



REGULAR MONTHLY BOARD MEETING

February 28, 2017

7:00 PM

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

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Regular School Board Meeting
February 28, 2017
Educational Support Center
7:00 PM

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards/Recognition
 - A. Cast and Crew of KUSD Theatre Arts Production of West Side Story
Selected for Performance on Main Stage at International Thespian
Festival
 - B. Indian Trail Wind Ensemble Selected to Perform for Wisconsin Music
Educators Association Conference and the Wisconsin Association of
School Boards
- 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
- X. Superintendent's Report
- XI. Consent Agenda
 - A. Consent/Approve 4
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Retirements, Resignations and Separations
 - B. Consent/Approve 6
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Regular Meeting and 2/13/17 Special Meeting
 - C. Consent/Approve 18
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 - D. Consent/Approve 24
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(Second Reading)

XII. Old Business

A. Discussion

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(Link to Full Report)

B. Discussion/Action 28

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1330 & 1331

D. Discussion/Action 49

School Board Policies Update
(First Reading)

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Building Our Future Partnership (Strive Together)

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Mary Frost Ashley Charitable Trust

G. Discussion/Action 149

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Technology Academy

H. Discussion/Action 163

Engineering Course Change Proposals for LakeView Technology
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XIII. New Business

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XVI. Adjournment

Kenosha Unified School District
Kenosha, WI
January 24, 2017

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Resignation	Skillings	Linda	Tremper	Psychologist	Instructional	01/20/2017	1	\$75,558.00
Appointment	McGranahan	Kelley	Tremper	Clerical	ESP	01/23/2017	0.75	\$15.33
Appointment	Ziebell	Kathleen	Information Services	Central Enrollment Secretary	Secretarial	02/01/2017	1	\$18.39
Appointment	Lasco	Theodore	Facility Services	Maintenance Service Worker - Ground	Service	01/23/2017	1	\$25.59
Appointment	Jaramillo	Selena	Bullen Middle School	ESL Teacher	Instructional	02/13/2017	1	\$39,153.00
Appointment	Heinzman	Ashley	Special Education & Student Support	Cross Categorical	Instructional	01/23/2017	1	\$39,153.00
Appointment	Kennedy	Ashlyn	Vernon Elementary School	Grade 5	Instructional	01/23/2017	1	\$39,153.00
Early Retirement	Voelz	Gay	School Leadership - Elementary	Principal	Administration	06/30/2017	1	\$106,365.00
Resignation	Jones	Jerry	Facility Services	Head Custodian	Service	01/20/2017	1	\$22.62
Early Retirement	Holdorf	Michelle	Dept of Sp Ed	Occupational Therapy	Instructional	02/09/2017	1	\$78,490.00
Resignation	Matthews	Kathleen	Human Resources	Secretary II	Secretarial	07/31/2017	1	\$20.35
Appointment	Froh	Melissa	Indian Trail Academy	Special Ed ESP	ESP	01/09/2017	1	\$14.35
Retirement	Hittman	William	Lakeview Technology Academy	Principal	Administration	06/30/2017	1	\$131,868.00
Appointment	Mattner	John	Facility Services	Operational Custodial Worker	Service	02/13/2017	1	\$21.62
Appointment	Burke	Jordan	Facility Services	Night Custodian	Service	01/25/2017	1	\$20.35
Appointment	Joas	Sarah	Lincoln Middle School	ESP	ESP	02/06/2017	1	\$15.35
Appointment	Leslie	Joy	Southport Elementary	ESP Special Ed	ESP	02/06/2017	1	\$15.35
Appointment	Leider	Micca	Student Support	Elementary Guidance Counselor	Instructional	02/06/2017	1	\$43,121.00
Retirement	Debettignies	Robyn	Facility Services	Night Custodian - Second Shift	Service	01/29/2017	1	\$44,408.00
Resignation	Rudich	Rick	Facility Services	Night Custodian - Second Shift	Service	01/26/2017	1	\$21.35
Separation	Cartie	Joseph	KTEC (East)	Maintenance Specialist	Support	01/21/2017	1	\$19.18
Early, Early Retirement	Erskine	Karen	Southport Elementary School	Cross Catergorical	Instructional	06/12/2017	1	\$72,890.00
Resignation	Rydzewski	Lindsay	Stocker Elementary School	E.C.	Instructional	03/24/2017	1	\$47,210.00

Kenosha Unified School District

Kenosha, WI

January 24, 2017

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Retirement	Haebig	Rene	Facility Services	Maintenance Service Worker - Ground	Service	12/21/2016	1	\$53,227.20
Appointment	Watring	Jill	Human Resources	Sec II HRIS Data Entry	Secretarial	02/20/2017	1	\$18.37
Appointment	Rosales	Christopher	Facility Services	Night Custodian	Service	02/02/2017	1	\$20.35
Resignation	Marshall	Cortney	Indian Trail Academy	ESP Security	ESP	02/24/2017	1	\$15.35
Separation	Quezada	Zachariah	Tremper High School	ESP Special Ed	ESP	02/09/2017	1	\$14.35
Separation	Maki	Andrew	Tremper High School	ESP Special Ed	ESP	02/09/2017	1	\$15.35
Resignation	Wedig-Kirsch	Pamela	Headstart	Family Literacy/Service Provider	ESP	02/24/2017	1	\$15.05
Retirement	Starling	Nola	School Leadership - Elementary	Principal	Administration	07/31/2017	1	\$106,365.00
Separation	Evangelista	Azarel	Information Services	Regional Technical Support Technician	Supervisory	02/28/2017	1	\$61,270.00
Separation	O'Connor	Rhonda	Jeffery Elementary School	Grade 2	Instructional	02/16/2017	1	\$78,490.00
Separation	Gutierrez	Rosa	Headstart	Headstart	ESP	02/23/2017	1	\$14.99

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 24, 2017

A special meeting of the Kenosha Unified School Board was held on Tuesday, January 24, 2017, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 6:30 P.M. with the following members present: Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Ms. Stevens was excused.

Mrs. Coleman, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mrs. Coleman announced that an executive session had been scheduled to follow this special meeting for the purpose of Reviewing Findings/Orders of an Independent Hearing Officer.

Mr. Kunich moved that the executive session be held. Mrs. Snyder seconded the motion.

Roll call vote. Ayes: Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Noes: None. Unanimously approved.

1. Review of Findings/Orders of an Independent Hearing Officer

Mr. Daniel Tenuta, Principal at Kenosha eSchool, arrived at 6:31 P.M. and provided Board members with information pertaining to three expulsions.

Mr. Tenuta and Dr. Savaglio-Jarvis were excused at 6:35 P.M.

Mr. Wade moved to approve the recommendation of the hearing officer in relation to the first expulsion. Mr. Kunich seconded the motion. Motion carried. Mrs. Coleman abstaining.

Mr. Kunich moved to approve the recommendation of the hearing officer in relation to the second expulsion. Mr. Falkofske seconded the motion. Motion carried. Mrs. Coleman abstaining.

Mr. Falkofske moved to approve the recommendation of the hearing officer in relation to the third expulsion. Mrs. Snyder seconded the motion. Motion carried. Mrs. Coleman abstaining.

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

Meeting adjourned at 6:40 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 24, 2017

A regular meeting of the Kenosha Unified School Board was held on Tuesday, January 24, 2017, 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 7:02 P.M. with the following Board members present: Ms. Stevens, Mrs. Snyder, Mr. Kunich, Mr. Garcia, Mr. Falkofske, Mr. Wade, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present.

Mrs. Coleman, President, opened the meeting by announcing that this was a 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, Chief Communication Officer, presented the Wisconsin High School Theatre Festival Award recipients, the Wisconsin School Music Association State Honors Music Project participants, and thanked mentors in honor of National Mentoring Month.

