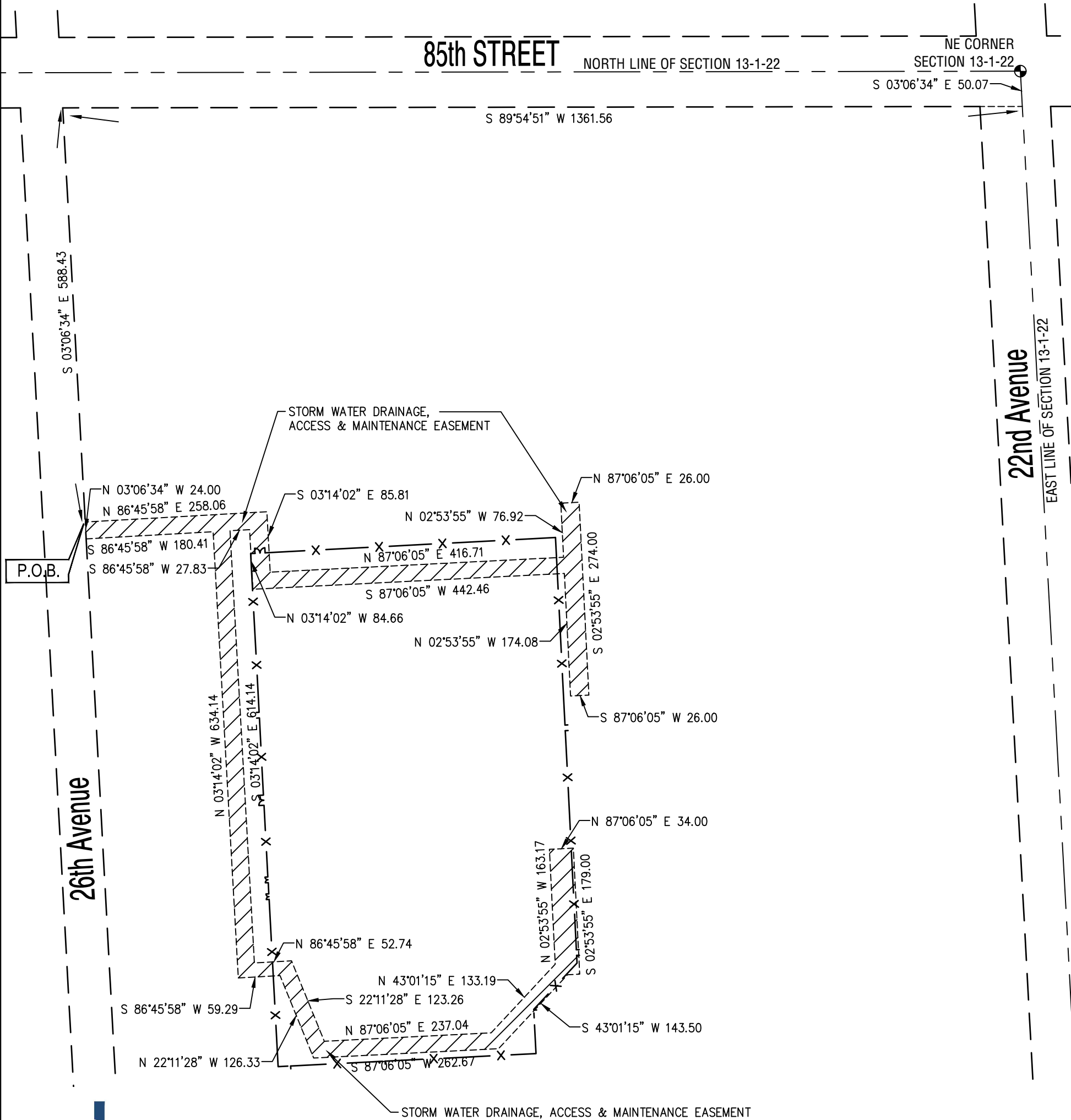
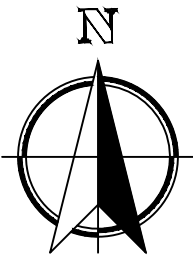
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1458 Horizon Blvd. Suite 200, Racine, Wisconsin 53406
Phone (262) 634-5588 * Facsimile (262) 634-5024 * Website nmbasc.net

Scale: 1" = 150'
Drawn By: SCB
DATE: 1-7-2016
2015.0077.01
Storm Water Drainage, Access &
Maintenance Easement Exhibit
BULLEN MIDDLE SCHOOL
City of Kenosha, Wisconsin

STORM WATER DRAINAGE, ACCESS & MAINTENANCE EASEMENT:

Being part of the Northeast ¼ of Section 13, Township 1 North, Range 22 East, in the City of Kenosha, Kenosha County, Wisconsin; bounded as follows: Commence at a point on the East line of said Section 13 located S03°06'34"E 50.07 feet from the Northeast corner of said Section 13 to the South right-of-way of 85th Street extended Easterly; thence S89°54'51"W 1361.56 feet along said South right-of-way to the East right-of-way of 26th Avenue; thence S03°06'34"E 588.43 feet along said East right-of-way to the point of beginning of this description; run thence N86°45'58"E 258.06 feet; thence S03°14'02"E 85.51 feet; thence N87°06'05"E 416.71 feet; thence N02°53'55"W 76.92 feet; thence N87°06'05"E 26.00 feet; thence S02°53'55"E 274.00 feet; thence S87°06'05"W 26.00 feet; thence N02°53'55"W 174.08 feet; thence S87°06'05"W 442.46 feet; thence N03°14'02"W 84.66 feet; thence S86°45'58"W 27.83 feet; thence S03°14'02"E 614.14 feet; thence N86°45'58"E 52.74 feet; thence S22°11'28"E 123.26 feet; thence N87°06'05"E 237.04 feet; thence N43°01'15"E 133.19 feet; thence N02°53'55"W 163.17 feet; thence N87°06'05"E 34.00 feet; thence S02°53'55"E 179.00 feet; thence S43°01'15"W 143.50 feet; thence S87°06'05"W 262.67 feet; thence N22°11'28"W 126.33 feet; thence S86°45'58"W 59.29 feet; thence N03°14'02"W 634.14 feet; thence S86°45'58"W 180.41 feet to said East right-of-way of 26th Avenue; thence N03°06'34"W 24.00 feet along said East right-of-way to the point of beginning. Containing 1.353 acres.



Nielsen Madsen & Barber S.C.
Civil Engineers and Land Surveyors
1458 Horizon Blvd. Suite 200, Racine, Wisconsin 53406
Phone (262) 634-5588 * Facsimile (262) 634-5024 * Website nmbasc.net

Scale: 1" = 150'
Drawn By: SCB
DATE: 1-7-2016
2015.0077.01
Storm Water Drainage, Access &
Maintenance Easement Exhibit
ANDERSON PARK
City of Kenosha, Wisconsin

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 23, 2016

2016- 2017 CAPITAL PROJECTS PLAN

Background:

Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed by the Planning, Facilities, and Equipment Committee and taken to the School Board for action no later than April 1st of each year. This report includes the proposed major maintenance and energy savings projects plans for 2016-17.

The overall major maintenance plan is updated on a regular basis with annual evaluations of each project on the list by the Facilities Department. The plan includes “place marks” for annual-type projects, which typically include roof, exterior envelop, asphalt/concrete, and flooring replacements. Each project is prioritized by the Facilities Department based, in-part, on the priority system detailed in the Board Policy. During times of rapid enrollment growth this report also includes the capacity projects as required by Board Policy 7210; however there are no capacity projects proposed for the coming year.

Available Budget:

The overall major maintenance budget is \$2,000,000; however \$500,000 will once again be used to continue to pay off the loan used to fund the Reuther masonry restoration project that was performed in 2009-2011. The current estimate is that the loan for that project will be completely paid off by the end of the 2019-20 fiscal year. That leaves \$1,500,000 available for major maintenance projects this coming fiscal year. In addition, we have a budget of \$500,000 within our utilities/energy budget to fund capital projects each year. The energy project funds were generated from measured savings from previous energy projects over a 10 year period. Energy savings generated from projects the past couple of years have been placed back in the general fund for other district expenditures.

Major Maintenance Plan Information:

The 2016-17 capital projects plan is provided as Attachment A to this report. The plan is a continuation of the overall major maintenance plan initiated fifteen years ago, and the energy savings project program started thirteen years ago. The major maintenance plan includes a proposed contingency of \$35,000 or 2.33% of the available budget for projects that will be performed this year. Board Policy 3711 recommends that a contingency of not more than 5% be reserved at the

beginning of each year; contingencies have ranged from 0.86% to 4.25% over the past fifteen years.

Planning, Facilities and Equipment Committee:

This report was presented at the February 9, 2016, meeting of the Planning, Facilities, and Equipment Committee and the committee voted unanimously to forward this report onto the Board for consideration.

Administration Recommendation:

Administration recommends Board approval of the 2016-17 Capital Projects Plan as described in this report.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Patrick M. Finnemore, PE
Director of Facilities

Mr. John E. Setter, AIA
Project Architect

PROPOSED 2016-17 CAPITAL PROJECTS PLAN

MAJOR MAINTENANCE PROJECTS:

Bradford Parking Lot Replacement Project:

As part of the design development and planning process for the outdoor athletic facility referendum, we identified other improvements at the schools (Bradford and Tremper in particular) that should be performed concurrently with the athletics project and funded with major maintenance dollars. This year, that project is the replacement of the north parking lot at Bradford as well as other site improvements associated with the parking lot. The referendum project is funding an expansion to the parking lot from just under 300 stalls to over 500 stalls. Performing the expansion without replacing the remainder of the lot which we believe is the KUSD parking lot in the poorest condition, would be a major oversight. This project would replace the parking lot, the concrete approaches off of 39th Avenue, the concrete walkways on the north side of the school, and other miscellaneous concrete work to support the construction. In addition, the project which is estimated at \$800,000 includes other features as required by the City of Kenosha Ordinances for new parking lots which this will be categorized because of the expansion. These features include landscaping islands and upgraded parking lot lighting. The new parking lot lighting will include new poles and LED lighting conforming to the KUSD standards for exterior lighting upgrades. This project is being bid out as an alternate as part of the athletic project bid process through Camosy Construction in order to use the same contractors that will be constructing the addition to the lot so that it is one cohesive project. In addition, this will provide the best results from a cost perspective through economy of scale of the two large projects.

Washington Middle School Renovation Project:

Over the past several years, we have been upgrading various areas within Washington Middle School with a duo-pronged approach to upgrading the spaces to today's standards as well as addressing a long-standing "old building" smell that has existed at the school for longer than anyone can remember. The school has been tested numerous times for air quality, and nothing has ever been identified as a health concern; however the odor is persistent and not desirable. This fall, over Thanksgiving break, KUSD staff with the aid of industrial hygiene experts from Environmental Management Consulting (EMC) Inc. performed the most extensive and invasive testing of a school that we have ever done. The building was isolated into three sections allowing us to focus the testing on the two areas that we believed were the most likely sources of the odor. Those two areas are highlighted on Attachment B of this report. The first

area was the gymnasium and the second area was the basement footprint of the original gymnasium for the school. In both cases large (10" diameter) and small (4 inch diameter) holes were cut out of the wood floors to expose the wooden subflooring and concrete below. Air and moisture sampling was performed in the subfloor areas as well as removing samples of all of the subflooring materials. In addition those two areas were completely isolated from the remainder of the school by constructing air tight containments and drawing air out of the two spaces to create vacuums in the two areas of question. The vacuums were maintained for approximately 72 hours, and then while still under vacuum EMC performed air quality testing in the two areas as well as the remainder of the school. The air testing confirmed that the source of the odor appears to be in both of the two areas.

The scope of work in the gymnasium and cafeteria above includes replacement of the mechanical system heating and ventilating the gymnasium. The return air plenum serving the gym is a tunnel system along the perimeter of the gym. This tunnel system will be abandoned and replaced with ductwork within the gym space. Due to the layout of the school which is a horseshoe footprint on a relatively small site, water from the space inside the horseshoe easily seeps into the tunnel space. The tunnel will still exist, but it will be closed off from the gym and no longer be part of the ventilation system. In addition we will be installing equipment inside the tunnel to ventilate it to atmosphere so that any stale air odors in the tunnel do not permeate into the gym space. The existing ventilation equipment for the gym is located on a narrow metal mezzanine that is both difficult to access and not very safe to perform maintenance on. The new units will be roof mounted making them much easier to access and maintain. As part of the removal of the old units, we will replace the ceilings in both the gym and the cafeteria as well as upgrading the lighting in the cafeteria (the gymnasium lighting was upgraded a few years ago and will be reused). The final scope item in the gym will be the sanding and refurbishment of the wood gym floor. This is by far the smallest scope item from a cost perspective and will address numerous imperfections created during the air testing as well as floor damage caused by a roof leak a few years ago.

The scope of work in the old gymnasium area which is now used to house art, tech ed., and general classrooms is more extensive. There are two primary scope items, the first is to remove the old wood gym floor, and the second is to remove the wood sleepers that the old gym floor was mounted to. In order to do this in an area that houses 4 classrooms and some supporting storage rooms and offices, the majority of the partition walls will need to be removed, as will the much or all of the concrete under the wood floor. This will be an extensive and very manual project due to the fact that the rooms are not located at ground level. The amount of concrete that will need to be removed is still a bit of an unknown. Our budget is assuming the removal of all of the concrete as well as a couple inches of the sand below the concrete. The actual amount necessary for removal will be determined by EMC once the wood floor has been removed and the concrete is exposed. Once the demo is complete, new concrete floors will be poured and then covered with vinyl composite floor tile. The partition walls will

be reconstructed with a few modifications to better match the current and proposed uses of the spaces by the school. There are a few additional scope items such as removal of some unnecessary casework in a couple of rooms, and replacement of ceilings and lighting in two rooms.

The overall cost for the project is estimated at \$750,000 with \$160,000 funded by the energy project savings budget that will go towards the HVAC system equipment replacement and the lighting upgrades. The remaining \$590,000 will come from major maintenance dollars.

Grewenow Window and Door Replacement Project:

The largest of the energy savings funded projects will be the completion of the replacement of single pane windows and metal panels at Grewenow Elementary School with brick and energy efficient windows started last year along with replacement of the exterior doors at the school. As discussed in last year's capital project plan report, the overall project at Grewenow exceeded the available budget in the energy savings account; therefore all of the classroom windows were replaced last year, and the remainder of the work was deferred to this year. All of the doors being replaced are original to the building which is approximately 60 years old. This project will be funded through the savings generated from our energy savings programs which has a budget of \$500,000. The estimated cost for the project at Grewenow is \$340,000.