Dr. Savaglio-Jarvis introduced and thanked the Chinese visitors who have been at Nash and Stocker Elementary schools for the past two weeks.

There were no Administrative or Supervisory Appointments.

Mr. Falkofske introduced the student ambassador, Emily Vallis from Harborside Academy, and she made her comments.

Mr. Wade gave the legislative report.

Views or comments were made by the public.

Board members made their responses/comments.

Mr. Kunich moved to modify the order of the agenda items and address Discussion/Action item XII-B – Building Lifelong Trust and Discussion/Action item XIII – B – Policy and Rule 8870 – Public Participation at School Board Meetings next. Ms. Stevens seconded the motion. Unanimously approved.

Mrs. Coleman introduced Policy and Rule 8870 – Public Participation at School Board Meetings submitted by Mrs. Coleman and Dr. Savaglio-Jarvis, excerpts follow:

“School Board Policy 8870 was created in 1997 to provide an avenue for citizen comments at school board meetings which was last revised in February 2015. Attached is Policy 8870 – Public Participation at School Board Meetings with some recommended revisions for review.

Initial suggested revisions to the policy were sent to Board members by administration on November 21 and November 29 for individual review, feedback, and/or suggested changes.

The following revisions to the policy are being recommended:

- that the term “citizen” be defined as a District resident, Kenosha County resident, a student currently enrolled in the District, a parent of a student(s) currently enrolled in the District, and/or a current or former District employee;
- that citizen comments and/or questions at Board meetings be related only to topics on the board posted agenda;
- that the option to call the Superintendent’s Office to request to be placed on the list of speakers be removed;
- that prior to speaking, citizens be required to state their name, address, status as a district resident and the agenda topic that they will be speaking on;
- the addition of a process for verifying the legitimacy of a citizen if suspicion arises; and
- the addition of an option for the Board President or acting chairperson to revoke a citizen’s privilege to participate in the “Views and Comments” portion of the Board meeting if the participation is irrelevant, repetitive, or abusive or otherwise causes disruption to the orderly conduct of the meeting.

It is recommended that the Board approve revised Policy and Rule 8870 – Public Participation at School Board Meetings as a first reading at the January 24, 2017, regular school board meeting and as a second reading at the February 28, 2017, regular school board meeting.”

Board members expressed their view and made their comments.

No action was taken on this item.

Dr. Bethany Ormseth, Chief of School Leadership, presented the Building Lifelong Trust program submitted by Dr. Kurt Sinclair, Principal at Bradford High School; Dr. Ormseth; and Dr. Savaglio-Jarvis, excerpts follow:

“The Kenosha Police Department approached KUSD to collaborate on a program connecting high school students with Kenosha police officers in the Fall of 2016. The design of the program facilitates conversation and dialogue between KUSD high school students and the Kenosha Police Department. The program titled, Building Lifelong Trust (BLT) written by the Kenosha Police Department and the program is broken down into seven distinct lessons. The recommendation is for BLT to be scheduled at Bradford High School, second semester of the 2016-2017 school year with expansion to Tremper, Indian Trail and Reuther during the 2017-2018 school year. BLT has the approval and support of Kenosha Police Department Chief, Dan Miskinis.

The program includes up to 12 students. The program runs 7 weeks concurrently (Attachment A). The students meet with police officers one time per week. The program will run during non-instructional time. The officers conducting the program will be the school resource officer and Officer Felicia Labatore, who represent the Kenosha Police Department. There is no cost to the district for this program.

Bradford High School administration and Kenosha Police Department representatives will hold parent meetings prior to the start of the program. Parents have the opportunity to review the lessons and must give permission for their child prior to participation. Parents or students can opt out at any time during the 7 week course.

Student volunteers for the BLT program will be solicited from the student body. Final participants will be chosen based on student schedule availability. Parents of this group of students will be contacted for an informational meeting, review of lesson plans, permission slips, etc. Bradford High School and the Kenosha Police Department will collect feedback from students after the completion of the program. This feedback and evaluation process will drive program adjustments.

At the January 10, 2017, meeting, the Curriculum/Program Standing Committee voted to forward this report to the board of education. Administration recommends approval of this program.”

Board members expressed their view and made their comments.

Board members suggested the addition of curriculum on Miranda and citizen rights, that contact be made with the bar association, district attorney, and/or an attorney for feedback, and that information on the ACLU study be provided.

Mr. Kunich moved to approve the Building Lifelong Trust program as presented. Mr. Wade seconded the motion.

Roll Call: Ayes: Mrs. Snyder, Mrs. Kunich, and Mr. Wade. Noes: Ms. Stevens, Mr. Garcia, Mr. Falkofske, and Mrs. Coleman. Motion failed.

Mrs. Coleman passed the gavel to Mrs. Snyder.

Mrs. Coleman moved to bring back the Building Lifelong Trust program at next month's meeting, or at the most expedient time as possible, with the incorporation of the suggested revisions discussed. Ms. Stevens seconded the motion. Unanimously approved.

There were no remarks by the Board President.

There was not a Superintendent's Report.

Board members considered the following Consent-Approve items:

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

Consent-Approve item XI-B – Minutes of the 12/12/16, 1/10/17 and 1/12/17 Special meetings, 12/13/16 and 1/12/17 Special Meetings and Executive Sessions, and 12/13/16 Regular 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. Savaglio-Jarvis, excerpts follow:

“It is recommended that the December 2016 cash receipt deposits totaling \$151,594.27, and cash receipt wire transfers-in totaling \$41,788,522.03, be approved.

Check numbers 544801 through 545948 totaling \$13,169,473.97, and general operating wire transfers-out totaling \$170,244.07, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the December 2016 net payroll and benefit EFT batches totaling \$15,230,848.41, and net payroll check batches totaling \$11,858.02, be approved.”

Mr. Wade moved to approve the Consent Agenda as presented in the agenda. Mr. Kunich seconded the motion. Unanimously approved.

Dr. Ormseth presented the Graduation Committee Recommendations submitted by Mr. Bryan Mogensen, Coordinator of Athletics, PE, Health, and Senior Center; Mrs. Julie Housaman, Chief Academic Officer; Dr. Ormseth; and Dr. Savaglio-Jarvis, excerpts follow:

“In the spring of 2015, concerns about the inequities within the way courses are transcribed, course offerings and the calculation of weighted grade point averages were brought to the attention of school leadership. Administration identified these concerns to be valid and requested the formation of a committee to review the graduation process. The recruitment for committee members began in September 2015. The committee work began in September 2015.

The committee identified concerns and obstacles. These identified concerns and obstacles became the foundation for the committee work. The recommendations generated by the committee evolved from discussion and research. There were four categories of recommendations: weighting of grades, graduation recognition, communication/scheduling/course offerings, and afterschool offerings.

The recommendations included in this report align with the desire to have a fair system and these recommendations target specific practices that make the current system unfair. Any recommendation or decision that comes before the Board of Education should be viewed through this lens. For example, the proposal for a student

athlete to waive a physical education class in place of a core class is still yet to be determined by the board.

Physical education classes are unweighted classes, meaning, there is not an honors option. Therefore, if we allow student athletes to replace this unweighted course with an honors or AP course, it would be unfair. To make it fair, student athletes must be required to replace the unweighted physical education class with another unweighted class. This is just an example of possible decisions that could impact the fairness to all students.

Should the board of education vote on any PE waiver, the board should consider the following statement, "If the school board votes to allow an approved PE waiver for those student athletes who participate in a WIAA sport, students must successfully complete an unweighted class from a core content area (math, science, social studies, language arts, or health). This statement was reviewed at the January 10, 2017, school board Curriculum/Program standing committee.

At the January 10, 2017, meeting, the Curriculum/Program Standing Committee voted to forward this report to the board of education. Administration recommends approval of the following recommendations:

- AP Courses will carry more weight in weighted GPA calculation;
- Phase in Laude recognition system beginning with the Class of 2022;
- Communication guidelines as presented in this report;
- Allow students to audit one credit per year through identification of course as audited; and
- Afterschool honors course offerings will be transcribed but zero credit tied to the course."

Mrs. Stevens moved to approve the Graduation Committee Recommendations as presented. Mr. Kunich seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced Policy 6700 – Extracurricular Activities and Programs submitted by Mr. Mogensen, Mrs. Housaman, and Dr. Savaglio-Jarvis, excerpts follow:

"The U.S. Department of Education, Office of Civil Rights (OCR), filed a complaint against Kenosha Unified School District alleging discrimination on the basis of sex. More specifically the complaint alleged that the district discriminated against female students at Tremper and Bradford High Schools by denying them an equal opportunity to participate in interscholastic athletics. On October 24, 2012, the Kenosha Unified School District signed a Resolution Agreement to resolve the complaint filed. In response to this finding, Policy 6700 was last updated on November 15, 2016.

On November 17, 2016 Kenosha Unified School District received notification from the OCR that additional wording should be added to Policy 6700 to clarify that a request for additional levels of competition in an existing sport is made under this policy.

Additionally the District is asked to submit a plan to OCR that explains how it will demonstrate compliance to ensure that the interests and abilities of students who are

members of the underrepresented sex have been met by the present athletic program for the 2017-2018 school year. In order to meet this criterion the District has extended the October 1, 2016, deadline for submitting requests for new programs or requests for additional levels of competition in an existing program to February 1, 2017. This has been communicated to the high school students and their families via school newsletters and social media.

At its January 10, 2017, meeting, the Personnel/Policy Committee voted to forward revised Policy 6700 to the School Board for consideration. Administration recommends that the School Board approve revised School Board Policy 6700—Extracurricular Activities and Programs as a first reading on January 24, 2017, and a second reading on February 28, 2017.”

Mr. Kunich moved to approve revised School Board Policy 6700—Extracurricular Activities and Programs as a first reading. Ms. Stevens seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced the Four-Year Graduation Rate – Cohort Analysis submitted by Mrs. Renee Blise, Research Coordinator; Mr. Kristopher Keckler, Chief Information Officer; and Dr. Savaglio-Jarvis, 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 twenty-first 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 2012-13 until the end of summer school four school years later in August 2016. Additionally, the graduation “base cohort” of the Class of 2015 was examined in terms of its progress during the year following its designated graduation year (fifth year) along with the Class of 2014 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 the Kenosha Unified School District (KUSD) during the 4-year time period, whether or not the student began in KUSD in their ninth grade year.

At its January 10, 2017, 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 2015-16 Four Year Graduation Rate – Cohort Analysis Report.”

Mr. Keckler gave a PowerPoint presentation entitled KUSD Cohort 2016 Report which covered the following topics: graduation rates (after 4 years), graduation rate by ethnicity (including Iowa), base cohort after 4 years (including Iowa), and school graduation rates (after 4 years) all students.

Mr. Keckler answered questions from Board members.

Mr. Kunich moved to accept the report. Mr. Falkofske seconded the motion. Unanimously approved.

Mr. Keckler presented the Open Enrollment Allocations for the 2017-1018 School Year submitted by Mrs. Blise; Ms. Luanne Rohde, Director of Early Education Programs; Ms. Susan Valeri, Chief of Special Education and Student Support; 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 2017-18 Open Enrollment period is from February 6 to April 28, 2017. 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 2017-18. DPI has communicated 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.

KUSD Policy 5260 requires that a current open enrolled student re-apply just once, which is during the transition from elementary to middle school, or if they first enrolled during middle school, then they must reapply during the transition from middle school to high school. Also, tuition waiver students (those who start the year in KUSD but move out of district) have a right to complete the current year and apply for open enrollment the following year. Even though these are current KUSD students, they are counted as new applications for our state reporting.

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 2017-18 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 2017-18. Recommendation is for a total of 205 spaces, 23 of which are designated for selected special education programs service/types as noted below.”

Mr. Keckler answered questions from Board members.

Mr. Kunich moved to approve the Open Enrollment Allocations for the 2017-1018 School Year as presented. Mr. Wade seconded the motion. Unanimously approved.

Mrs. Snyder presented the Donations to the District.

Mrs. Snyder moved to approve the Donations to the District. Ms. Stevens seconded the motion. Unanimously approved.

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

Meeting adjourned at 9:41 P.M.

Stacy Schroeder Busby
School Board Secretary

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

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

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

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

Views and/or comments were made by the public.

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

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

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

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

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

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

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

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

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

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

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

Meeting adjourned at 8:07 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
February 28, 2017

CASH RECEIPTS	reference	total
January 2017 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	<i>state aids register receipts</i>	\$ 2,547,790.37
District Municipalities	<i>tax settlement - January payment</i>	34,384,101.84
Johnson Bank	<i>account interest</i>	169.87
Bankcard Services (MyLunchMoney.com)	<i>food services credit card receipts (net of fees)</i>	135,573.40
Bankcard Services (TicketSpice.com)	<i>fine arts ticket sales receipts (net of fees)</i>	(6.25)
Bank (RevTrak)	<i>district web store receipts (net of fees)</i>	46,598.97
Retired & Active Leave Benefit Participants	<i>premium reimbursements</i>	31,618.98
HHS	<i>head start grant</i>	194,504.87
Various Sources	<i>small miscellaneous grants / refunds / rebates</i>	12,309.11
Total Incoming Wire Transfers		37,352,661.16

January 2017 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	<i>(excluding credit cards)</i>	502,310.63
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TOTAL JANUARY CASH RECEIPTS

\$ 37,854,971.79

CASH DISBURSEMENTS	reference	total
January 2017 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>	\$ 6,827,993.25
WI Department of Revenue	<i>state payroll taxes</i>	924,212.23
WI Department of Revenue	<i>state wage attachments</i>	1,161.59
IRS	<i>federal payroll taxes</i>	2,600,731.60
Delta Dental	<i>dental insurance premiums</i>	235,668.50
Diversified Benefits Services	<i>flexible spending account claims</i>	30,827.31
Employee Trust Funds	<i>wisconsin retirement system</i>	1,899,795.56
NVA	<i>vision insurance premiums</i>	15,252.34
Various	<i>TSA payments</i>	304,836.80
<i>Subtotal</i>		12,840,479.18
<i>General Operating Wires</i>		
US Bank	<i>purchasing card payment-individuals</i>	123,236.45 *
Kenosha Area Business Alliance	<i>LakeView lease payment</i>	16,666.67
Johnson Bank	<i>banking fees</i>	306.13
Various	<i>returned checks</i>	43.98
<i>Subtotal</i>		140,253.23
Total Outgoing Wire Transfers		\$ 12,980,732.41

January 2017 Check Registers - All Funds:

Net payrolls by paper check	<i>Register# 01001DP, 01002DP 01902DP, 01702DP</i>	\$ 8,731.05
General operating and food services	<i>Check# 545949 thru Check# 547004 (net of void batches)</i>	9,359,333.35
Total Check Registers		\$ 9,368,064.40