Forest Park Hallway Flooring Replacement Project:

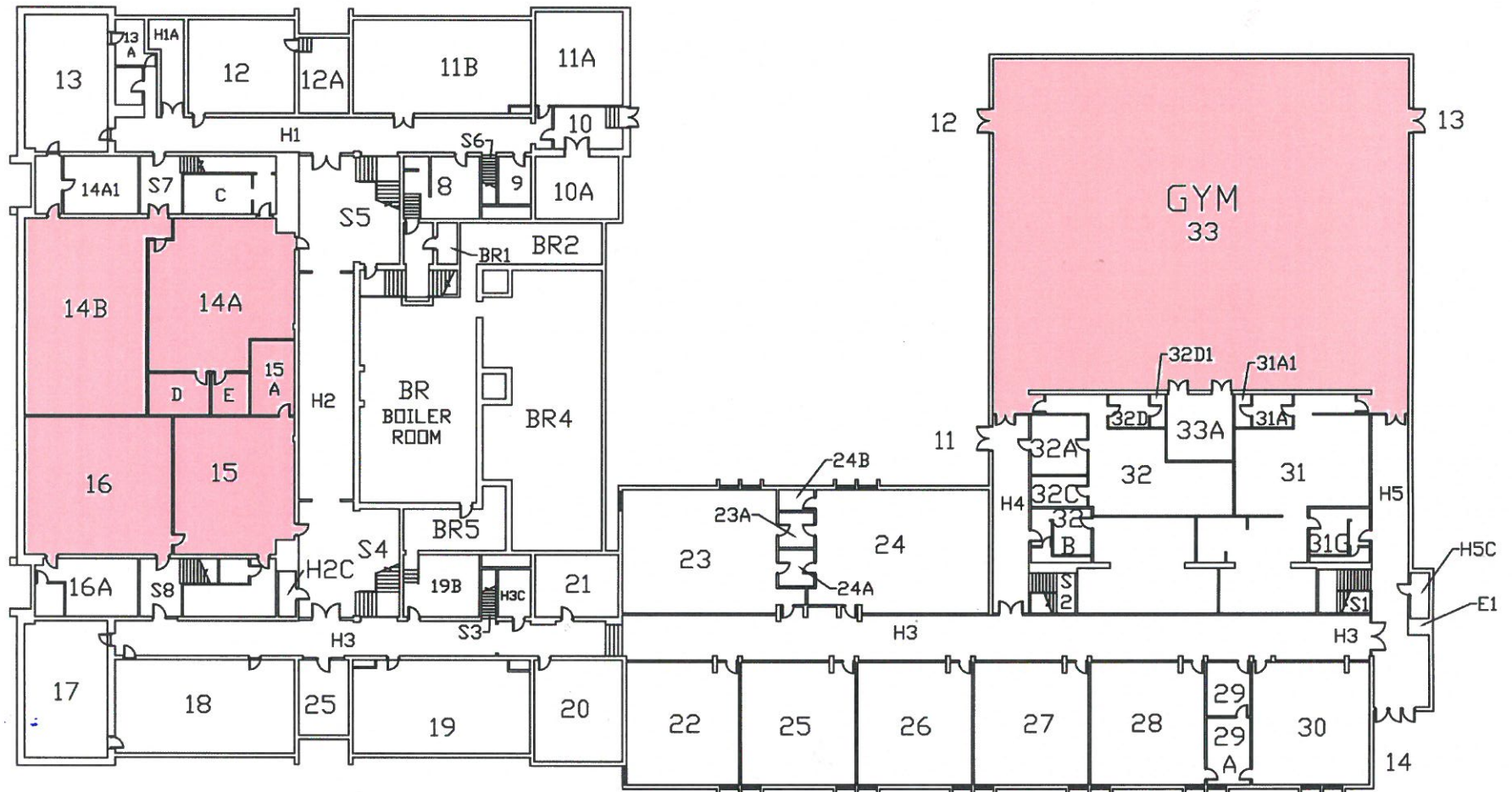
We are proposing one flooring-only project for this coming summer which is the replacement of hallway floor tile at Forest Park Elementary School. All of the flooring at Forest Park has been replaced in the last 10 years except for the hallway flooring which is over 30 years old and could best be described as a patchwork quilt of tile. Failure of the mastic holding the old tile in place has resulted in numerous locations where the tile has become loose and popped up. The old tile is no longer manufactured, so each repair location has been done with tile that does not match the original tile. The mastic is continuing to fail at a higher frequency making replacement of all of the hallway flooring necessary. The estimated cost of the flooring project is \$75,000. This cost estimate consists of approximately \$45,000 in removal of the old tile and associated asbestos abatement of the mastic, and \$32,000 in new flooring

Contingency Projects:

If funds become available as a result of one of the other projects coming in under budget, there are two projects that we would consider based on the amount of the funds that were available. The first project would be the replacement of the clock system at Jefferson Elementary which is a rather small project estimated at \$5,000. We have been replacing the old hard-wired Simplex clock systems systematically over the past several years with wireless Primex clock systems.

The second project would be major exterior masonry repairs in the automotive shop classroom at Tremper High School. This project, estimated at \$95,000, would correct a long-standing water infiltration problem in the auto repair area of the space. Generally, funds of this magnitude do not become available, but because of the size of the Bradford and Washington projects, and the unknown quality of the demolition of the subflooring at Washington, we may have a larger than normal contingency created when those projects are completed.

ATTACHMENT B



BASEMENT PLAN



Washington Middle School
811 Washington Rd., Kenosha, WI



DATE
 01-20-16

BUILDING NUMBER
 333

DRAWING SCALE
 N.T.S.

SHEET NUMBER
 1 OF 1

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**Kenosha Unified School District
Kenosha, Wisconsin**

February 23, 2016

COURSE CHANGE PROPOSALS FOR LAKEVIEW TECHNOLOGY ACADEMY

Background

LakeView Technology Academy, under the guidance of Gateway Technical College, is proposing a shift in instructional foci in the Information Technology Academy from networking to computer programming and web development, beginning transitionally the 2016-2017 school year and then making the shift complete by the 2017-2018 school year.

The rise of cloud services provides companies with cheaper alternatives to maintaining their own networks. As a result the market in networking is becoming oversaturated and certifications in networking are diminishing in value. However, computer programming and web development, both of which have shown continual growth since 2012, are predicted to be among the most in-demand jobs in 2016. LakeView and Gateway wish to respond to the change in the market to better serve our students in their future careers in information technology.

Course Change Proposal Requests

Beginning with the 2016-2017 school year, LakeView, under the guidance of Gateway Technical College, wishes to transition from networking to computer programming and web development in our Information Technology Academy. This transition will take two years to implement. This is because students at the senior level in networking during the 2016-2017 school year will need to continue their track to earn their networking certification. However, the junior level students will be beginning working towards their certification in computer programming and web development. By the 2017-2018 school year, all LakeView students, in the IT track, will have transitioned to new IT curriculum.

Courses to be removed in the 2016-2017 school year include:

Networking Concepts – CCNA 1
Routing – CCNA2
A+CCENT Certification Boot Camp
Virtual Technologies

Courses removed in the 2016-2017 school year will be replaced with:

Quarter	Class	Gateway Credits	Length of class, in of Weeks
1	Intro to Programming and Database Concepts	4	9
2	Web Programming 1	3	9
3	Dynamic Web Design	2	6
3	Microsoft Certification: HTML.5 Application Development Fundamentals 98-375 Certification Prep Class	1	3
4	Advanced Microcomputer Programming	3	9

Courses to be removed in the 2017-2018 school year include:

Network Security
Network Admin Microsoft
Scripting

Courses removed in the 2017-2018 school year will be replaced with:

Quarter	Class	Gateway Credits	Number of Weeks
1	Advanced Databases	3	9
2	PHP Web Programming	3	9
3	Web Programming II	3	9
4	Ruby on Rails	3	9

Lake Technology Academy and the Department of Teaching and Learning are proposing, for Board of Education approval, the removal of seven courses and the addition of nine courses as detailed below. The attached appendices include the Course/Program Change Proposal forms and recommended course schedules for the course additions.

School Year 2016-2017

- Appendix A: Course Removal: A+CCENT Certification Boot Camp
- Appendix B: Course Removal: Networking Concepts – CCNA 1
- Appendix C: Course Removal: Routing – CCNA 2
- Appendix D: Course Removal: Virtual Technologies
- Appendix E: Course Proposal: Programming and Databases
- Appendix F: Course Proposal: Web Programming I
- Appendix G: Course Proposal: Elements of Dynamic Design
- Appendix H: Course Proposal: Review MTA 98-375 Exam
- Appendix I: Course Proposal: Microcomputing, Advanced

School Year 2017-2018

Appendix J: Course Removal: Network Admin
Appendix K: Course Removal: Network Security
Appendix L: Course Removal: Scripting
Appendix M: Course Proposal: Advanced Databases
Appendix N: Course Proposal: PHP Web Programming
Appendix O: Course Proposal: Web Programming II
Appendix P: Course Proposal: Ruby on Rails

Recommendation

At its February 9, 2016, meeting, the Curriculum/Program Standing Committee voted to forward this report to the school board for approval. Administration recommends that the school board approve the attached course proposals and course elimination requests to shift the instructional foci from networking to computer programming and web development in the Information Technology Academy at LakeView Technology Academy.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Assistant Superintendent of Teaching and Learning

Ms. Marsha Nelson
Interim Coordinator of Career and Technical Education

Mr. William R. Hittman
Principal/Director, LakeView Technology Academy

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 11/19/2015Name Jason Creel/Pamela SeeDepartment & School **IT Lakeview Technology Academy**Proposed or Removed Course Name **A+/CCENT Bootcamp**

☐ New Course ☐ New Name Length: X Quarter Credits: X.75Credit

X Removal/Replacement of Course ☐ Semester ☐ 1 Credit

Recommended Prerequisites (if any) Routing CCNA2

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
(If this is a course removal, only fill out this section.)

This course is one of four being proposed for removal, effective the 2016-2017 schoolyear as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

N/A

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

N/A

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

N/A

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff

N/Ac. Supplementary \$ 0

b. Textbooks/kits

N/Ad. Facilities/Space \$ 0

Appendix A

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 11/19/2015Name Jason Creel/Pamela SeeDepartment & School **IT Lakeview Technology Academy**Proposed or Removed Course Name **Network Concepts CCNA1**

☐ New Course ☐ New Name Length: ☒ Quarter Credits: ☒ .75 Credit
☒ Removal/Replacement of Course ☐ Semester ☐ 1 Credit

Recommended Prerequisites (if any) _____

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
 (If this is a course removal, only fill out this section.)

This course is one of four being proposed for removal, effective the 2016-2017 school year as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

N/A

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

N/A

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

N/A

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff

N/A

c. Supplementary \$ 0

b. Textbooks/kits

N/A

d. Facilities/Space \$ 0

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

revised 2/14/14

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 11/19/2015Name Jason Creel/Pamela SeeDepartment & School **IT Lakeview Technology Academy**Proposed or Removed Course Name **Routing CCNA2**

☐ New Course ☐ New Name Length: X Quarter Credits: X.75Credit
☒ Removal/Replacement of Course ☐ Semester ☐ 1 Credit

Recommended Prerequisites (if any) Network Concepts CCNA1

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
 (If this is a course removal, only fill out this section.)

This course is one of four being proposed for removal, effective the 2016-2017 schoolyear as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

N/A

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

N/A

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

N/A

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff

N/Ac. Supplementary \$ 0

b. Textbooks/kits

N/Ad. Facilities/Space \$ 0

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 11/19/2015Name Jason Creel/Pamela SeeDepartment & School **IT Lakeview Technology Academy**Proposed or Removed Course Name **Virtual Technologies**

☐ New Course ☐ New Name Length: ☒ Quarter Credits: ☒ .75Credit
☒ Removal/Replacement of Course ☐ Semester ☐ 1 Credit

Recommended Prerequisites (if any) _____

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
 (If this is a course removal, only fill out this section.)

This course is one of four being proposed for removal, effective the 2016-2017 schoolyear as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

N/A

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

N/A

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

N/A

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff

N/A _____

c. Supplementary \$ 0

b. Textbooks/kits

N/A _____

d. Facilities/Space \$ 0

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 11/19/2015Name Jason Creel/Pamela SeeDepartment & School **IT Lakeview Technology Academy**Proposed or Removed Course Name **Programming & Database, Introduction to Concepts**☒ New Course ☐ New Name Length: ☒ Quarter Credits: 1.75Credit☐ Removal/Replacement of Course ☐ Semester ☒ 1 CreditRecommended Prerequisites (if any) None

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?

(If this is a course removal, only fill out this section.)

This course is one of many being proposed for the 2016-2017 school year as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

152-126-3KM1 Introduction to Programming & Databases

Pre-requisite/Co-requisite NONE

This class will introduce students to the structures, logic, and controls of programming techniques and database applications. Students will be able to develop a program that will utilize a database.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Course competencies

1. **Demonstrate structured programming techniques.**
2. **Identify basic database concepts and terminology.**
3. **Construct executable programs using data file access.**
4. **Develop database file structures and relationships.**
5. **Maintain databases by updating, creating and deleting records.**
6. **Develop queries using SQL.**

7. Create forms and reports including sorting and statistics.
8. Demonstrate Object-Oriented, event driven programming techniques.
9. Document applications using best practices.
10. Implement testing techniques in applications.
11. Integrate error-handling techniques.
12. Utilize Development Languages.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. **Course structure and timeline attached.**

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff \$ 0

c. Supplementary \$ 0

b. Textbooks/kits \$ 91 per student
(Year 1 Gateway; Year 2 and
beyond max. \$4500 from T&L
textbook budget)

d. Facilities/Space \$ 0

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

Schedule Intro to Programming and Database Concepts

Week 1	Introduction to Problem Solving Problem Solving and Pseudocode Chapter 1
Week 2	VB, Controls, and Events Variables, Input and Output Chapter 2
Week 3	Logical Structures, Sequence Selection Repetition
Week 4	Decisions, Procedures Chapter 4
Week 5	Arrays Chapter 7
Week 6	Text Files Chapter 8
Week 7	Databases Chapter 10
Week 8	Object-Oriented Programming Chapter 11
Week 9	Complete Projects Review Final Exam

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 11/19/2015Name Jason Creel/Pamela SeeDepartment & School **IT Lakeview Technology Academy**Proposed or Removed Course Name **Web Programming 1**☒ New Course ☐ New

Quarter

Credits: Name Length: X

.75Credit

☐ Removal/Replacement of Course☐ Semester☒ 1

Credit

Recommended Prerequisites (if any) None

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?