TOTAL JANUARY CASH DISBURSEMENTS

\$ 22,348,796.81

*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending January 16, 2017

Merchant Name	Total
INDUSTRIAL CONTROLS	\$ 7,830.00
HOTEL	\$ 5,895.50
AMAZON MKTPLACE PMTS	\$ 4,735.61
FIRST SUPPLY LLC #2033	\$ 4,182.88
AIRLINE	\$ 4,101.40
WW GRAINGER	\$ 3,862.38
HYDRO-FLO PRODUCTS INC	\$ 3,772.66
MENARDS KENOSHA WI	\$ 3,712.93
HIGHWAY C SVC	\$ 2,757.97
TUNSTALL CORPORATION	\$ 2,601.22
MCMASTER-CARR	\$ 2,584.50
MARK S PLUMBING PARTS	\$ 2,540.91
WASBO FOUNDATION INC	\$ 2,505.00
WISCONSIN STATE READING A	\$ 2,451.00
VEHICLE MAINT. & FUEL	\$ 2,368.97
RESTAURANTS & CATERING	\$ 2,212.70
AMAZON.COM	\$ 2,018.28
CHESTER ELECTRONIC SUPPLY	\$ 1,952.12
ZORO TOOLS INC	\$ 1,583.40
CLOUD ELECTRIC	\$ 1,571.44
ACME TOOLS	\$ 1,427.00
JOHNSTONE SUPPLY	\$ 1,423.41
EATALY CHICAGO MARKET	\$ 1,400.00
WISCONSIN ASSOCIATION OF	\$ 1,377.00
SOLUTION TREE INC	\$ 1,338.00
IN *ASC PUMPING EQUIPMENT	\$ 1,310.00
HAJOCA KENOSHA PC354	\$ 1,222.86
DICKOW CYZAK TILE CARP	\$ 1,216.00
L AND S ELECTRIC	\$ 1,194.00
AED SUPERSTORE	\$ 1,162.45
IN *GAPPA SECURITY SOLUTI	\$ 1,122.25
GETTY IMAGES	\$ 1,080.00
DW DAVIES AND CO INC	\$ 1,024.20
META INC	\$ 968.00
SQ *SQUARE HARDWARE	\$ 936.82
WALTERS CLIMATE	\$ 892.40
MSU PAYMENTS	\$ 885.00
EXPEDIA7236275739421	\$ 871.42
HALLMAN LINDSAY PAINTS	\$ 864.28
EXPEDIA7236277118056	\$ 848.37
3654 INTERSTATE	\$ 844.47
UW STOUT CONTINUING EDUC	\$ 840.00
MAYFAIR RENT A CAR KENO	\$ 795.62
ULINE *SHIP SUPPLIES	\$ 768.00
ACME TOOLS #110	\$ 754.00
FELLERS INC	\$ 719.72
MPM ADMISSIONS	\$ 713.00

HEAT & POWER PRODUCTS INC	\$	693.25
PAYPAL *AXISCOMMUNI	\$	679.00
FARM & FLEET STURTEVANT	\$	673.01
D.A. BERTHER INC	\$	650.00
AIRGASS NORTH	\$	645.83
KENOSHA COUNTY PARKS	\$	600.00
RUSSO POWER RUSSO POWER	\$	597.99
HIGHLANDSFIGHTGEAR.COM	\$	579.24
VIKING ELECTRIC - KENOSHA	\$	571.69
WASDA	\$	567.00
CONNEY SAFETY	\$	539.99
48 HR BOOKS INC	\$	537.95
DESIGN AIR	\$	533.46
STATE OF WI DPI REGONLINE	\$	530.00
SQ *PRIMETIME TIMING GOSQ	\$	527.88
BILINGUAL DICTIONARIES	\$	526.68
PAYPAL *WI ASCD	\$	507.00
AIA PRODUCTS / DUES	\$	505.00
LEARNINGS SCIENCES	\$	500.50
TRANE SUPPLY-116407	\$	486.70
SQ *LAKELANDCOM-COM / BAR	\$	480.00
USPS.COM POSTAL STORE	\$	471.75
SAN-A-CARE	\$	462.75
FLANNERY FIRE PROTECTION,	\$	453.31
PALOS SPORTS	\$	430.00
AMAZON.COM AMZN.COM/BILL	\$	428.60
SYMPPLICITY CORP	\$	424.00
ORBOTIX	\$	419.91
PAYPAL *WRESTLINGGE	\$	408.91
1ST-IN-PADLOCKS.COM, LLC	\$	397.61
FASTENAL COMPANY01	\$	397.57
PAYPAL *AMERICAN TIME	\$	392.29
WAL-MART #1167	\$	381.04
AWSA	\$	370.00
IN *BECKER BOILER CO., IN	\$	369.84
BEST BUY 00011916	\$	357.94
HARRINGTON INDUSTRIAL#46	\$	351.50
NELSON ELECTRIC SUPPLY	\$	347.45
EDS ARCHITECTURAL OPENING	\$	333.05
SCHOOL CHECK IN	\$	330.00
PAT'S SERVICES INC	\$	325.00
PIGGLY WIGGLY #209	\$	317.56
SCHOOL OF PERFORMING A	\$	299.00
THE HOME DEPOT #4926	\$	297.00
SHERWIN WILLIAMS 703180	\$	283.13
IDEAL SCIENCES	\$	278.00
LOWES #02560*	\$	276.98
EXPEDIA7230666851694	\$	250.86
EXPEDIA7230666996019	\$	250.86
PLANK ROAD PUBLISHING	\$	246.56
MINUTEMAN PRESS	\$	245.62
CONNECTING POINT	\$	245.00
BSN*SPORT SUPPLY GROUP	\$	229.88
AT&T*BILL PAYMENT	\$	229.18
AMERICANPAY	\$	219.00

WM SUPERCENTER #1167	\$	215.69
BATTERIES PLUS KEN	\$	209.85
CENTRAL STATES CONFERENCE	\$	205.00
GRAND APPLIANCE & TV KENO	\$	199.00
PAYPAL *WAFCS	\$	195.00
BUILDASIGN.COM	\$	194.97
HENRY BOATENG	\$	191.20
READY MADE RC, LLC	\$	179.99
WM SUPERCENTER #2668	\$	174.74
MUSIC IN MOTION	\$	171.60
DG HARDWARE.	\$	159.84
CHAMPIONSHIP PRODUCTIONS	\$	156.96
WONDER WORKSHOP	\$	149.97
USPS PO 5642800260	\$	145.57
WOODWORKERS HARDWARE - W	\$	144.29
VISTAPR*VISTAPRINT.COM	\$	142.28
SLOWSERVE US INC.	\$	142.25
WISCONSIN ED...	\$	140.00
FACTORYOUTLETSTORE.COM	\$	134.35
BARNES&NOBLE.COM-BN	\$	131.22
SICKBIKEPARTS.COM	\$	126.95
NEVERWARE.COM	\$	120.00
THRIFTY CAR RENTAL	\$	117.32
JONES SCHOOL SUPPLY	\$	114.45
IVIE ENTERPRISES INC	\$	111.97
LEARNING A-Z, LLC	\$	109.95
J ROUSEK TOY CO INC	\$	108.36
FAMILY DOLLAR #4014	\$	105.85
OOSHIRT.COM 866660866	\$	104.72
VILLAGE OF PLEASANT PRAIR	\$	103.52
VZWRLSS*MY VZ VN P	\$	100.03
K2AWARDS AND APPARE	\$	93.50
CEC	\$	90.00
JPW INDUSTRIES INC	\$	81.66
MILWAUKEE CYCLE	\$	80.00
TRACKWRESTLING.COM	\$	77.25
WALGREENS #12413	\$	76.22
ROCKLER	\$	71.94
MENARDS RACINE WI	\$	71.82
STUDIES WEEKLY	\$	69.50
MIDTOWN FLORIST	\$	67.46
PETSMART INC 1636	\$	62.58
DOMAINPEOPLE/NETNATION	\$	60.00
TARGET 00001529	\$	57.97
HOLLAND SUPPLY INC	\$	56.84
PARTY CITY	\$	54.59
TOWN & CNTRY GLASS CO	\$	50.00
MASTER TOOL REPAIR INC	\$	46.65
U-HAUL OF KENOSHA	\$	46.50
WORLD KITCHEN CREDIT DEPT	\$	42.01
PICK N SAVE 00068742	\$	40.41
USA WRESTLING ASSOCIATION	\$	40.00
PARKSIDE TRUE VALUE	\$	39.98
OFFICEMAX/OFFICEDEPOT6358	\$	39.97
MOTION INDUSTRIES WI04	\$	37.67

IN *WISCONSIN SCHOOL MUSI	\$	37.00
QUIZLET.COM	\$	34.99
HOBBY LOBBY #350	\$	34.61
FESTIVAL FOODS	\$	33.75
CROWN TROPHY	\$	33.00
SP * THE SUBMARINE SHO	\$	29.99
PIGGLY WIGGLY #004	\$	29.99
WUFOO.COM/CHARGE	\$	29.95
PICK N SAVE 00068718	\$	27.25
PAYPAL *WEBIT	\$	25.00
SWEETWATER SOUND INC	\$	24.99
VIKING ELECTRIC-CREDIT DE	\$	21.14
KMART 3088	\$	18.96
GFS STORE #1919	\$	17.48
EB KENOSHA CHAMBER LE	\$	16.82
ASSOC SUPERV AND CURR	\$	16.49
ZOOM.US	\$	14.99
UPS*1ZD1W0T50392921621	\$	14.56
APL* ITUNES.COM/BILL	\$	12.63
DOLLAR GENERAL #10934	\$	10.55
K2AWARDS AND APPARE K2A	\$	8.80
PICK N SAVE 00068502	\$	7.50
EXPEDIA7235801236401	\$	4.00
BARNES&NOBLE.COM-BN-VT	\$	(21.86)
US Bank Purchasing Card Payment - Individuals	\$	123,236.45

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 28, 2017

Administrative Recommendation

It is recommended that the January 2017 cash receipt deposits totaling \$502,310.63, and cash receipt wire transfers-in totaling \$37,352,661.16, be approved.

Check numbers 545949 through 547004 totaling \$9,359,333.35, and general operating wire transfers-out totaling \$140,253.23, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the January 2017 net payroll and benefit EFT batches totaling \$12,840,479.18, and net payroll check batches totaling \$8,731.05, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

**Kenosha Unified School District
Kenosha, Wisconsin**

February 28, 2017

POLICY 6700—EXTRACURRICULAR ACTIVITIES AND PROGRAMS

Background

The U.S. Department of Education, Office of Civil Rights (OCR), filed a complaint against Kenosha Unified School District alleging discrimination on the basis of sex. More specifically the complaint alleged that the district discriminated against female students at Tremper and Bradford High Schools by denying them an equal opportunity to participate in interscholastic athletics. On October 24, 2012, the Kenosha Unified School District signed a Resolution Agreement to resolve the complaint filed.

Section III of the aforementioned agreement required the district to develop a process or procedure for students or other interested parties, such as coaches or parents, to use to request the addition of new sports or level of sports at Bradford or Tremper and to publish the procedure, including on the district's website.

In response to this finding, Policy 6700 was last updated on November 15, 2016, based on the following recommendations made by legal counsel:

- Include a detailed procedure for adding new extracurricular programs and activities.
- Add federal statutes related to the policy as well as review Wisconsin Statutes, Wisconsin Administrative Code, and cross references currently listed in the policy.

Recent Office of Civil Rights Communication

On November 17, 2016 Kenosha Unified School District received notification from the OCR that additional wording should be added to Policy 6700 to clarify that a request for additional levels of competition in an existing sport is made under this policy. An updated copy of Policy 6700 with the latest OCR required wording added may be found in Appendix A.

Additionally the District is asked to submit a plan to OCR that explains how it will demonstrate compliance to ensure that the interests and abilities of students who are members of the underrepresented sex have been met by the present athletic program for the 2017-2018 school year. In order to meet this criterion the District has extended the October 1, 2016, deadline for submitting requests for new programs or requests for additional levels of competition in an

existing program to February 1, 2017. This has been communicated to the high school students and their families via school newsletters and social media.

Recommendation

At its January 10, 2017, meeting, the Personnel/Policy Committee voted to forward revised Policy 6700 to the School Board for consideration. At its January 24, 2017, meeting, the School Board approved revised Policy 6700 as a first reading. Administration recommends that the School Board approve revised School Board Policy 6700—Extracurricular Activities and Programs as a second reading on February 28, 2017.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Chief Academic Officer

Mr. Bryan Mogensen
Coordinator of Athletics, Physical Education, Health, Recreation, and Senior Center

POLICY 6700

EXTRACURRICULAR ACTIVITIES AND PROGRAMS

Extracurricular activities are recognized as an integral part of the educational program. The District will sponsor such activities which are beneficial to a student's development.

The School Board encourages the full participation of elementary, middle and high school students in extracurricular and recreational programs and activities offered in the District. For purposes of Board policy, "full participation" means fair and equal participation to the extent that the budget, facilities or type of activity allows.

Persons attending any school activity shall conform to the rules and regulations of the school. Persons who refuse to honor these rules can be ejected from the building without monetary admission refunds, may be denied the privilege to attend future events and will be subject to other disciplinary measures as established by District policy.

The District shall not discriminate in admission to any program or activity, standards and rules of behavior, disciplinary actions or facilities usage on the basis of sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. This policy does not, however, prohibit the District from placing a student in a program or activity based on objective standards or individual performance. Discrimination complaints shall be processed in accordance with established procedures.

New program requests **or requests for additional levels of competition in an existing program** shall be submitted in writing to the coordinator of athletics, physical education, health, and recreation by October 1 for new programs to be considered for the following school year. The coordinator will forward the request to a district team comprised of: the superintendent of schools or designee; the building principal; and the coordinator of athletics, physical education, health, and recreation. The team will review the request utilizing the following criteria: financial impact of proposal, availability of facilities, student interest, qualified coaching candidates, Title IX, impact on existing district-approved programs, and the availability of competition in the reasonable geographic area. Where such programs **or additional levels of competition** have current or future budgetary implications, written approval of the superintendent of schools or the board of education will be required.

LEGAL REF.: Federal Statutes

20 U.S.C. §§ 1681	[Prohibition on sex discrimination]
42 U.S.C. 2000d	[Prohibition on race, color, national origin discrimination]
29 U.S.C. § 794	[Prohibition on disability discrimination]

Federal Regulations

34 C.F.R. §§ 106.41	[Prohibition on sex discrimination]
34 C.F.R. § 100.3	[Prohibition on race, color, national origin discrimination]
34 C.F.R. Part 104	[Prohibition on disability discrimination]

Wisconsin Statutes

Sections 118.13	[Student discrimination prohibited]
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POLICY 6700
EXTRACURRICULAR ACTIVITIES AND PROGRAMS
Page 2

120.12(23)	[Board duty; extracurricular activity policy required that encourages full participation of K-8 students]
120.13	[Board power to do all things reasonable for the cause of education]
120.13(1)(a)	[Board power to establish rules of conduct]

Wisconsin Administrative Code

PI 9.03(1) [Extracurricular activity policy required to include nondiscrimination statement]

CROSS REF.: 5110, Equal Educational Opportunities/Discrimination Complaint
5430, Student Conduct and Discipline
6520, Field Trips/Co-Curricular Trips
6710, Student Organizations
6730, Student Social Events/Student Reward Trips
6740, Student Fundraising Activities
6750, Student Contests
6770, Interscholastic Athletics
6780, Public Appearances by Students
Athletic Code of Conduct

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 13, 1991

REVISED: September 24, 1991
January 29, 2002
August 23, 2016
November 15, 2016
February 28, 2017

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 28, 2017

2017- 2018 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 1 of each year. This report includes the proposed major maintenance and energy savings projects plans for 2017-18.