(If this is a course removal, only fill out this section.)

This course is one of many being proposed for the 2016-2017 school year as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

152-182 Web Programming 1

(PREREQUISITE- NONE)

This course teaches students essential Web page development skills. Students will build an understanding of how to manage the Application Life Cycle, build the User Interface by Using HTML5, and format the User Interface by Using CSS, code by Using JavaScript. Other topics include validating HTML and CSS code, recognizing the importance of marketing, and implementing fundamental design concepts.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Course competencies

- Manage the Application Life Cycle
- Develop the User Interface with HTML5 tags

- Code input forms with HTML5 tags and validate user input
- Format the User Interface by using CSS3
- Incorporate graphic elements by using CSS3
- Program by Using JavaScript Fundamentals
- Create animations using JavaScript
- Develop JavaScript code for touch interface devices
- Debug HTML, JavaScript and CSS files

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. **Course structure and timeline attached.**

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff \$0

c. Supplementary \$0

b. Textbooks/kits \$91 per student (Year 1 Gateway; Year 2 and beyond max. \$4500 from T&L textbook budget)

d. Facilities/Space \$0

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

Schedule Web Programming 1

Week 1	<p>Orientation & Syllabus</p> <p>Before You Begin</p> <p>Chapter 1</p> <p>The Internet and the Web</p> <ul style="list-style-type: none"> • U1P Lab • U1A Assignment • Quiz 1 <p>Chapter 2</p> <p>HTML Basics • U2P Lab</p> <ul style="list-style-type: none"> • U2A Assignment • Quiz 2
Week 2	<p>Chapter 3</p> <p>Configuring Color and Text with CSS • U3P Lab</p> <ul style="list-style-type: none"> • U3A Assignment • Quiz 3 <p>Chapter 4</p> <p>Visual Elements and Graphics • U4P Lab</p> <ul style="list-style-type: none"> • U4A Assignment • Quiz 4
Week 3	<p>Chapters 5</p> <p>Web Design • U5P Lab</p> <ul style="list-style-type: none"> • U5A Assignment • Quiz 5 • Web Project Begins – Phase 1 <p>Chapters 6</p> <p>Page Layout • U6P Lab</p> <ul style="list-style-type: none"> • U6A Assignment • Quiz 6
Week 4	<p>Chapter 7</p> <p>More on Links, Layout, and Mobile • U7P Lab</p> <ul style="list-style-type: none"> • U7A Assignment • Quiz 7 <p>MIDTERM</p>
Week 5	<p>Chapter 8</p> <p>Tables • U8P Lab</p> <ul style="list-style-type: none"> • U8A Assignment • Quiz 8 • Web Project Phase 2

Week 6	Chapter 9 Forms • U9P Lab • U9A Assignment • Quiz 9 Chapter 10 Web Development • NO UNIT ASSIGNMENTS • Quiz 10
Week 7	Chapter 11 Web Multimedia and Interactivity • U11P Lab • U11A Assignment • Quiz 11 Chapter 12 E-Commerce Overview • U12P Lab • U12A Assignment • Quiz 12 • Web Project Phase 3
Week 8	UNIT 16 Chapter 16 - Offline Web Applications Chapter 16 Practice Exercises Personal Web Site Project Update
Week 8	Chapter 13 Web Promotion • U13P Lab • U13A Assignment • Quiz 13 Chapter 14 A Brief Look at JavaScript and JQuery • U13P Lab • U13A Assignment • Quiz 13
Week 9	FINAL WEB PROJECT FINAL EXAM

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 11/19/2015 Name Jason Creel/Pamela See

Department & School **IT Lakeview Technology Academy**

Proposed or Removed Course Name **Elements of Dynamic Web Design**

☒ New Course ☐ New Name Length: ☒ Quarter Credits: .75 Credit
☐ Removal/Replacement of Course ☐ Semester ☐ 1 Credit

Recommended Prerequisites (if any) None

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
 (If this is a course removal, only fill out this section.)

This course is one of several being proposed for the 2016-2017 school year as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

152-190 Elements of Dynamic Web Design

(PREREQUISITE-152-182 Web Programming 1)

This course will introduce students to how to add intuitive, dynamic and animated interaction between their webpages and its visitors. Using HTML5 as a base, we will be using the universal languages of Javascript and Ajax to react to user actions and change webpage structure, content, and appearance. Through this course, we will learn how to dynamically refine design appearance and create content within a medium that is used for both desktop and mobile device computing.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Course competencies

- Explore newest standards of Web elements and structure.
- Examine JavaScript Basics and its interaction with Web Object Models.
- Create reusable JavaScript Functions and Objects.
- Add user interaction to manipulate Web Objects.
- Implement Web design standards into a product.
- Integrate drawing and animation into JavaScript code.
- Enhance interactive projects using related Web coding software.
- Articulate the concepts of HTML5 and JavaScript programming

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. **Course schedule and timeline is attached.**

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff \$0

c. Supplementary \$0

b. Textbooks/kits \$ 91 per student
(Year 1 Gateway; Year 2 and
beyond max. \$4500 from T&L
textbook budget)

d. Facilities/Space \$0

Approvals:

Name(s)

Date

Department head & Principal

_____ / _____

Building Review Committee

District Review Committee

Central Office

Revised 2/14/14

Schedule Elements of Dynamic Web Design	
Week 1	<p>Knowing the new HTML5</p> <ol style="list-style-type: none"> 1. Prepare <ul style="list-style-type: none"> • Read Chapter 1(Freeman) • View Tutorials • Reflect on Discussion Board as outlined 2. Practice <ul style="list-style-type: none"> • Do chapter activities • Install / test multiple Web browsers 3. Apply: Complete and test HTML to HTML5 activity outlined. <p>JavaScript in Review</p> <ol style="list-style-type: none"> 1. Prepare: <ul style="list-style-type: none"> • Read Chapter 2(Freeman); • Review JavaScript • Chapters 1 to 3 (Gosselin) • View Tutorials • Reflect on Discussion Board. 2. Practice: <ul style="list-style-type: none"> • Do chapter activities • Complete Practice Activity 4. Apply: Complete and test Playlist in the Apply activity.
Week 2/3	<p>Interaction with JavaScript</p> <ol style="list-style-type: none"> 1. Prepare <ul style="list-style-type: none"> • Read Chapter 3(Freeman) • Use JavaScript (Gosselin) as reference if needed • View Tutorials. 2. Practice <ul style="list-style-type: none"> • Do chapter activities • Complete Practice Activity. 3. Apply: Improve and test Playlist in the Apply activity. 4. MID-TERM EXAM

Week 4	<p>Serious JavaScript Objects</p> <ol style="list-style-type: none"> 1. Prepare <ul style="list-style-type: none"> • Read Chapter 4(Freeman) • View Tutorials • Reflect on Discussion Board. 2. Practice <ul style="list-style-type: none"> • Do chapter activities • Complete Webville Cinema project 3. Apply: Modify and test Webville Cinema as in the Apply activity.
Week 5	<p>Beyond HTML with AJAX & JSON</p> <ol style="list-style-type: none"> 1. Prepare <ul style="list-style-type: none"> • Install local Web server as per instructions • Read Chapter 6(Freeman) • View Tutorials • Do Discussion Board. 2. Practice <ul style="list-style-type: none"> • Do chapter activities • Complete Mighty Gumball project 3. Apply: Modify and test Gumball project as in the Apply activity.
Week 6	<p>Dynamic Art: The Canvas Element</p> <ol style="list-style-type: none"> 1. Prepare <ul style="list-style-type: none"> • Read Chapter 7(Freeman) • View Tutorials • Reflect on Discussion Board. 2. Practice <ul style="list-style-type: none"> • Do chapter activities • Complete Cookie Break project. 3. Apply: Complete and test Tweetshirt project in the Apply activity.
Week 7	Final Exam

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 11/19/2015 Name Jason Creel/Pamela See

Department & School **IT Lakeview Technology Academy**

Proposed or Removed Course Name **Review MTA 98-375 Exam**

X New Course ___ New Name Length: X Quarter Credits: X .75Credit

___ Removal/Replacement of Course ___ Semester ___ 1 Credit

Recommended Prerequisites (if any) 152-182 Web Programming 1

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?

(If this is a course removal, only fill out this section.)

This course is one of many being proposed for the 2016-2017 school year as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

152-183 Review MTA 98-375 Exam

(PREREQUISITE-152-182 Web Programming 1)

This focused course helps prepare a student to take the HTML.5 Application Development Fundamentals: MTA Exam 98-375. The Microsoft Technology Associate exam focuses on the areas of Managing the Application Life Cycle, building the User Interface by Using HTML.5, formatting the User Interface by Using CSS, and Coding by Using JavaScript.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Course competencies

- Manage the Application Life Cycle
- Develop the User Interface with HTML5 tags
- Format the User Interface by using CSS3
- Program by Using JavaScript Fundamentals

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

Course structure and timeline attached.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff \$ 0

c. Supplementary \$ 0

b. Textbooks/kits \$ 91 per student
(Year 1 Gateway; Year 2 and
beyond max. \$4500 from T&L
textbook budget)

d. Facilities/Space \$ 0

Approvals:

Name(s)

Date

Department head & Principal _____ / _____

Building Review Committee _____

District Review Committee _____

Central Office _____

Revised 2/14/14

Schedule MTA 98-375 Exam Class

Week 1	Manage the Application Life Cycle Develop the User Interface with HTML5 tags
Week 2	Format the User Interface by using CSS3
Week 3	Program by Using JavaScript Fundamentals

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 11/19/2015Name Jason Creel/Pamela SeeDepartment & School IT Lakeview Technology AcademyProposed or Removed Course Name **Advanced Microcomputer Programming**☒ New Course ☐ New Name Length: ☒ Quarter Credits: ☒ .75Credit☐ Removal/Replacement of Course ☐ Semester ☐ 1 CreditRecommended Prerequisites (if any) 152-126 Programming & Database, Intro to Concepts

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
(If this is a course removal, only fill out this section.)

This course is one of many being proposed for the 2016-2017 school year as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

152-151 Microcomputer Programming Advanced**(PREREQUISITE-152-126 Programming & Database, Introduction to Concepts)**

This is a class in advanced microcomputer programming techniques. This class will examine trends in microcomputer program development including: use of objects, database access, receiving user input, displaying output, error handling, application controls, and online assistance.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Course competencies

1. Utilize controls in program development
2. Write applications that process user input
3. Develop classes
4. Create an application that uses external components
5. Design components for external use.
6. Construct applications that access databases
7. Utilize standard error handling techniques
8. Construct online assistance
9. Synchronize objects and events

10. Manipulate menus dynamically

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. **Course structure and timeline attached.**

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff \$ 572.28 per _____
student (Teaching
and Learning budget)

c. Supplementary \$ 0 _____

b. Textbooks/kits \$ 93 per student
(Teaching and Learning budget)

d. Facilities/Space \$ 0 _____

Approvals:**Name(s)****Date**

Department head & Principal _____/_____

Building Review Committee _____

District Review Committee _____

Central Office _____

Revised 2/14/14

Schedule Advanced Microcomputing

Week 1	General Review, .Net, IDE, General Types and Projects.
Week 2	Data Types, Classes
Week 3	Debugging and Errors
Week 4	Objects, Namespaces, Modules, and Enumeration
Week 5	Inheritance and Interfaces
Week 6	Generics and Delegates
Week 7	Collections, Files, Menus, Help, Forms
Week 8	ADO .Net, IBM Power System Database Access
Week 9	Review and Final Exams - Hands On and Online

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 11/19/2015Name Jason Creel/Pamela SeeDepartment & School IT Lakeview Technology AcademyProposed or Removed Course Name Network Admin Microsoft☐ New Course ☐ New Name Length: X Quarter Credits: X .75Credit☒ Removal/Replacement of Course ☐ Semester ☐ 1 CreditRecommended Prerequisites (if any) Network Security

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
(If this is a course removal, only fill out this section.)

This course is one of three being proposed for removal, effective the 2017-2018 schoolyear as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

N/A

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

N/A

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

N/A

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff

N/Ac. Supplementary \$ 0

b. Textbooks/kits

N/Ad. Facilities/Space \$ 0

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 11/19/2015Name Jason Creel/Pamela SeeDepartment & School IT Lakeview Technology AcademyProposed or Removed Course Name Network Security☐ New Course ☐ New Name Length: X Quarter Credits: X.75Credit☒ Removal/Replacement of Course ☐ Semester ☐ 1 Credit

Recommended Prerequisites (if any) _____

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
(If this is a course removal, only fill out this section.)

This course is one of four being proposed for removal, effective the 2017-2018 schoolyear as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

N/A

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

N/A

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

N/A

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff

N/A

c. Supplementary \$ 0

b. Textbooks/kits

N/A

d. Facilities/Space \$ 0

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 11/19/2015Name Jason Creel/Pamela SeeDepartment & School **IT Lakeview Technology Academy**Proposed or Removed Course Name **Scripting**☐ New Course ☐ New Name Length: X Quarter Credits: X .75Credit☒ Removal/Replacement of Course ☐ Semester ☐ 1 Credit

Recommended Prerequisites (if any) _____

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
(If this is a course removal, only fill out this section.)

This course is one of three being proposed for removal, effective the 2017-2018 schoolyear as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

N/A

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

N/A

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

N/A

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff

N/Ac. Supplementary \$ 0

b. Textbooks/kits

N/Ad. Facilities/Space \$ 0

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 11/19/2015 Name Jason Creel/Pamela See

Department & School **IT Lakeview Technology Academy**

Proposed or Removed Course Name **Advanced Databases**

☒ New Course ☐ New Name Length: ☒ Quarter Credits: ☒ .75Credit
☐ Removal/Replacement of Course ☐ Semester ☐ 1 Credit

Recommended Prerequisites (if any) 152-126 Programming & Database, Intro to Concepts

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?

(If this is a course removal, only fill out this section.)

This course is one of many being proposed for the 2016-2017 school year as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

152-146 Databases, Advanced

(PREREQUISITE-152-126 Programming & Database, Introduction to Concepts)

This course offers students an introduction to enterprise data server technology. The class covers the concepts of both relational and object relational databases and the powerful SQL programming language. Students are taught to create and maintain database objects and to store, retrieve, and manipulate data. Demonstrations and hands-on practice reinforce the fundamental concepts.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Course competencies

1. Identify different aspects of a relational database.

2. Identify enterprise database architectures.
3. Manage database objects.
4. Develop DML and DDL statements.
5. Assign system and object privileges (DCL).
6. Implement transaction processing.
7. Apply advanced techniques to retrieve data.
8. Utilize Procedure Language.
9. Explore database security.
10. Identify advanced database concepts.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

Course schedule and timeline is attached.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

- | | |
|--|---------------------------------|
| a. Teaching Staff \$ <u>0</u> | c. Supplementary \$ <u>0</u> |
| b. Textbooks/kits \$ <u>91 per student</u>
(Year 1 Gateway; Year 2 and
beyond max. \$4500 from T&L
textbook budget) | d. Facilities/Space \$ <u>0</u> |

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

Schedule Advanced Databases

Week 1 Week 2	Syllabus - Assignment Introduction Discussion Board - Assignment UNIT 1 Read Chapter 1 - SQL Server Basics, Db Objects, Data Types, Identifiers Installing SQL Server Assignment (or access VDI) Installing Adventure Works Database Assignment (or Access VDI) Identify Database Components Assignment
Week 3	UNIT 2 Chapters 2 - SQL Server Tools, Db Connect Chapter 3 up to page 75 - Retrieve, Insert, Update Chapter 3 Lab Assignment Unit 2 Reflection Assignment
	UNIT 3 Chapter 3 pages 76 to 88 DDL, DML, Insert, Update, Create, Delete Chapter 3 Lab Assignment Unit 3 Reflection Assignment
Week 4	UNIT 4 Chapter 4 - Joins, Union, Relationships Chapter 4 Lab Assignment Relationships Assignment Unit 4 reflection Assignment Quiz on Units 1, 2, and 3
	UNIT 5 Chapter 5 - Creating Altering Tables Lynda.com - Db Planning Chapter 5 Lab Assignment Database Planning Assignment
Week 5	UNIT 6 Chapter 6 - Keys and Constraints Chapter 6 Lab Assignment MID TERM EXAM - Chapters 1 through 5 comprehensive
	UNIT 7 Chapter 8 - Normalization Normalization Project Assignment
Week 6	UNIT 8 Chapter 9 - Indexing and Storage Video resources - Db Archetecture and storage Performance Presentation Assignment Chapter 9 Lab Assignment
	UNIT 9 Chapter 10 - Views Chapter 10 Lab Assignment Quiz - Chapters 6, 7, and 8

Week 7	UNIT 10 Chapter 11 - Scripts and Batches Chapter 11 Lab Installing MySQL Assignment (or access VDI)
	UNIT 11 Chapter 12 - Stored Procedures Chapter 21 - Administration (overview) Chapter 12 Lab Assignment DBA Roles Paper Assignment Installing MySQL Assignment / Activities
Week 8	UNIT 12 Chapter 14 - Transactions and Locks Chapter 21 - Login and User Security (pg 760-763) Chapter 14 Lab Assignment Unit 12 Reflection Assignment
Week 9	OPEN LAB and FINAL EXAM

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 11/19/2015 Name Jason Creel/Pamela See

Department & School **IT Lakeview Technology Academy**

Proposed or Removed Course Name **PHP Web Programming**

☒ New Course ☐ New Name Length: ☒ Quarter Credits: ☒ .75 Credit
☐ Removal/Replacement of Course ☐ Semester ☐ 1 Credit

Recommended Prerequisites (if any) 152-182 Web Programming 1

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?

(If this is a course removal, only fill out this section.)

This course is one of many being proposed for the 2016-2017 school year as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

152-188 PHP Web Programming

(PREREQUISITE-152-182 Web Programming 1)

This hands-on PHP Web Programming course provides the knowledge necessary to design and develop dynamic, database-driven web pages. Students will learn how to write and debug PHP code, how to effectively use many of its powerful features, and how to design and build their own PHP web applications. Students will design and create a Web Database using the popular MySQL DBMS to function as a backend database for their PHP website.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Course competencies

1. Identify the advantages of using PHP language with MySQL Database.
2. Write PHP scripts containing variables and constants.
3. Write PHP scripts containing conditional execution.

4. Write PHP scripts that manipulate strings.
5. Write PHP scripts that handle user input.
6. Write PHP Scripts that work with files.
7. Write PHP Scripts that utilize arrays.
8. Write SQL statements to manage a MySQL database.
9. Write PHP scripts to manage a MySQL database.
10. Write PHP scripts that manage state information.
11. Write PHP scripts that utilize object-oriented Programming (OOP).
12. Write PHP scripts that use PHP debugging facilities to find and fix errors in code.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

Course structure and timeline is attached.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff \$ 0

c. Supplementary \$ 0

b. Textbooks/kits \$ 91 per student
(Year 1 Gateway; Year 2 and
beyond max. \$4500 from T&L
textbook budget)

d. Facilities/Space \$ 0

Approvals:

Name(s)

Date

Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

Schedule PHP Web Programming	
Week 1	Introduction to PHP Variables Constants Web site front-ends and back-ends
Week 2	Decision Statements, maintaining State information
Week 3	PHP and strings User Input
Week 4	Accessing and writing to files Arrays Midterm Exam
Week 5	Structured Query Language
Week 6	Using PHP to manage SQL databases
Week 7	Project Assignment, Object-oriented PHP
Week 8	Debugging, Misc additional topics
Week 9	Project Completion Final Exam

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 11/19/2015 Name Jason Creel/Pamela See

Department & School **IT Lakeview Technology Academy**

Proposed or Removed Course Name **Web Programming II**

☒ New Course ☐ New Name Length: ☒ Quarter Credits: ☒ .75Credit
☐ Removal/Replacement of Course ☐ Semester ☐ 1 Credit

Recommended Prerequisites (if any) 152-182 Web Programming 1

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?

(If this is a course removal, only fill out this section.)

This course is one of many being proposed for the 2016-2017 school year as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

152-150 Web Programming 2

This course provides an introduction to HTML, CSS, and JavaScript. The course focuses on using HTML/CSS/JavaScript to apply programming logic, define and use variables, perform looping and branching, develop user interfaces, capture and validate user input, store data, and create well-structured applications. This course will help prepare students for exam 70-480.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Course competencies

- Explain how to use Visual Studio 2012 to create and run a Web application.
- Describe the new features of HTML5, and create and style HTML5 pages.
- Add interactivity to an HTML5 page by using JavaScript.

- Create HTML5 forms by using different input types, and validate user input by using HTML5 attributes and JavaScript code.
- Send and receive data to and from a remote data source by using XMLHttpRequest objects and jQuery AJAX operations.
- Style HTML5 pages by using CSS3.
- Create well-structured and easily-maintainable JavaScript code.
- Use common HTML5 APIs in interactive Web applications.
- Create Web applications that support offline operations.
- Create HTML5 Web pages that can adapt to different devices and form factors.
- Add advanced graphics to an HTML5 page by using Canvas elements, and by using and Scalable Vector Graphics.
- Enhance the user experience by adding animations to an HTML5 page.
- Use Web Sockets to send and receive data between a Web application and a server.
- Improve the responsiveness of a Web application that performs long-running operations by using Web Worker processes (PREREQUISITE-152-182 Web Programming 1)

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

Course structure and timeline attached.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff \$ 0

c. Supplementary \$ 0

b. Textbooks/kits \$ 91 per student
(Year 1 Gateway; Year 2 and
beyond max. \$4500 from T&L
textbook budget)

d. Facilities/Space \$ 0

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

Schedule Web Programming II

Week 1	Syllabus - Assignment Introduction Discussion Board - Assignment UNIT 1 Chapter 1 - Using Visual Studio and Blend for Web Authoring HTML5/CSS/JS Pre-test of basic topics Chapter 1 Practice Exercises UNIT 2 Chapter 2 - HTML5 and Embedding Content Chapter 2 Practice Exercises Personal Web Site Planning Assignment
Week 2	UNIT 3 Chapter 3 - Javascript Chapter 3 Practice Exercises Quiz Chapters 1, 2, and 3
	UNIT 4 Chapter 4 - CSS3 Chapter 4 Practice Exercises Personal Web Site Project Update
Week 3	UNIT 5 Chapter 5 - More HTML5 Semantics Chapter 5 Practice Exercises Quiz on Chapters 4 and 5
	UNIT 6 Chapter 6 - Javascript and jQuery Chapter 6 Practice Exercises Personal Web Site Project Update
Week 4	UNIT 7 Chapter 7 - Working with Forms Chapter 7 Practice Exercises
	UNIT 8 Chapter 8 - Websites and Services Chapter 8 Practice Exercises MID TERM EXAM - Chapters 1 through 8 comprehensive
Week 5	UNIT 9 Chapter 9 - Asynchronous Operations Chapter 9 Practice Exercises Personal Web Site Project Update UNIT 10 Chapter 10 - Web Socket Operations Chapter 10 Practice Exercises
	UNIT 11 Chapter 11 - HTML5 Multimedia Chapter 11 Practice Exercises Quiz Chapters 9, 10, and 11

Week 6	UNIT 12 Chapter 12 - Drawing with HTML5 Chapter 12 Practice Exercises Personal Web Site Project Update
	UNIT 13 Chapter 13 - Drag and Drop Chapter 13 Practice Exercises UNIT 14 Chapter 14 - Making your app location-aware Chapter 14 Practice Exercises
Week 7	UNIT 15 Chapter 15 - Local Data with Web Storage Chapter 15 Practice Exercises Quiz Chapters 12 through 15
Week 8	UNIT 16 Chapter 16 - Offline Web Applications Chapter 16 Practice Exercises Personal Web Site Project Update
Week 8	Completion of Outstanding Topics/Chapters Personal Web Site Project Status Review
Week 9	Personal Web Site Project Presentations FINAL EXAM

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 11/19/2015Name Jason Creel/Pamela SeeDepartment & School **IT Lakeview Technology Academy**Proposed or Removed Course Name **Ruby on Rails**☒ New Course ☐ New Name Length: ☒ Quarter Credits: ☒ .75Credit☐ Removal/Replacement of Course ☐ Semester ☐ 1 CreditRecommended Prerequisites (if any) 152-126 Programming & Database, Intro to Concepts

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?

(If this is a course removal, only fill out this section.)

This course is one of many being proposed for the 2016-2017 school year as part of a shift in focus from networking, a field that is becoming oversaturated, to programming, a field that is showing for the past three years to have continual growth and employment opportunities.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.
152-139

Please note that this course description and the competencies listed below are undergoing curriculum development, and therefore it is possible that topics and competencies will be modified within the next year.

This course introduces the student to Ruby (*and Rails*), a popular, open-source, dynamic object-oriented scripting language. Topics will include installing Ruby, an introduction to the Ruby programming language, an overview of the Rails framework, ActiveRecord basics, ActionController coding, Action Views, AJAX and the Web 2.0 Action mailer basics, security, deployment and scaling. Students will produce a very modern web application that can be adapted to many professional web development needs.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Course competencies

1. Utilize the Ruby Programming Language to create Object Oriented scripts.

2. Create database-driven web applications using Rails
3. Create Standards compliant web applications
4. Utilize the Rails Model View Controller framework
5. Identify techniques to create dynamic web content
6. Apply rapid development techniques

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. **Course structure and timeline is attached.**

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

- | | |
|--|---------------------------------|
| a. Teaching Staff \$ <u>0</u> | c. Supplementary \$ <u>0</u> |
| b. Textbooks/kits \$ <u>91 per student</u>
(Year 1 Gateway; Year 2 and
beyond max. \$4500 from T&L
textbook budget) | d. Facilities/Space \$ <u>0</u> |

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

Schedule Ruby on Rails

Week 1	Syllabus - Assignment Introduction Discussion Board - Assignment UNIT 1 Introducing the Rails Framework, Getting Started
Week 2	UNIT 2 Introduction to the Ruby Language
Week 3	UNIT 3 Working with a Database, Active Record
Week 4	UNIT 4 Action Pack and Advanced Action Pack, MIDTERM EXAM
Week 5	UNIT 5 Rails with JavaScript and CSS
Week 6	UNIT 6 Sending and Receiving Email, Testing your Application
Week 7	UNIT 7 Deploying your Rails Application, Internationalization
Week 8	UNIT 8 Complete all Lab Assignments Review Final Exam
Week 9	Review and Final Exams - Hands On and Online

**Kenosha Unified School District
Kenosha, Wisconsin**

February 23, 2016

NEW COURSE PROPOSAL: FOUNDATIONS OF ALGEBRA

Background

Nationwide there is growing concern about Americans' mathematical literacy. As economic conditions shift within the United States, schools have come under increasing criticism for insufficiently preparing students for the rigorous demands of college math courses and careers requiring high-level math skills. In 2015 only 40 percent of eighth graders scored at or above proficient levels in math on the National Assessment of Educational Progress (NAEP); in KUSD 22% of students in grade eleven met the ACT College Readiness Benchmark. Additionally, more than one quarter of college freshmen must take remedial math courses because they lack sufficient knowledge to enroll in college-level math courses. Clearly, there is a gap between the math skills students gain in high school and the requirements they face once they leave. Across the country, states are responding to the need to equip young adults with higher-level math skills. Consequently, states and districts have sought to increase the rigor of math coursework both in the middle grades and in high school. Despite these efforts many students are still entering high school unprepared for Algebra I, the gateway course for more advanced math. This is a substantial concern because grades and course failures are strong predictors of important outcomes like high school and college graduation.

Course Change Proposal

In order to implement this course in the 2016-17 school year, the Office of Teaching and Learning is providing, for board of education approval, the course addition form (Appendix A). The form explains the rationale for the new course addition. Additional appendices provide the following information:

- Appendix B: Foundations of Algebra Scope and Sequence

Recommendation

At the February 9, 2016, meeting, the Curriculum/Program Standing Committee voted to forward this report to the school board for approval. Administration recommends that the school board approve the addition of the Foundations of Algebra.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Assistant Superintendent of Teaching and Learning

Mrs. Jennifer Lawler
Coordinator of Mathematics

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 12/8/2015Name Jennifer LawlerDepartment & School Teaching & LearningProposed or Removed Course Name Foundations of Algebrax New Course ___ New Name Length: X Year Credits: ___ ½ Credit___ Removal/Replacement of Course ___ Semester X 1 CreditRecommended Prerequisites (if any) Administrative Placement; Concurrent enrollment in Algebra 1

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
(If this is a course removal, only fill out this section.)