Historically 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 2017-18 capital projects plan is provided as Attachment A to this report. The plan is a continuation of the overall major maintenance plan initiated 16 years ago, and the energy savings project program started 14 years ago. The major maintenance plan includes a proposed contingency of \$50,000 or 3.33% 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 16 years.

One important thing to note in this year's plan is that for the coming year, and the next 5 years that follow, a large portion of the capital funds will be used to

support the major energy efficiency projects at Bullen and Lance Middle Schools, Tremper High School, and Bradford High School. This was discussed in great detail during the Committee and Board meetings that lead to the approval of those projects at the April 25, 2016, School Board meeting, and the selection of the performance contractors at the June 28, 2016, School Board meeting.

Planning, Facilities, and Equipment Committee:

This report was presented at the February 14, 2017, meeting of the Planning, Facilities, and Equipment Committee, however, there was lack of a quorum so no action was taken.

Administration Recommendation:

Administration recommends Board approval of the 2017-18 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 2017-18 CAPITAL PROJECTS PLAN

MAJOR MAINTENANCE PROJECTS:

Bullen and Lance Middle School Improvements Project:

The bulk of the work being performed at Bullen and Lance the next two years is energy related and will be funded by the revenue limit exemption previously approved by the Board. There are, however, a number of scope items that we identified that are best performed at the same time the energy related work is being performed and those items will be funded by the major maintenance budget. Examples of items that will be performed over the next two summers include: asbestos abatement and replacement of flooring, replacement of the auditorium seating, replacement of interior doors, a portion of the scope/costs related to the new main entrance vestibules, a portion of the costs related to the cafeteria addition at Lance, a portion of the cost related to a new secure entrance and remodel of the Bullen office, amongst others. The majority of these scope items are directly tied to energy saving scope items that will be performed concurrently by the same contractors thus resulting in a significant savings versus performing these scope items as stand-alone projects.

Tremper High School Exterior Improvements 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. Last year it was the replacement of the north parking lot at Bradford as well as other site improvements associated with the parking lot. This year, it includes a number of concrete and asphalt replacement projects at both Tremper High School and the KUSD maintained areas around Ameche Field. In addition, the project includes other features that support the project such as landscaping and site lighting. This project was bid out as part of the athletic project bid process through Camosy Construction in order to use the same contractors that are constructing the athletic improvements so that it is one cohesive project.

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 28, 2017

**CHANGES TO BUILDING PERMIT FEES & REGULATIONS
AND BOARD POLICIES 1330 & 1331**

Background:

The primary purpose for this report is to address changes to the building permit fees and regulations in order to reflect the new or improved outdoor athletic facilities at our high schools. Generally changes to fees are addressed in the summer of each year to take effect on September 1; however, there is a great deal of interest related to rentals of the new facilities; therefore, it was not prudent to wait until the summer to address these changes. In addition, we are proposing a couple of additional changes so that all of the regulation and policy related changes can be considered at the same time. The proposed changes are shown in Attachment 1 to this report.

Outdoor Athletic Field Fee and Regulation Changes:

The new or improved facilities that necessitated this report are the new Bradford Stadium and the varsity baseball and softball fields at the three high schools which all currently have (or will have by the end of the summer) synthetic turf infields. A group which included Tarik Hamdan, Bryan Mogensen, Adam Sulko, John Matera, Eric Corbett, Steve Knecht, Kurt Sinclair, and Patrick Finnemore met to determine the recommended changes provided below:

- Bradford Stadium was added to the Athletic Field and Stadium Regulations page. It was decided that the current fees charged for the stadiums are still appropriate, so we are not recommending any changes to those.
- A new fee structure was developed for the varsity baseball and softball fields that better reflects how the fields are used and adjusts the pricing to reflect the addition of synthetic turf to the infields. These changes include:
 - Creating a two fee structure, one for Monday through Wednesday rentals and the other for Thursday through Sunday rentals. This allows local teams/organizations the opportunity to use the fields on weekdays at lower rates than the weekend tournaments.
 - Increasing the rental fees related to all options because of the addition of the synthetic turf. The single game rates for weekends will increase from \$77.75 to \$125, and the double header rates for weekends will increase from \$129.50 to \$200.

- Eliminating the 3 and 4 day tournament rental options. Instead providing an all-day rental option allowing tournament organizers the option to have tournaments of varying lengths of time.
 - Adding a two hour practice rental option for \$50 as an attractive option for local youth programs.
- Several changes are being made to the regulations related to the use of the baseball and softball fields including:
 - Eliminating language related to the possibility of negotiating use of the press box, scoreboard, and field preparation with various staff members. It is not appropriate that any KUSD employee be negotiating use and associated cost of KUSD facilities. Use of the press box was incorporated in the fee structure, field preparation needs are significantly reduced because of the synthetic turf, and it was decided to not make the scoreboards available for rentals of the baseball and softball fields.
 - Adding language specifically excluding the use of metal spikes on the fields for rentals.
 - Adding language related to prohibiting chewing gum and sunflower seeds.

Other Fee and Regulation Changes:

There are four other changes not related to the athletic fields that are also recommended. Those changes are:

- Removing the word “new” in reference to the online permit process using the SchoolDude software since it has now been in place for a couple of years.
- Adding a new section on snow removal for building permits that gives permit holders the opportunity to pay a fee for snow removal services or cancel their event if there is weather that necessitates that service in order for the event to occur. We have experienced situations in the past where KUSD cancels school and/or after school activities and building permit holders still want to hold their event. We reviewed policies from other districts and found a couple of examples, specifically Milwaukee Public Schools and the Antigo School District that have language and fees similar to what we are proposing to address this scenario. We have chosen a flat fee of \$200 as compared to MPS which has a flat fee of \$180 and Antigo which charges the actual cost of the service. We feel a flat fee makes more sense since KUSD self-performs snow removal versus charging the actual costs like Antigo who contracts their snow removal services and has an invoiced amount from their snow removal contractor.
- Adding a statement explaining the active threat alert system associated with our adoption of ALICE and a link to a short video that explains what building occupants should know and expect if that system is activated.

- Modifying the language for Priority Use 5 permit users to clarify that a partial cost rental fee would be charged if the organization collects fees from participants versus charging a daily fee to better reflect that most groups that charge fees do not necessarily charge daily fees, i.e. they may be seasonal or annual, etc.

Board Policy and Rule Changes:

We reviewed the Board Policies related to building permits, and determined that a handful of changes should be made to better reflect the permit process here at KUSD. A copy of the proposed changes are included as Attachment 2 to this report. The following is a brief description of the proposed changes to Policy and Rule 1330 and Policy and Rule 1331

Policy & Rule 1330 – Facilities Use

- Change title from Executive Director of Business Services to Chief of School Leadership.
- Change the language that describes the permit process to reflect the online request system.
- Add language to reflect the \$20 permit application fee,

Policy & Rule 1331 – Classification of Groups Using School District Facilities

- Minor terminology and wording changes for consistency purposes.

Joint Planning/Facilities/Equipment and Personnel/Policy Committees:

This report was presented at the February 14, 2017, meeting of the Joint Planning, Facilities, and Equipment and the Personnel and Policy Committees, however, due to lack of a quorum, no action was taken.