Despite efforts at the middle school level to improve students' readiness for high school mathematics, failure rates in KUSD high school Algebra 1 courses remain high. Research has shown that students who fail Algebra 1 in 9th grade are much more likely to drop out of high school before graduation. This course is designed to support students who, based on several indicators, are likely to struggle in their 9th grade Algebra 1 class by addressing conceptual understanding in key areas as well as skill gaps in key foundational areas that are essential for success in Algebra 1.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

This course provides targeted support to students to successfully cross the bridge from middle school to high school mathematics. It is designed to build students' algebraic habits of mind, key mathematical ways of thinking that allow students to make sense of mathematics and succeed in Algebra 1.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

This course supports the KUSD Priority Standards for Algebra 1. See Appendix A

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

See Appendix B

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff \$ 0c. Supplementary \$ 0b. Textbooks/kits \$ 25 per student
annual consumable = \$6500 for 2016-2017 from curriculum budget
assumption

APPENDIX A

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

Kenosha Unified School District

Algebra 1 Priority Standards

Priority Standard	Essential Knowledge & Skills
N.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.	<ul style="list-style-type: none"> Understand and apply the properties of exponents Convert from radical representation to using rational exponents and vice versa
<p style="text-align: center;">*** CROSS-CUTTING ***</p> <p>N.Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	<ul style="list-style-type: none"> Interpret units in the context of the problem When solving a multi-step problem, use units to evaluate the appropriateness of the solution. Choose the appropriate units for a specific formula and interpret the meaning of the unit in that context. Choose and interpret both the scale and the origin in graphs and data displays
<p style="text-align: center;">*** CROSS-CUTTING ***</p> <p>A.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.</p> <ol style="list-style-type: none"> Interpret parts of an expression, such as terms, factors, and coefficients. Interpret complicated expressions by viewing one or more of their parts as a single entity. 	<ul style="list-style-type: none"> Identify the different parts of the expression and explain their meaning within the context of a problem (ex. interpret the slope and y-intercept). Decompose expressions and make sense of the multiple factors and terms by explaining the meaning of the individual parts (ex. interpret as the product of factors independent meanings)
<p>A.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*</p> <ol style="list-style-type: none"> Factor a quadratic expression to reveal the zeros of the function it defines. 	<ul style="list-style-type: none"> Write expressions in equivalent forms by factoring to find the zeros of a quadratic function and explain the meaning of the zeros. Given a quadratic function explain the meaning of the zeros of the function. That is if $f(x) = (x - c)(x - a)$ then $f(a) = 0$ and $f(c) = 0$. Given a quadratic expression, explain the meaning of the zeros graphically. That is for an expression $(x - a)(x - c)$, a and c correspond to the x-intercepts (if a and c are real).
<p style="text-align: center;">*** CROSS-CUTTING ***</p> <p>A.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales</p>	<ul style="list-style-type: none"> Create equations in two or more variables to represent relationships between quantities. Graph equations in two variables on a coordinate plane and label the axes and scales.
<p style="text-align: center;">*** CROSS-CUTTING ***</p> <p>A.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context</p>	<ul style="list-style-type: none"> Write and use a system of equations and/or inequalities to solve a real world problem. Recognize that the equations and inequalities represent the constraints of the problem. Interpret the solution in the context of the problem.

<p>A.REI.B.4 Solve quadratic equations in one variable.</p> <p>b. Solve quadratic equations by inspection, taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p>	<ul style="list-style-type: none"> ● Solve quadratic equations in one variable by simple inspection (by looking at a graph or factored form), taking the square root, factoring, and quadratic formula. ● Understand why taking the square root of both sides of an equation yields two solutions.
<p>A.REI.C.6 Solve systems of linear equations exactly and approximately, focusing on pairs of linear equations in two variables.</p>	<ul style="list-style-type: none"> ● Solve systems of equations using graphs, substitution, and elimination.
<p>A.REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</p>	<ul style="list-style-type: none"> ● Understand that all solutions to an equation in two variables are contained on the graph of that equation. ● Be able to identify solutions from a graph.
<p>A.REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations $y=f(x)$ and $y=g(x)$ intersect are the solutions of the equation $f(x)=g(x)$; find one solutions approximately, e.g. using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear.</p>	<ul style="list-style-type: none"> ● Explain why the intersection of $y = f(x)$ and $y = g(x)$ is the solution of $f(x) = g(x)$ for any combination of linear. Find the solution(s) by: <ul style="list-style-type: none"> ○ Using technology to graph the equations and determine their point of intersection, ○ Using tables of values, or ○ Using successive approximations that become closer and closer to the actual value
<p>F.IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship.</p>	<ul style="list-style-type: none"> ● Graph a function in two variables in any given form (standard, slope-intercept, exponential, etc.) on a coordinate plane and label the axes. ● Given a function, identify key features in graphs and tables including: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; and symmetries. ● Given the key features of a function, sketch the graph.
<p>F.IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>	<ul style="list-style-type: none"> ● Compare the key features of two functions represented in different ways. (ex. given an equation of one quadratic and the graph of another, identify key features such as which has maximum or minimum)
<p>F.BF.A.1 Write a function that describes a relationship between two quantities.</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.</p>	<ul style="list-style-type: none"> ● Write a function that describes the linear/exponential relationship between two quantities.

<p>F.LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <ol style="list-style-type: none"> Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. Recognize situations in which a quantity grows or decays by a constant percent or rate per unit interval relative to another. 	<ul style="list-style-type: none"> Given a contextual situation, describe whether the situation in question has a linear pattern of change or an exponential pattern of change. Show that linear functions change at the same rate over time and that exponential functions change by equal factors over time. Describe situations where one quantity changes at a constant rate per unit interval as compared to another. Describe situations where a quantity grows or decays at a constant percent rate per unit interval as compared to another.
<p>S.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related</p> <ol style="list-style-type: none"> Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Informally assess the fit of a function by plotting and analyzing residuals. Fit a linear function for a scatter plot that suggests a linear association 	<ul style="list-style-type: none"> Describe the form, strength and direction of the relationship. Categorize data as linear or not. Use algebraic methods and technology to fit a linear function to the data. Use the function to predict values. Explain the meaning of the slope and y-intercept in context. Categorize data as exponential. Use algebraic methods and technology to fit an exponential function to the data. Use the function to predict values. Explain the meaning of the growth rate and y-intercept in context. Categorize data as quadratic. Use algebraic methods and technology to fit a quadratic function to the data. Use the function to predict values. Explain the meaning of the constant and coefficients in context. Calculate a residual. Create and analyze a residual plot.

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**KENOSHA UNIFIED SCHOOL DISTRICT
KENOSHA, WI**

February 23, 2016

NEW COURSE PROPOSAL: COMPUTER SCIENCE FUNDAMENTALS

Background

In the United States it is estimated that 1.2 million workers will be needed in the fields of computer science and mathematics over the next five years. While the demand for employees with this training is rapidly increasing the number of students seeking this pathway in technical and four year colleges will only fill approximately 40% of the openings. In December 2015 the school board approved the addition of Exploring Computer Science for the senior high schools.

Middle school students across the district participated in the Hour of Code activities in December 2015, during the school day, before, and after school. Students responded enthusiastically to this opportunity to learn about computer programming and write code. Administration acknowledges the benefit of providing opportunities for students to explore this growing career pathway prior to entering high school. The addition of Computer Science Fundamentals as an elective computer science course will respond to student interest, and provide an opportunity for middle school students to explore career options in computer science. If approved this course would be added to the middle school schedule as a semester elective option either in grades 7 and 8 or grade 8 for the 2016-2017.

Computer Science Fundamentals

2016-2017

School	Grade Level(s)
Bullen	7 and 8
Lance	7 and 8
Lincoln	8
Mahone	7 and 8
Washington	8

Data will be collected from this course, analyzed and utilized to determine the benefit of adding a second elective option in the 2017-2018 school year.

Course Change Proposal

In order to implement this course in the 2016-2017 school year, the Department of Teaching and Learning is providing, for Board of Education approval, the course addition form (Appendix A). The attached form explains the rationale for the new course addition.

The following table shows the available Computer Science courses at the middle schools.

Current Computer Science Course Opportunities at the Middle School Level	Proposed Course Addition
None	Computer Science Fundamentals

Recommendation

At its February 9, 2016, meeting, the Curriculum/Program Standing Committee voted to forward this report to the school board for approval. Administration recommends that the school board approve the addition of the Computer Science Fundamentals course.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Assistant Superintendent of Teaching and Learning

Ms. Marsha Nelson
Interim Coordinator of Career and Technical Education

Mrs. Jennifer Lawler
Coordinator of Mathematics

COURSE/PROGRAM CHANGE PROPOSAL: MIDDLE SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 1/12/2016Name Jennifer Lawler, Marsha NelsonDepartment & School **Mathematics/Career and Technical Education**Proposed or Removed Course Name **Computer Science Fundamentals**☒ New Course ☐ New Name Length: ☐ Quarter Credits: ☐ .75 Credit☐ Removal/Replacement of Course ☒ Semester ☐ 1 CreditRecommended Prerequisites (if any) none

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
(If this is a course removal, only fill out this section.)

Nearly 2/3 of future STEM jobs will be computing, however the number of students in the pipeline for these careers is only about 40% of the number of job openings. Currently opportunities for early computer science exploration do not exist prior to high school. This course would begin a pathway for middle school students.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

Computer Science Fundamentals will emphasize the knowledge, practices and fundamental literacies that students need to create the dynamic and interactive computational media that they utilize in their daily lives. Students will engage in the development of interactive multi-media projects and have opportunities to share completed projects with others through on-line communities.

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

Curriculum for this semester long introductory course will be developed using multiple resources including: code.org, scratch.mit.edu and Project Lead The Way resources.

Teachers will attend training provided by code.org and Project Lead The Way.

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. To be developed following training.

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff
\$0 (schools will utilize existing staff)

c. Supplementary \$0

b. Textbooks/kits
up to \$20/student (Teaching and
Learning) _____

d. Facilities/Space \$ 0 _____

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Revised 2/14/14

**Kenosha Unified School District
Kenosha, Wisconsin**

February 23, 2016

COURSE REMOVAL AND NAME CHANGE PROPOSAL: PRECALCULUS

Background

In 2006 Advanced Math Analysis-Honors was renamed Precalculus-Honors. However, Math Analysis was not renamed. This change is consistent with course naming conventions for other mathematics courses as well as courses in other content areas.

Course Removal

In order to implement this name change in the 2016-17 school year, the Office of Teaching and Learning is providing, for board of education approval, the course change form (Appendix A). The form explains the rationale for the removal.

Course Change Proposal

In order to implement this name change in the 2016-17 school year, the Office of Teaching and Learning is providing, for board of education approval, the course change form (Appendix B). The form explains the rationale for the name change. Appendix C includes the scope and sequence for this course.

Recommendation

At its February 9, 2016, meeting, the Curriculum/Program Standing Committee voted to forward this report to the school board for approval. Administration recommends that the school board approve the proposal for the change of the Math Analysis course to Precalculus.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Assistant Superintendent of Teaching and Learning

Mrs. Jennifer Lawler
Coordinator of Mathematics

APPENDIX A

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 12/8/2015 Name Jennifer Lawler

Department & School Teaching & Learning

Proposed or Removed Course Name Precalculus (352011 & 352012)

☐ New Course ☐ New Name Length: ☐ Quarter Credits: ☐ ½ Credit

☒ Removal/Replacement of Course ☐ Semester ☒ 1 Credit

Recommended Prerequisites (if any) _____

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
(If this is a course removal, only fill out this section.)

This course was created for scheduling purposes at Indian Trail Academy. The Academy no longer uses this course number.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

N/A

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

N/A

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

N/A

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff \$ 0

c. Supplementary \$ 0

b. Textbooks/kits \$ 0

d. Facilities/Space \$ 0

Approvals:

Name(s)

Date

Department head & Principal _____ / _____

Building Review Committee _____

District Review Committee _____

Central Office _____

APPENDIX B

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated 12/8/2015 Name Jennifer Lawler

Department & School Teaching & Learning

Proposed or Removed Course Name Math Analysis /Precalculus (351011 & 351012)_____

___ New Course X New Name Length: ___ Quarter Credits: ___ ½ Credit

___ Removal/Replacement of Course ___ Semester X 1 Credit

Recommended Prerequisites (if any) Algebra 2

Rationale for Course: Explain why this course is needed – It fills a curricular gap, extends course sequence, addresses needs of a particular learner. How does this course support the district focus on achievement for all students? Does this course fit the District's approved curriculum cycle?
(If this is a course removal, only fill out this section.)

In the 2006 adoption cycle, *Advanced Math Analysis Honors* was renamed *Precalculus Honors*. To be consistent with course naming conventions for other high school mathematics courses as well as in other content areas, this request is to rename *Math Analysis* as *Precalculus*.

Proposed Course Description: In three or four sentences, write a course overview appropriate for the Course Description Booklet.

N/A

Content Standards and Benchmarks: List the primary content standards and benchmarks students will be expected to understand and be able to apply as a result of taking this course.

N/A

Pacing Guide/Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction.

N/A

Cost Associated with the Course: Estimate the costs involved in offering this course. List desired texts and materials on a separate sheet. Also list and explain other needs.

a. Teaching Staff \$_____ c. Supplementary \$_____

b. Textbooks/kits \$_____ d. Facilities/Space \$_____

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____/_____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____

Precalculus

Year at a Glance						
Semester 1			Semester 2			
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Functions	Complex Numbers and Polar Coordinates	Trigonometry	Conics	Matrices	Vectors	Statistics
20 days	15 days	45 days	15 days	25 days	15 days	25 days
N.CN.C.9 F.BF.B.4 F.BF.B.5 F.IF.C.7 F.BF.A.1 A.APR.7	N.CN.A.3 N.CN.B.4 N.CN.B.5 N.CN.B.6 N.CN.C.8	F.TF.A.3 F.TF.A.4 F.TF.B.6 F.TF.B.7 F.TF.C.9 G.SRT.D.9 G.SRT.D.10 G.SRT.D.11 G.C.A.4	G.GMD.A.2 G.GPE.A.1 G.GPE.A.2 G.GPE.A.3	N.VM.C.6 N.VM.C.7 N.VM.C.8 N.VM.C.9 N.VM.C.10 N.VM.C.12 A.REI.C.8 A.REI.C.9	N.VM.A.1 N.VM.A.2 N.VM.A.3 N.VM.A.4 N.VM.A.5 N.VM.C.11	A.APR.C.5 S.CP.B.8 S.CP.B.9 S.MD.A.1 S.MD.A.2 S.MD.A.3 S.MD.A.4 S.MD.B.5 S.MD.B.6 S.MD.B.7

KENOSHA UNIFIED SCHOOL DISTRICT

February 23, 2015

SCHOOL BOARD POLICY AND RULE 4332

Background

Initially, we were updating Policy 4332 so that it explicitly included the word “chaperones” in order to align with the new Board Policy and Rule 4333 Chaperone Requirements and Expectations (approved on August 25, 2015). At its September 8, 2015 meeting, the Personnel/Policy Committee voted to forward revision of Policy and Rule 4332 to the school board for consideration. Subsequent to that meeting, we discovered that the language should be updated in a broad scope to capture the interests of the district while aligning with federal laws.

In further reviewing the language of Policy 4332 it was discovered that we needed to update it so that it not only reflected considerations regarding past convictions, but also “circumstances giving rise to pending charges” at the time of application for a position. Please note that an employer cannot discriminate against an applicant based on information obtained in criminal background checks. However, an employer may consider criminal background information in making employment decisions if the conviction or circumstance giving rise to a pending charge is *substantially related* to the circumstances of the particular job.

We also updated Rule 4332 in paragraph 4 so that it reflects the use of any vendor the district may deem necessary in order to complete a thorough criminal background check. We also updated to make sure the cross references were accurate.

Administrative Recommendation:

Administration recommends that the School Board approve updated Policy and Rule 4332 – Criminal Background Checks as first reading on February 23, 2016, and a second reading on March 22, 2016.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Annie Petering, J.D.
Chief Human Resources Officer

POLICY 4332
CRIMINAL BACKGROUND CHECKS

A criminal background check shall be conducted for all persons recommended for employment as administrators, teachers, other certified employees, substitute teachers, and all other non-certified employees, including but not limited to substitutes, service employees, educational assistants, secretarial/clerical staff, educational interpreters, carpenters/painters, part-time/temporary, miscellaneous, advisors and coaching assignments.

Likewise, a criminal background check shall be conducted on any persons who have District approved access to children in supervised or unsupervised settings before they will be allowed to come in contact with students. This includes, but is not limited to, **chaperones** volunteers, tutors, mentors and independent contractors.

Information from criminal background checks will not be used or considered in making employment or volunteerism decisions, unless ~~there are a past convictions or pending charges that are~~ **is** substantially related to the circumstances of the particular job **or the circumstances giving rise to a pending charge are substantially related to the circumstances of the particular job.**

Under the principle of federal supremacy and in accordance with the provisions of federal law requirements, all applicants recommended for employment with federally funded Head Start positions shall be required to disclose information regarding all prior arrests, in addition to convictions and pending charges.

LEGAL REF.: 42 U.S.C. ~~2982~~**43A**
Wisconsin Statutes
Sections 111.335 (Arrest or conviction record discrimination; exceptions and special cases)
118.19 (Teacher licenses; limits on DPI issuance of license based on conviction record)

CROSS REF.: 2210 Recruitment and Appointment of Superintendent
2211 Recruitment and Appointment of Administrative, Supervisory, and Technical Staff
4110 Equal Employment Opportunity and Affirmative Action
4260 Personnel Records
4330 Staff Selection and Hiring Process
~~4340 Substitute Personnel Employment~~
6530 Community Resources

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: May 10, 1994

REVISED: June 27, 2000
May 14, 2002
July 23, 2002
February 23, 2010
March 22, 2016

RULE 4332

CRIMINAL BACKGROUND CHECKS

1. The employment application will include a permission form for obtaining ~~crime~~ **criminal** record information.
2. Applicants for federally funded Head Start positions shall complete a separate form detailing all arrests, in addition to convictions and pending charges. If an applicant for a Head Start position discloses that they have been arrested or convicted of a crime, the Office of Personnel will determine whether the nature of the offense or alleged offense precludes the applicant from serving in the position applied for. The Office of Personnel will keep all arrest and conviction record information confidential to the extent authorized by law, and will not disclose same to the interview teams.
3. If the person recommended for employment refuses to cooperate in fully completing the form or is found to have provided false, inaccurate or incomplete information on the employment application, the person will be disqualified from consideration for employment or may be considered for dismissal.
4. ~~A crime~~ **Criminal** records check shall be made through **available resources for each applicant recommended for employment. Such resources for the criminal records check include but are not limited to the Wisconsin Department of Justice, federal and tribal searches, state(s) of prior residence, multi-state searches, sex offender registries, and other available sources as determined by the District.** ~~for each applicant recommended for employment.~~ The District will reimburse the **source of the background check** ~~Department of Justice~~ for this service, **as applicable.**
5. Persons recommended for employment will be provided a copy of the information from the crime records check upon request. Persons requesting copies of the information will reimburse the District for the cost of providing the copies. Persons recommended for employment may attach any statement or explanation to the report.

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February 9, 2016
Personnel/Policy Standing Committee

POLICY AND RULES 1213, 3535 AND 4226

Background:

Policies 1213 Web Publication, 3535 Technology Acceptable Use and 4226 Online Forum each currently refer to the appropriate use of technology and the content that is posted on online forums, including websites, social media, blogs and other various forums. While each of the policies independently served a purpose in the past, our legal advisors recommend streamlining the three policies into one to better allow the district to uphold what is contained within them. By streamlining, the district will have one policy regarding acceptable use of technology for staff.

One of the major changes includes cleaning up language to delineate between an employee's personal use and professional use of social media. This was done to ensure the District does not violate First Amendment Rights. The new policy clarifies personal use of the District's electronic communication system, personal/off-duty use of social media and electronic communications with students.

Another change includes discouraging the use of personal email and social media accounts as a tool to communicate with students. While this is not banned, it will be discouraged because employees have District email and should use this tool rather than personal communication tools. There are exceptions allowed, but in general it will be discouraged.

In addition, language from Policy 1213 was cleaned up to allow the District to post/share appropriate student information as allowable under FERPA, Wis. Stat. 118.25 and the District's Student Records Policy. These items allow the District to disclose directory data such as athlete's names.

The new employee guidelines also put into writing the restriction for soliciting for personal commercial use as well as for outside organizations. This prevents staff from using District email to solicit for organizations outside of KUSD (i.e. non-district charity walks, fundraisers, etc.).

Administration Recommendation:

On Feb. 9, 2016, the Personnel/Policy Committee voted to forward administration's recommendation of sending revised Policy and Rule 4226 Staff Technology Acceptable Use Policy, which includes the elimination of Policies/Rules 1213 and 3535, to the school board for consideration as a first reading on February 23, 2016, and a second reading on March 22, 2016.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Executive Director of Community
Partnerships and Media Relations

POLICY 4226
STAFF TECHNOLOGY ACCEPTABLE USE

Technology may be used for instruction, research, communication and other educational or professional purposes. Employee use of technology shall be consistent with the educational goals and objectives of the District and shall comply with applicable Board policies and rules.

The District will maintain a District website and use social media for the purpose of collaborating, communicating and disseminating District information. Content posted on the District's website and social media pages is the property of the District.

The District's electronic communication system, which includes telephones, copy/scan/fax machines, desktop computers, laptop computers, email and the network, is the property of the District. All messages, information and data sent, received or stored on the District's electronic communication system is the property of the District. The District reserves the right to monitor employee and student use of technology and inspect any messages, information or data sent, received or stored on the District's electronic communication system.

Failure to comply with this policy and its implementing rule may result in discipline, up to and including termination.

LEGAL REF	Wis. Stat. § 118.001
	Wis. Stat. § 120.12
	Wis. Stat. § 120.13
	Wis. Stat. § 943.70
	Wis. Stat. § 947.0125
	Wis. Stat. §§ 19.31 - 19.39
	Wis. Stat. § 115.31
	Wis. Stat. §§ 19.62 - 19.80
	Children's Internet Protection Act
	Neighborhood Children's Internet Protection Act
	Children's Online Privacy Protection Act

CROSS REF	1200	Public Information Program
	1210	Communication – School Sponsored (Including Crisis)
	1213	Web Publication
	1240	Access to Public Records
	1510	Advertising/Promotions
	3531.1	Copyrighted Materials
	4111	Employee Harassment
	4224	Employee Code of Ethics
	4260	Personnel Records
	4362	Employee Discipline

6120 Core Values
6470 Student Records
6633 Student Technology Acceptable Use Policy
Employee Handbook

AFFIRMED

GUIDELINES FOR STAFF TECHNOLOGY ACCEPTABLE USE

For the purposes of this document, an electronic communications system is defined as the district's technology offerings, including but not limited to telephones, mobile phones, fax/scan/copy machines, Internet, Wi-Fi, the network computing devices and other technology tools available to staff.

1. **Responsibility:** Employees are responsible for the proper use of any District electronic communication accounts that are issued under their name or that the employee is charged with managing. Employees are responsible for ensuring proper use of technology by students under their supervision.
2. **Passwords and security:** Employees are prohibited from sharing their password for any electronic communication accounts that are issued under their name, however, employees may share their password with a member of the IT staff if necessary. In that case, the employee shall change his or her password immediately after the IT staff member has completed the task. Employees also are prohibited from accessing another user's account without permission. If an employee identifies a security problem associated with the network or his or her user account, the employee shall notify IT staff.
3. **Privacy:** Passwords are for the purpose of preventing unauthorized access to the District's electronic communication system only; employees have no expectation of privacy when using the District's electronic communication system, even for personal use. The electronic communication system is the property of the District, and the District reserves the right to monitor and inspect any messages, information and data sent, received or stored on the District's electronic communication system. Documents or messages created, sent, received or stored on the District's electronic information system may be considered a public record and subject to disclosure under the Public Records Law.
4. **Prohibited use of the District's electronic communication system:** Employees' use of the District's Electronic Communication System must reflect the District's standards for professionalism. Employees shall not use the District's electronic communication system for:
 - a. Accessing, sending, viewing or storing messages, images, websites or other materials which are sexually explicit, obscene, pornographic, or harmful to minors;
 - b. Soliciting for personal commercial activities or non-District related organizations or activities, unless approved by the District pursuant to the procedures in Board Policy 1500;
 - c. Accessing or disclosing confidential information without authorization. Any access to or disclosure of confidential student information must comply with the Family Educational Rights and Privacy Act, Section 118.125 of the Wisconsin statutes and the District's student records policy; or

- d. Any other purpose which would violate law or Board policy (including harassment policies).

Employees who use District equipment on District premises will accept full and unconditional responsibility for any equipment damage or loss and will reimburse the District within a reasonable time for the applicable repair/replacement cost. Further, the responsible party agrees to hold the District harmless for damages caused to any individual or others by the use of this equipment.

- 5. Use of District technology equipment off district premises: Employees may use District-owned technology equipment off District premises with appropriate administrator approval. Technology equipment may not be removed from a District building if its removal in any way causes disruption to the learning environment or decreases access to technology for District staff. Any technology assigned to staff for both on and off premises must be reflected in Destiny Asset Manager.

Employees who use District equipment off District premises will accept full and unconditional responsibility for any equipment damage or loss and will reimburse the District within a reasonable time for the applicable repair/replacement cost. Further, the responsible party agrees to hold the District harmless for damages caused to any individual or others by the use of this equipment.

- 6. Personal use of the District's electronic communication system: Incidental and occasional personal use of the District's electronic communication system is permitted, but such use is subject to this policy. Personal use of technology must be limited to break time and time outside the work day. Personal use must not interfere with student instruction, the performance of an employee's job duties or District business. Employees shall not use their District email address for personal commercial purposes. Employees may connect personal technology devices to the District's network, as long as this does not interfere with the operation, integrity or security of the District's network. The District is not responsible for the safety or security of personal technology devices or the software on them that employees choose to bring into the District. The District does not provide technology support for personal devices.
- 7. Personal/off-duty use of social media and personal Web pages: Even if an employee is off-duty and not using the District's electronic communication system, an employee's personal use of technology or social media may be subject to this policy and regulated by the District if: the employee chooses to identify himself/herself as a District employee; the use affects the employee's job performance or the performance of other District employees or the use involves or relates to the District, District students/families or District employees. Unless authorized to do so by the superintendent or his/her designee, employees shall not: represent themselves as a spokesperson for the District or create or post content to a personal/non-authorized website that purports to be an official/authorized website of the District. Employees shall not use their District email address to register for a personal social media account.

8. **Electronic communication with students:** Employees shall use their District email address when communicating with students. Unless authorized to do so by the superintendent or his/her designee, employees shall not communicate with students via their personal email addresses, social media accounts, home phones, cellphones or other application not authorized by the District for communication with students. Employees also should use discretion when communicating with parents on social media (e.g., accepting “friend” or “follower” requests).
9. **The District’s website/social media pages:** The superintendent or his/her designee reserve the right to approve content posted on the District’s website and social media pages. All school-level Web editors must communicate with the District Web Specialist for information and assistance. The editors are responsible for ensuring accurate information is shared by maintaining the website and requesting updates be made by the Web specialist. All school-level social media administrators must communicate with the District communications specialist for information and assistance. The social media administrators are responsible for ensuring accurate and timely information is shared/posted. The Web editors and social media administrators are expected to ensure accurate spelling and grammar.

The following content shall not be posted or shared on the District’s website or social media pages:

- a. Content that is sexually explicit, obscene, pornographic or depicts alcohol, drug or tobacco use.
- b. Copyrighted material without the written consent from the owner and proper attribution.
- c. Any photos, videos, names, artwork or other likenesses of students with a media restriction on file.
- d. Links to personal or commercial websites.
- e. Content that violates Board policy or rules.
- f. Personally identifiable information relating to individual students or their families, except as permitted by the Family Educational Rights and Privacy Act, Section 118.125 of the Wisconsin statutes, and the District’s student records policy. Elementary (4K-5) students only may be identified by their first name and last initial. Note: Regardless of age, photos, videos, names, artwork or other likenesses cannot be used if a student has a media restriction on file. Home telephone numbers, home addresses and email addresses of students and their family members shall not be posted or shared.

POLICY 4226
ONLINE FORUM

Online forums, including social networking websites (such as MySpace, Facebook, Twitter LinkedIn, etc.), personal websites, online discussion/chat rooms, and weblogs, have become popular tools for communication among students, staff and parents. While the use of these online forums has many

advantages, such use can also create potential liability for the District. As a result, the District has developed certain rules regarding employee use of online forums, as such use pertains to the school community, in order to protect the interests of the students, the parents, the District, and its personnel.