Administration Recommendation:

Administration recommends Board approval of the changes to the permit fees and regulations and Board Policy and Rules 1330 and 1331 as described in this report. It is recommended that revised Board Policies and Rules 1330 and 1331 be approved as a first reading on February 28, 2017, and second reading on March 28, 2017.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

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

DRAFT

2016 - 2017
PERMIT FEES & REGULATIONS
FOR THE USE OF KUSD FACILITIES



Kenosha Unified
School District

PRICING EFFECTIVE FOR ALL PERMITS TAKING PLACE BETWEEN
~~SEPTEMBER~~ **1, 2016** AND **AUGUST 31, 2017**
MARCH 7

ALL PERMITS SHALL BE REQUESTED THROUGH THE ONLINE PERMIT REQUEST SYSTEM.
GO TO THE FOLLOWING WEBSITE TO GET STARTED: KUSD.EDU/BUILDING-RENTAL-PERMITS

A \$20⁰⁰ PERMIT FEE MUST BE PAID FOR EACH PERMIT REQUESTED

School programs and school activities are exempt from paying this \$20 permit processing fee.

The permit fee should be paid immediately upon submitting your permit request (you will not receive a bill). This fee can be paid in person at the school or mailed to the school. Only cash, checks and money orders are accepted at this time. Please make checks and money orders out to Kenosha Unified School District, and note the 5-digit "Schedule ID" # of your permit, the name of your group or event, and school, with your payment.

GENERAL REGULATIONS FOR ALL AREAS
AS PER SCHOOL BOARD POLICIES: 1330, 1331 & 1610

1. All permits for use of school property must be initiated online at www.kusd.edu/building-rental-permits. Follow the instructions provided at this link. Paper permits are not accepted.
2. Due to the **new** online permit process, permit requests for use of school facilities must be submitted at least three (3) weeks in advance of the date of desired use. It is highly recommended that you request your permit as far in advance as possible. Last minute requests cannot be guaranteed.
3. **Fees:** Each permit request is charged an initial Permit Processing Fee of \$20. In order for you to retain the dates/times of your permit, this fee shall be paid at the school quickly upon submitting your request. The rental fee per hour applies from the time the user group enters the building until the user group leaves. There are additional fees charged for custodial, auditorium, kitchen, and stadium personnel, when applicable. Payment is to be made immediately upon receipt of invoice. Fees are listed on the following pages.
4. **Liability:** User shall assume full liability for any personal injury or property damage arising in connection with the event. A Certificate of Insurance for one-million dollars (\$1,000,000.00) covering the event is required.
5. User agrees to indemnify the school district for any damage to the building or equipment resulting from the event. Repair or replacement shall be made to the satisfaction of the school district.
6. **Cancellation/Denial of Permits:** Vandalism or violation of permit provisions shall be grounds for cancellation of the permit and denial of future permit requests. Permits may be canceled or denied if the event is contrary to School Board Policy, conflicts with School District schedules, or has the potential of inciting disorders that could be a danger to personnel or property, as determined by the Director of Facilities Services.
7. Illegal games of chance are not permitted.
8. Facilities are to be used only for the purpose and areas specified by the permit. Transferring of permits is not permitted.
9. Smoking is prohibited at all school buildings and school property. Possession/use of intoxicants and controlled substances is prohibited.
10. Registered Sex Offenders must obtain prior approval from the Superintendent of Schools before organizing and/or attending any school sponsored event/activity on school premises. Refer to School Board Policy 1610 for more information.
11. User must arrange for their equipment to be unloaded and reloaded. School personnel or students are not available for such work.
12. School personnel shall supervise events and perform stage operations when considered necessary by the school administrator.
13. **Snow Removal:** If it snows, or other winter precipitation such as freezing rain occurs, between the end of the last school day prior to a building rental (this could be on the same day as the rental) and the rental use, and that snow necessitates plowing or salting operations, the permit user/holder will have the option of paying a \$200 snow removal charge, or canceling the permit.
14. KUSD has an alert system in all of our buildings to warn building occupants of an active threat (dangerous person(s) with the intent of doing harm to others) in the building. Permit holders are strongly encouraged to watch the short video on the KUSD website Building Permit homepage. Video Link: <https://drive.google.com/file/d/0B4YruYCDqG6Hdy1HNIRHc2ICVIE/view>

Classification of Groups Renting School District Facilities
Refer to School Board Policy 1331 for complete group classification descriptions.

Priority Use	Policy Classification	Examples	\$20 Permit Fee	Rental Fee (Hourly)		Custodial Overtime Fee
				Partial Cost	Full Cost	
1	School Activity Group	Cheerleading; School Socials; Intramural Sports; School Clubs	No	No	No	Yes
2	Recreation Department Sponsored Groups	Senior Citizens; Summer Recreation; Summer Playground; Senior Swim/Exercise	No	No	No	Yes
3	School Related Activity Groups	Parent-Teacher Grps.; Parent Booster Grps.	No	No	No	Yes
4	Non-Curriculum Related Student Groups	Religious Student Grps.; Bible Study Grps.; Chess Club	Yes	No	No	Yes
5	Kenosha Unified Community Youth Groups	Student Activity: Scouts; Youth Grps. and Clubs; Swim Teams	Yes	Yes-if fundraising, or charge-a-daily user-fee	No	Yes
6	Kenosha Unified Community Groups	Adult Activity: Churches; Public Information Mtgs; Museum	Yes	No	Yes	Yes
7	For-Profit and Other Groups	Private Recreational Activities; Men's Basketball Grps.; Universities/Colleges	Yes	No	Yes	Yes

if organization collects fees from participants

POOL REGULATIONS*In addition to the General Regulations*

1. Initial Charge is a one-time cost per event in addition to hourly pool rental rate.
2. Number of participating swimmers must be noted on permits, based on maximum allowable attendance.
3. **Swimming Supervisor Requirements:** The user shall provide a supervisor who must be 21 years or older. This individual's name must be listed on the permit.
4. **LIFEGUARD REQUIREMENTS:**

All lifeguards must have up-to-date lifeguard, first-aid, and CPR certification on file at the Recreation Department. A list of approved lifeguards is available upon request at the Recreation Department, 2717 – 67th Street, Phone 359-6255, and online: <http://www.kusd.edu/departments/recreation-0>.

Recreational-Type Swim: One Advanced Guard, certified by the American Red Cross (ARC), is required for each 25 swimmers.

Instructional-Type Swim: One ARC Water Safety Instructor (WSI) is required for the first 25 swimmers. One Advanced Guard, certified by ARC, is required for each additional 25 swimmers.

5. All scheduling and payment arrangements of lifeguards must be made between the user and the lifeguard.
6. Swimmers with contagious diseases, open wounds, or sores, and/or wearing any type of bandages will not be permitted in the pool area.
7. All swimmers must furnish their own suit and towel.
8. No street shoes are allowed on pool deck.
9. A soap shower is required before entering the pool.
10. All regulations relating to maximum swimmer capacity and pool safety must be enforced by the Lifeguard Supervisor.

SWIMMING POOL FEES

INCLUDES LOCKER & SHOWER ROOMS

SCHOOL	MAXIMUM CAPACITY	INITIAL CHARGE	PARTIAL COST RENTAL FEE PER HOUR	FULL COST RENTAL FEE PER HOUR
Reuther	50	\$123.50	\$26.25	\$35.00
Tremper	75	\$180.50	\$33.50	\$44.75
Bradford	100	\$244.50	\$50.25	\$67.00
Vernon	30	\$72.75	\$14.75	\$19.75

GYMNASIUM REGULATIONS*In addition to the General Regulations*

1. Permission to use specific apparatus, sound system or scoreboard must be obtained from the Principal.
2. All contracting, scheduling, and payment arrangements of school approved scoreboard operators must be made by the user.
3. Basketballs, volleyballs, and other playing equipment, and towels must be provided by the user.
4. Rubber soled shoes are required for all sport/game activities.
5. Spectators and children are not permitted at athletic practice sessions.