Cross Ref: ~~1200 Public Relations Program~~
~~1210 Communication — School Sponsored (including Crisis)~~
~~1213 Web Management~~
~~1240 Access to Public Records~~
~~3531.1 Use of Copyrighted Materials~~
~~3535 Electronic Communication (Personnel)~~
~~3811 Use of District-Owned Technology Equipment by Employees Off School Premises~~
~~4111 Employee Harassment~~
~~4224 Employee Code of Ethics~~
~~4260 Personnel Records~~
~~4362 Employee Discipline~~
~~6120 Core Values~~
~~6470 Student Records~~
~~Employee Handbook~~

AFFIRMED: July 20, 2010

RULE 4226
ONLINE FORUM

The following policy should be adhered to when posting on or communicating via any online forum:

1. ~~Employees should have no expectation of privacy when using online forums. Information posted on or exchanged through online forums may be accessed by parents, students, co-workers, and members of the public. Therefore, when communicating with students or parents, District employees should remember that their conduct represents the District, and any information posted or exchanged should always be in the interest of serving the District's students.~~
2. ~~District employees may not use online forums to harass, threaten, libel, malign, defame, disparage or discriminate against members of the school community, including but not limited to, students, parents and/or guardians, co-workers or the administration. Employees may not write about, post pictures of, or otherwise refer to any student, parent/or guardians, co-workers or administrator without their permission.~~
3. ~~Electronic communications and social networking activities for work related purposes, regardless from where they are sent, must maintain and reflect the District's standards for professionalism, including proper tone and subject matter. Thus, for example, profanity and vulgar or demeaning jokes are inappropriate. Employees should also avoid discussions of conduct that is prohibited by District policies, such as alcohol and drug use on school property.~~
4. ~~Employees must comply with all District policies covering confidential information. Employees may not post confidential or otherwise legally protected information or materials on any online forum. Employees are prohibited from posting photographs of students, staff or parents taken at District premises or events, without explicit permission.~~
5. ~~Employees determined to have violated this policy may be subject to discipline up to and including discharge.~~

The purpose of the District's website and supported web environment is to provide an effective means to communicate, collaborate and disseminate District information. Students and staff provide web content that promote and support the educational mission of the District school curriculum, instruction, and school-authorized activities. All web content published within the District's web environment shall comply with District rules regarding content and technical specifications, and is the property of the District.

LEGAL REF — United States Congress

———— Section 508 of the Rehabilitation Act 29 U.S.C. 794d

———— Wisconsin Statutes

———— Sections 19.31 ——— [Public policy on access to record information]

———— 118.125 ——— [Confidentiality of student records]

———— 120.12(1) — [Board duty; care and control of school district property]

———— 120.13 ——— [Board power to do all things reasonable for the cause of
education]

———— 943.70 ——— [Computer crime]

———— 947.0125 — [Unlawful use of computerized communication systems]

———— Family and Educational Rights and Privacy Act [Confidentiality of student
record information]

———— 17 U.S.C. — [Federal Copyright Law]

———— Children's Internet Protection Act

———— Neighborhood Children's Internet Protection Act

———— Children's Online Privacy Act

CROSS REF.: 1200 — Public Relations Program

1210 — Communication — School Sponsored (Including Crisis)

1240, — Access to Public Records

1510 — Advertising/Promotions

3531.1, Copyrighted Materials

3535, — Technology Acceptable Use

4226 — Online Forum

6470 — Student Records

AFFIRMED: December 14, 2004

REVISED: December 19, 2006

———— September 27, 2011

**RULE 1213
WEB PUBLICATION**

1. ~~Creator and publisher of District online content must adhere to all District Policies, rules, regulations, and obligations. Kenosha Unified has the right to approve the content.~~
2. ~~All web developers must communicate with the District Web Specialist for information and assistance. Developers are ultimately responsible and must ensure accurate and up to date content by maintaining this content or communicating changes to the Web Specialist. Developers are expected to ensure accurate spelling and grammar.~~
3. ~~Text, images, movies or sounds that contain pornography, profanity, obscenity, alcohol or tobacco usage, or language that bullies others will not be permitted. Web pages should not contain copyrighted material without proper permission.~~
4. ~~Student Identification Safeguards~~
 - a. ~~No personal information about a student may be included on web pages published on the District website. This includes home telephone numbers and addresses as well as information regarding the specific location of any student at any given time, other than attendance at a particular school or participation in activities. This includes full names of other family members or full names of friends.~~
 - b. ~~Elementary (PK-5) student work, photos, movies, or sound recordings that are supported through media release protocol may only be identified with the student's first name and initial of their last name. No media may identify elementary students by their full name unless permission is given in writing by a parent/guardian.~~
 - c. ~~Student email addresses should not be published on District web content.~~
5. ~~Personal or commercial websites may not be linked from or published on the Kenosha Unified supported web environment.~~
6. ~~All main school websites will be hosted within the District domain.~~
7. ~~Staff, students, school clubs, groups, and organizations that wish to publish a website outside of the District supported web environment will adhere to District policies. Any links to these third party sites will utilize the external website District disclaimer.~~
8. ~~Staff, students, school clubs, groups, and organizations may not utilize District logos on non-District sites or sites not housed on the District servers, nor may they represent the website as sanctioned by the District.~~
9. ~~Published content cannot include any written statements, student images, or any references to students, parent/guardians, co-workers, or administrators on non-District sanctioned websites without their permission.~~
10. ~~The District provides a supported and secured online learning collaborative resource for classroom assignments, discussions and documentation. Teachers should utilize this environment for classroom content first before securing a third party alternate web resource.~~

POLICY 3535
TECHNOLOGY ACCEPTABLE USE

The District provides electronic communication resources to enhance productivity and enable users to achieve an efficient, high quality educational environment. Electronic communication refers to all aspects of voice, video and data communications including, but not limited to voice mail, e-mail, fax, Internet, etc.

The District's technology resources are District assets. While the District respects the privacy and security needs of all individuals, authorized District representatives may review, audit, intercept, access and/or disclose all communications created, received or sent using District or personal technology resources including the use of personal email accounts at any time, with or without notice. Use of such resources constitutes consent to monitoring and/or access.

Failure to comply with the terms of this policy and its implementing rules may result in disciplinary action being taken against the user. Such action shall be in accordance with Board policy regarding employee discipline.

LEGAL REF.: Wisconsin Statutes

Sections 118.125 [Confidentiality of student records]
120.12(1) [Board duty; care, control and management of district property]
947.0125 [Prohibited conduct via electronic communication systems]
943.70 [Computer crimes]
17 U.S.C., Federal Copyright Law [Use of copyrighted materials]
Children's Internet Protection Act [On-line safety]
Federal Family Educational Rights and Privacy Act [Confidentiality of student records]

CROSS REF.: 1240, Access to Public Records

3531.1, Copyrighted Materials
4111, Employee Harassment
4224, Employee Code of Ethics
4226, Online Forum
4260, Personnel Records
4362, Employee Discipline
6120, Core Values
6470, Student Records
6633, Student Technology Acceptable Use Policy

AFFIRMED: November 23, 1999

REVISED: April 24, 2000

October 28, 2003

May 22, 2007

December 18, 2007

June 28, 2011

RULE 3535

TECHNOLOGY ACCEPTABLE USE

A. Use of Technology Resources

- 1. All electronic and telephonic systems and communications transmitted by, received from or stored on the District storage devices are the property of the District.
- 2. The District reserves the right to inspect and/or monitor messages and materials transmitted over all communications media, including the monitoring of Internet connect time and sites accessed. Information services staff members are not authorized to access, open or delete individual files, mailboxes, messages or other electronic transactions unless authorized by the Superintendent/District designee or the individual user.
- 3. All electronic communication tools are to be used for District-related purposes, and users must use these in accordance with their access privileges. Personal use of these tools is allowed only if it:
 - Does not interfere with student instruction or District business;
 - Does not compromise district infrastructure;
 - Does not create a conflict of interest;
 - Does not constitute an illegal activity, including, but not limited to: copyright violations; modification, acquisition of or access to passwords, files, accounts or other electronic information that belongs to another person; use of the system(s) to harass, threaten or interfere with the business of others; or downloading, displaying or printing of distasteful or offensive materials, including without limitation "adult," racist or hateful materials or visual depictions that are obscene or child pornography.
- 4. It is within the District's sole discretion to determine what is distasteful, offensive or has the potential of causing the creation of a "hostile" work environment.
- 5. District employees shall not use their District e-mail address for personal commercial business.

B. Authorized Access/Security/Privacy

- 1. The primary responsibility for ensuring the confidentiality of personal communications lies with the user. Users should not share or divulge their password(s) as they may be held liable for any access by their account even if the actions were undertaken by another individual.
- 2. Abuse of access privileges or passwords by unauthorized entry into another user's system or files or into the District's internal or external networks, or the distribution of messages or materials that are not consistent with the policies for appropriate workplace conduct, is subject to disciplinary action. If the abuse of access privileges is illegal, the violator may be subject to legal penalties.
- 3. The use of external communications, such as Internet, are not secure and information communicated may be intercepted and accessed illegally. Therefore, never transmit or discuss sensitive information or use another user's electronic credentials.
- 4. The confidentiality of student record information is protected by the Family Educational rights and Privacy Act, (FERPA), and the state student records law. Designated school officials may review electronic transactions to ensure that systems are being used properly. Confidentiality shall be maintained in accordance with the District's student records policy and procedures and applicable legal requirements.

TECHNOLOGY ACCEPTABLE USE

Page 2

~~C. Use of District Technology Equipment by Employees Off District Premises~~

- ~~1. District employees shall be permitted to use District owned technology equipment off District premises with appropriate administrator approval. Any technology assigned to staff for both on and off premises use must be reflected in Destiny Asset Manager.~~
- ~~2. Employees who use district equipment off school premises will accept full and unconditional responsibility for any equipment damage or loss and will reimburse the District within a reasonable time for the applicable repair/replacement cost. Further, the responsible party agrees to hold the District harmless for damages caused to any individual or others by the use of this equipment.~~
- ~~3. Technology equipment may not be removed from a District building if its removal in any way causes disruption of the learning environment or decreases access to technology for District students and/or staff.~~

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

- ~~1. Personal technology may be used to connect to the District infrastructure.~~
- ~~2. The use of personal technology must not interfere with legitimate educational purposes and must be used in accordance with the overall Technology Acceptable Use Policy.~~
- ~~3. Personal technology devices and applications must not interfere with the operation and integrity of the District's internal wired and wireless network.~~
- ~~4. The District is not responsible for the safety or security of personal technology devices that staff chooses to bring into the District.~~

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KENOSHA UNIFIED SCHOOL DISTRICT

February 23, 2016

Policy & Rule 6633 –Student Technology Acceptable Use Policy

Policy 6633 – Student Technology Acceptable Use Policy refers to the expectations for Kenosha Unified students and their various interactions with technology. This policy currently is presented to all families as a required component of the annual school registration process. Also, each student is sent a copy to their district assigned internal email account at the start of each school year. Staff members from each school take time to educate all students on the expectations as well as the benefits to gaining comfort and efficiency with the ever growing technology within our schools. Similar policies related to technology use have been revised based on legal guidance. Minor revisions relate to the proposed alignment to the other district policies related to overall technology use, as well as removal of redundant phrases.

Administrative Recommendation:

At its February 9, 2016, meeting, the Personnel/Policy Committee voted to forward revisions to Policy and Rule 6633 - Student Technology Acceptable Use to the School Board for consideration. Administration recommends School Board approval of the proposed revisions to Policy and Rule 6633 - Student Technology Acceptable Use as a first reading at the February 23, 2016, regular School Board meeting and a second reading at the March 22, 2016, regular School Board meeting.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kristopher Keckler
Executive Director of Information & Accountability

POLICY 6633

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, electronic devices, private and public networks, **and electronic communication systems managed within KUSD. These may include common technologies utilizing the Internet, Wi-Fi, laptops, 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 ~~being~~ used responsibly. All communication including text and ~~images~~ **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 the opportunity to utilize their own devices within district technology networks and staff monitored environments will only expand the skillset needed to operate in a comfortable and responsible manner. Student-owned devices should only be used as a resource for learning, and strengthen the integration with curriculum and collaboration. 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 ~~will be~~ **is** an annual expectation for students and parents/guardians.

LEGAL REF.: Wisconsin Statutes

Sections 120.12(1) [~~School Board duties-duty; care and control of school district property]~~
120.13 [~~School Board powers-to do all things reasonable for the cause of education]~~
121.01(1)(h) [~~Instructional materials standard]~~
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 ~~Policy~~
5111, **Anti-Bullying/Harassment/Hate**
5430, Student Conduct and Discipline
5437, Threats ~~and/or Assaults by Students~~
~~6110, Instructional Program Mission and Beliefs~~
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

RULE 6633

STUDENT TECHNOLOGY ACCEPTABLE USE POLICY

General school rules for behavior and communications apply, including the District's anti-harassment policies. Students shall abide by District guidelines governing Internet safety and acceptable use **of technology**. Misuse of 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 electronic resources.

- 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 ~~in nature or cause another to be disturbed or distracted~~.
- Students shall not use District technology resources for personal commercial activities not related to instruction. Personal purchase or sale of products or services is prohibited.
- 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 District.
- Students shall maintain confidentiality of their usernames and passwords and shall not utilize usernames and passwords of others.
- **All school related electronic publications** ~~Student produced web pages~~ are subject to approval and ongoing review by staff. All ~~web communication~~ **publications** should reflect the mission and ~~character~~ **cores values** of the school and District.
- 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).**

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

Use of Personally Owned Technology Equipment Connected to District Network Infrastructure

1. Personal technology may be used to connect to the District infrastructure, when authorized.
2. The use of personal technology must not interfere with legitimate educational purposes and must be used in accordance with the overall Technology Acceptable Use Policy.
3. Personal technology devices and applications must not interfere with the operation and integrity of the District's internal wired and wireless network.
4. The District is not responsible for the support, safety, or security of personal technology devices that students choose to bring into the District.

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.

KENOSHA UNIFIED SCHOOL DISTRICT

February 23, 2016

2016-2017 Employee Handbook – Revised Edition

Administration recommends the changes for the 2016-2017 employee handbook.

Introduction (p. 1)

We recommend no changes to this section.

Common Terms and Definitions (p. 1)

We recommend no changes to this section.

Other Definitions (p. 1)

We recommend using a simple statement defining benefit eligible employees as an employee who works 50 percent or more per week (.50 FTE or greater). In the current version of the handbook, each employee group is listed out separately. We are recommending removing each of the employee groups as we are no longer under collective bargaining language and we need to realign so that we are looking at all our employees similarly. Further, these employee groups are inaccurate as there is no longer a service employee group.

Section 1: Employment

Teacher Resignation Forfeiture (p. 9)

We are recommending the removal of the wording “consideration may be given for extenuating circumstances.” Currently, we have been receiving requests for waivers based on this language, the majority of which are not based on extenuating circumstances.

When a teacher signs his/her contract the contract is clear and expressly states that “Resignations submitted after June 15 will be subject to a forfeiture fee of \$1,500. Resignations submitted after the first teacher workday will be subject to a forfeiture penalty of \$3,000.”

We need to hold true to the terms and conditions of the teacher contract otherwise there is no purpose to the contracted language. Further, the rationale behind this penalty/ forfeiture is to discourage teachers from leaving after June 15 and/ or the start of the school year which leaves the district in a comprising situation to quickly find a replacement.

Inclement Weather (p. 10-11)

We updated the inclement weather provision so that it aligns with the updated inclement weather policy and rule 3643, approved by the Board on September 22, 2015.

Job Postings (p. 12)

We updated this provision to read “[w]hen the district determines to post a position, the vacancies will be posted on the district website for a minimum of five days.”

We are recommending this change so that we can maximize the number of highly qualified applicants we receive within a brief period of time. If we wait five days to post externally we may miss out on many external highly qualified applicants.

Section 2: Compensation (p. 13-14)

This section was copied and pasted from elsewhere, which is why it is bold, but there are no content or grammatical changes. We recommend no changes to this section.

Section 3: Employment Records (p. 15-16)

We recommend no changes to this section.

Section 4: Employee District Benefits and General Leaves

Vacation Days (Revised Copy p. 17)

We changed vacation payout so that now all employees who accrue vacation time will be paid out upon separation (voluntary) from the district. We are recommending this change as there are some employees who upon submitting their resignation will submit their vacation request in order to use up their vacation time. In cases of long-term employees, they may have over four weeks of vacation to use up and this causes a hardship for supervisors and managers as they cannot afford to have the employee out for such a long period of time. In addition, the supervisor/ manager also has to wait to fill the position until the resignation is effective. So, basically, the supervisor/ manager is without an employee for four weeks or longer.

In order to alleviate this hardship, we are therefore making the recommendation so that all employees who accrue vacation time will be paid out their vacation time upon voluntary separation from the district.

Personal Days (Revised Copy p. 18)

We updated the sentence pertaining to when personal days may be taken to read “may be taken January through December” in place of “each calendar year.” We are recommending this update as there was confusion as to the wording of calendar year.

Additional Holiday Information (p. 18-19)

We are recommending giving all 12-month employees, except custodial and maintenance staff, paid spring break in the same manner as winter recess. Patrick Finnemore, Director of Facilities Services, has shared the challenges associated with custodial and maintenance staff having spring break off work. Supervisors will have the option of adjusting schedules of those employees who may have to work due to the needs of the district, e.g. facilities employees.

We are recommending updating paragraph two of this section to indicate that maintenance and custodial staff will not receive spring break as paid time off.

Sick Days (p. 19)

We updated the sick leave language to read “[a]ny benefit-eligible employee who works 50 percent or greater per week (.50 FTE or greater) will be eligible for sick leave on a pro-rated basis”. The previous language was not very clear and inapposite to the definition of employees who are benefit-eligible.

We are recommending updating the noted sentence so that the language matches the definition of a benefit eligible employee (see page 1) and so that there is no ambiguity in the intent as to which employees are eligible to accrue sick time.

Funeral Leave (p. 19)

We updated the wording of funeral leave to “bereavement” as this is more appropriate wording when an employer provides paid time off.

Childrearing Leave (p. 23)

We will continue to offer childrearing leave to both male and female employees equally. An employee will have the opportunity to request a total of one year off for the birth or adoption of a child. We recommend no changes to this section.

Unpaid Medical Leave (p. 23-24)

We will continue to offer unpaid medical leave for those employees who do not qualify for FMLA or have exhausted their FMLA leave. Upon further review with the Board, we are recommending one minor change. Specifically, we are recommending the addition of the sentence “The unpaid medical leave will be granted at the discretion of the Superintendent/ designee” to the end of the first paragraph.

Tuition Reimbursement (p. 25-26)

Under the current handbook, there were six different sections for tuition reimbursement for employee groups (service employees, secretaries, interpreters, educational support professionals, teachers and AST’s). We decided to condense into three sections – one for non-instructional staff, one for teachers and interpreters and one for AST’s. As referenced earlier, we need to move away from treating employees disparately and need to have language that treats all comparable employees equally, e.g. non-instructional and instructional staff.

Both non-instructional and teachers and interpreters will receive \$50 per credit up to six credits per semester. The requirements for reimbursement have not changed as they are a mixture of the requirements currently listed in the handbook.

Long-Term Leave of Absence without Pay (p. 26)

This section was removed as it is currently written and revised and placed into separate sections as child-rearing leave and unpaid medical leave.

We are no longer offering an unpaid educational leave of up to (1) year as this was a benefit conferred several years ago under collective bargaining. The intent was to allow teachers a sabbatical leave. Over the years, few teachers have used this provision. In the most recent two years, no teachers have put in for this leave.

Light Duty (p. 28)

We updated the last sentence to read “[u]pon return to work following a work-related injury *or illness*, an employee *will* be required to provide certification from the employee’s treating physician verifying that the employee is able to safely perform job functions.” We added the words “or illness” and deleted the word “may” and added the word “will” so that the sentence comports with requirements under the law.

Section 5: Conditions of Employment

Required Medical Documentation: Non-Certified Positions (p. 36)

We are recommending that employees furnish proof of a completed physical exam prior to employment start date. It is necessary that employees are physically able to perform the essential functions of their job and we need to know this prior to the employee’s start date, not 30 days after as the current practice.

Required Transcripts, Certification and Medical Documentation for Certified Staff (p. 36)

We updated paragraph four so that it matches the same language as that of the medical documentation requirements for non-certified employees.

Absence Reporting/ Procedures (p. 38)

We updated this section by removing references to AESOP and instead used the language “the district absence reporting system in place.” We do not want to use the name of a specific vendor as we may or may not continue to use this vendor. If we use generic language then we do not have to update handbook language each time the vendors are changed.

Drug Testing: Reasonable Suspicion (p. 40)

We updated the second sentence of the first paragraph to read, “...we prohibit the use of non-prescribed drugs or alcohol and/ or the abuse of prescribed drugs during work hours.” We want to

make sure that we address all possible scenarios of drug abuse. Therefore, we updated paragraph three, by removing the word “illegal” to read “[i]f there is reason to suspect that an employee is working while under the influence of drugs or alcohol...”

We updated the fourth paragraph by identifying Policy 4221 in this sentence, “[t]he employee must also sign a testing authorization and acknowledgement form confirming that he or she is aware of Policy 4221 and employee’s rights.”

Employee Training and Professional Learning (p. 41)

We updated this section by replacing the word “development” with “learning” so that we align with updated board policies reflecting the professional learning for staff.

Layoff & Reduction in Workforce (p. 41)

We retitled this section to “Reduction in Force” so that it aligns with law when describing reduction in force. We also made minor grammatical changes. We did not make any changes to the content.

Section 6: Employee Conduct, Code of Ethics and Disciplinary Action (p. 42)

We updated this section in the second paragraph. We added the phrase “and all board policies” at the end of the second sentence in the second paragraph as it is incumbent upon all new employees to familiarize themselves with the departmental rules of conduct, regulations and all board policies.

Employee Discipline Procedures (p. 43)

We are recommending updating the title of this section to read “Employee Discipline” so that it matches the title of Board Policy 4362.

Employee Acknowledgment (p. 50)

We are directing employees to access the employee handbook in the Human Resources portal. We are requesting the employees acknowledge receipt and review the handbook online. This is a one-time requirement of all employees anytime there is an update to the handbook.

Additional Information since the January 26, 2016 regular board meeting:

The Q&A below is being provided based on questions or statements posed by members of the Board of Education during an informational update of the KUSD Employee Handbook at the regular Board meeting held on Tuesday, January 26, 2016.

Q: Can administration provide examples of resignation fees from surrounding districts?

A: Please see the table titled Teacher Forfeiture – Other School Districts.

Q: Would it be possible to give a week’s vacation if an employee needed it for circumstances like a move?

A: Historically, KUSD has not paid vacation time out for employees upon voluntarily separating from the District. This new language allows employees to be paid out for vacation so positions may be filled in a timely manner. This does not preclude an employee from utilizing vacation days earned. The amount of days used and/or paid out requires supervisor approval.

Q: Could the administration research a sick leave bank and the possibility of reinstating it for all employees? Please provide examples of what other districts offer.

A: Research is underway and information will be presented in March 2016.

Q: Consider adding the Reduction in Force procedure to the website and perhaps in a policy by next school year.

A: Discussion surrounding the development of a board policy will take place in summer 2016.

Q: Board of Education questioned having gambling listed in the General Rules of Conduct (p. 42).

A: These are general rules of conduct that the District expects employees to follow during the workday. The District does not approve of gambling during work hours.

Q: KEA representative shared concern about confusing language in the Employee Complaint Procedure section (p. 45-47).

A: The language and layout of this section have been cleaned up to clarify questions and concerns. Some formatting issues were found and rectified to ensure the process is properly outlined.

Q: Does #21 of the General Rules of Conduct conflict with First Amendment Rights (Preparing statements or materials detrimental to the well-being of the school district) (p. 42).

A: Under the advice of our legal counsel, this language has been removed from our handbook so it does not implicate any First Amendment rights and/or employee rights under the National Labor Relations Act.

Additional update: Policy 4226 (Online Form, p. 5-8) and Policy 3535 (Technology Acceptable Use, p. 4)

The handbook shared on January 26, 2016, contained snippets of Policies 4226 and 3535. Both policies are currently being revised with an anticipated approval date of March 22, 2016, which will be before the second reading of the handbook. To ensure the most up to date language is included in the revised version of this handbook, the sections regarding Policies 4226 and 3535 have been updated.

TEACHER FORFEITURE - OTHER SCHOOL DISTRICTS

School District	Does your district have a teacher resignation forfeiture policy?	If yes, please describe your policy.
Appleton Area School District	Yes	7/1-8/14 \$500.00. 8/15 - during school year \$1,000
Brown-Deer School District	Yes	6/16 - 6/30 \$250 7/1 - 7/31 \$500 8/1 - during school year \$1,000
Franklin School District	Yes	6/15 - 6/30 \$500 7/1 - 7/31 \$1,000 8/1 - teacher workday \$1,500 Teacher Workday - during school year \$2,000
Green Bay School District	Yes	6/15 - 6/30 \$0 7/1 - teacher workday \$1,500 Teacher workday - during school year \$3,000
Hudson School District	Yes	6/16 - 6/30 \$500 7/1 - 7/31 \$750 8/1 - during school year \$1,500.
Kenosha Unified Schools	Yes	6/16 - teacher workday \$1,500 Teacher workday - during school year \$3,000
Madison Metropolitan SD	Yes	Last day of school - 6/30 \$200 7/1 - 7/31 \$250 8/1 - during school year \$300
Mequon-Thiensville School District	Yes	6/15 - 6/30 \$500 7/1 - 7/30 \$1,000 8/1 - during school year \$2,000
Milwaukee Public Schools	Yes	6/15 - 6/30 \$0 7/1 - 8/31 \$1,000.00 9/1 - during school year \$2,000.00
Neenah	Yes	\$150/day for each day less than a 30 day notice.
North Chicago Community	Yes	6/15 - 6/30 \$200 7/1 - 7/31 \$500 8/1 - during the school year \$1,500.
Oconomowoc Area School District	Yes	Liquidated damages: 6/16 - 6/30 \$500 7/1 - 7/15 \$1,000 7/16 - 7/31 \$1,500 8/1 - 8/15 \$2,000 8/16 - during school year \$4,000
Round Lake Area Schools	No	7/15 - 8/14 \$750 8/15 - during school year \$1,500
School District of Cudahy	Yes	6/16 - 6/30 \$500 7/1 - 7/31 \$1,000 8/1 - 8/16 \$1,500 8/17 - during school year \$2,000
School District of Elmbrook	Yes	Prior to 8/1 \$1,000 8/1 - start of school \$1,500 During school year \$2,000
Shorewood School District	Yes	\$1,000.00
Waukesha School District	Yes	6/15 - during school year \$3,000
Wauwatosa School District	Yes	6/16 - 6/30 \$1,000 7/1 - 7/31 \$2,000 8/1 - during school year \$3,000
Zion-Benton Township	No	We do not have a policy like this.

Employee Focus Group Dates:

Administration has scheduled employee focus group meetings on March 2, 11 and 17 to clarify any portions of the document and/or respond to employee questions.

Administration Recommendation:

On January 26, 2016, this report and the Employee Handbook were presented as an informational item to the Board of Education. The revised report and Employee Handbook are now being forwarded to the Board of Education for consideration as a first reading at the February 23, 2016, regular board meeting and a second reading at the April 25, 2016, regular board meeting with an effective date of July 1, 2016.

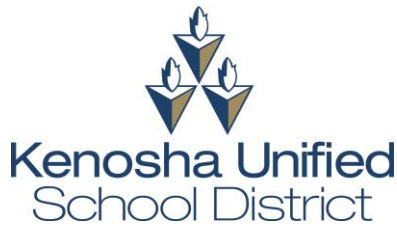
Link to 2016-2017 Employee Handbook – Revised Edition

http://www.kusd.edu/docs/Handbook%202014-3_Revisions_2015_2.18.16.pdf

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Annie Petering
Chief Human Resources Officer

Tanya Ruder
Executive Director of Community
Partnerships and Media Relations



February 23, 2016

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. PPG Industries, Inc. donated \$1,000.00 to the LakeView Supermileage Vehicle Club.
2. Monkey Joe's donated 195 half off gift certificates to Grewenow Elementary students who had 5 or less days of absences or being tardy to school. The certificates were valued at \$5.00 each for a total value of \$975.00.
3. Good Family Tattoo donated \$555.00 to the LakeView Supermileage Vehicle Club.
4. Riley Construction donated \$500.00 to the LakeView Supermileage Vehicle Club.
5. Kenosha Athletic Scholarship Foundation Fund, Inc. donated \$500.00 to the Bradford Girl's Track Program.
6. DeRango's donated two sheet pizzas for a pizza party at Wilson Elementary School for having the best attendance rate the first semester. The value of this donation is \$50.00.
7. Festival Foods donated 600 mini cookies to the students at Grant Elementary School for being to school on time. The value of this donation is unknown.

Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 1400, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90(5)(a).

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 23, 2016

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board
February-March**

February

- February 9, 2016 – Standing Committee Meetings – 5:30 p.m. in ESC Board Room
- February 23, 2016 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room

March

- March 8, 2016 – Standing Committee Meetings – 5:30 p.m. in ESC Board
- March 22, 2016 – Regular Board of Education Meeting – 7:00 P.M. in ESC Board Room
- March 24, 2016 – Third Quarter Ends/Teacher Workday – No School for Students
- March 25 to April 3, 2016 – Spring Recess

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