HIGH SCHOOL GYMNASIUM FEES

LOCKER & SHOWER ROOMS: ADD \$18.25 PER HOUR

SCHOOL	BLEACHER SEATING CAPACITY	PARTIAL COST RENTAL FEE PER HOUR	FULL COST RENTAL FEE PER HOUR
Bradford Fieldhouse	2500	\$139.75	\$186.50
Indian Trail Fieldhouse	2296	\$156.25	\$208.25
Indian Trail Upper Gym	None	\$34.25	\$45.75
Tremper P.E. Center	None	\$93.25	\$124.50
Tremper Gym	1680	\$68.25	\$91.00
Tremper Upper Gym	None	\$28.50	\$38.00
Reuther Gym	377	\$39.50	\$52.75

MIDDLE & ELEMENTARY GYMNASIUM FEES

INCLUDES LOCKER & SHOWER ROOMS, UNLESS NOTED

SCHOOL	BLEACHER SEATING CAPACITY	PARTIAL COST RENTAL FEE PER HOUR	FULL COST RENTAL FEE PER HOUR
Bullen	294	\$44.25	\$59.00
Lance	300	\$44.25	\$59.00
Lincoln	172	\$39.50	\$52.75
Mahone	1476	\$68.25	\$91.00
Washington	216	\$39.50	\$52.75
Brass, EBSOLA, Frank, Nash, Pleasant Prairie, Somers, Stocker		\$34.25	\$45.75
Bose, Forest Park, Grant, Grewenow, Harvey, Hillcrest, Jefferson, Jeffery, McKinley, Prairie Lane, Roosevelt, Southport, Strange, Vernon, Whittier, Wilson		\$28.50	\$38.00

AUDITORIUM REGULATIONS*In addition to the General Regulations*

1. The rental fee per hour includes the use of the auditorium, available lighting, sound system, upright piano, adjoining dressing rooms and projection booth.
2. Additional fees are charged for facility managers, stage hands, and custodial staff when such services are required.
3. Ticket printing and sales are the responsibility of the user. Ticket numbering data is available from the Facilities Services Department.
4. Organization must pay the cost of tuning the piano. Tuner must be approved by the School District's Fine Arts Department (359-7760).
5. Temporary stage extensions or attachments to existing walls or floors are prohibited.
6. All detailed arrangements must be made at least two (2) weeks in advance with facility manager who is responsible for assigning stage manager, stage hands, and ushers required for activity.
7. If interested in using a grand piano at Bradford, Indian Trail, or Tremper, please contact the Fine Arts Department (359-7760) for rates and availability.

AUDITORIUM FEES

SCHOOL	SEATING CAPACITY	RENTAL FEE PER HOUR
Bradford		
- Performance	1,027	\$109.75
- Rehearsal		\$76.75
Indian Trail		
- Performance	1080	\$160.50
- Rehearsal		\$112.25
Tremper		
- Performance	1,156	\$109.75
- Rehearsal		\$76.75
Tremper		
- Room 120	120	\$41.75
Reuther		
- Performance	1,410	\$109.75
- Rehearsal		\$76.75
Bullen	776	\$67.00
Lance	840	\$67.00
Lincoln	943	\$87.00
Mahone	574	\$87.00
Washington	636	\$67.00

**Indian Trail Auditorium**

MISCELLANEOUS AREAS

AREA	SCHOOL	SEATING CAPACITY	PARTIAL COST RENTAL FEE PER HOUR	FULL COST RENTAL FEE PER HOUR
Cafeterias & Multi-Purpose Rooms:	Bradford	504	\$53.00	\$70.75
	Indian Trail	675	\$72.00	\$96.50
	Reuther	140	\$36.50	\$48.75
	Tremper	648	\$53.00	\$70.75
	LakeView	120	\$36.50	\$48.75
	Bullen	338	\$36.50	\$48.75
	Lance	295	\$36.50	\$48.75
	Mahone	600	\$53.00	\$70.75
	Lincoln	300	\$36.50	\$48.75
	Washington	333	\$36.50	\$48.75
	Brass, EBSOLA, Nash, Pleasant Prairie, Prairie Lane, Stocker, Whittier		\$36.50	\$48.75
	Bose, Forest Park, Grewenow, Jeffery, Somers, Vernon		\$34.25	\$45.75
Classrooms:	Bradford Commons		\$35.75	\$47.75
	All District Classrooms		\$34.25	\$45.75
Computer Labs:	All District Computer Labs		\$61.25	\$81.75
ESC Boardroom:	Please call 359-6300 to reserve the boardroom.	238	\$32.00	\$42.75
Fields – High School:	Does <u>not</u> include synthetic athletic fields and baseball/softball fields – see additional pricing on next two pages		\$15.50	\$20.75
Fields – Middle School, Elementary School:			\$15.50 per day	\$20.75 per day
Asphalt/Concrete Areas: Playgrounds, parking lots, concrete spaces	All District Facilities NOTE: This fee is only applicable if renting an asphalt/concrete area ONLY. This fee will not be charged in addition to the rental fees for other spaces if the rental includes spaces beyond just the asphalt/concrete areas.		\$15.50 per day	\$20.75 per day
Kitchens:	Bradford, Indian Trail, Tremper, EBSOLA		\$38.75	\$51.75
Libraries:	Indian Trail, Bradford, Tremper, Mahone		\$42.75	\$57.00
	Reuther, Bullen, Lance, Lincoln, Washington, Brass, EBSOLA, Frank, Nash, Somers, Stocker, Pleasant Prairie, Prairie Lane		\$38.75	\$51.75
	Bose, Forest Park, Grant, Grewenow, Harvey, Jefferson, Jeffery, KTEC, McKinley, Roosevelt, Southport, Strange, Vernon, Whittier, Wilson		\$35.00	\$46.75
Locker Rooms:	Bradford, Indian Trail, Tremper, Mahone		N/A	\$18.25
Tennis Courts:	Bradford, Indian Trail, Tremper		\$15.50	\$20.75

Custodial Overtime Fee \$40.08 per hour
Charged when rental takes place outside of regular custodian and/or building hours (i.e. weekends, holiday breaks, overnights)

Kitchen Supervision Fee \$33.53 per hour
To arrange for a Kitchen Supervisor, contact Food Services at 359-6382

ATHLETIC FIELD & STADIUM REGULATIONS

In addition to the General Regulations

1. Ameche Field, Jaskwhich Fields, and Bradford Stadium are available only to established organizations, and are not available to individuals for commercial gain or for political/partisan events.
2. Profits resulting from the event are to remain with using organization and are not to be distributed to any individuals.
3. Liability: User shall assume full liability for any personal injury or property damage arising in connection with the event. A certificate of liability covering the event is required.
4. User agrees to indemnify the School District for any damage to the field or equipment resulting from the event. Repair or replacement shall be made to the satisfaction of the School District.
5. Cancellation/Denial of Permits: Vandalism or violation of permit provisions shall be grounds for cancellation of the permit and denial of future permit requests. Permits may be denied if the event is contrary to School Board policy, conflicts with School District schedules, or has the potential of inciting disorder that could be a danger to personnel or property.
6. Illegal games of chance are not permitted.
7. Facilities are to be used only for the purpose and areas specified on the permit. Transfer of permits is not permitted.
8. Possession and/or use of intoxicants, controlled substances, cigarettes, and chewing tobacco is prohibited.
9. **The use of CHEWING GUM & SUNFLOWER SEEDS ON THE FIELD IS PROHIBITED. Chewing gum is not permitted to be sold in the Concession Stands. Violators of rule #10 & #11 will be subject to an additional \$100.00 cleanup fee and may be denied future access to the athletic fields.**
10. Sidelines, bleacher areas, concession stands, and outlying areas are to be cleaned by user prior to leaving.
11. Appropriate shoes are to be worn on the field. Spectators are not allowed on the field.
12. User must check in with Stadium Manager upon arrival and prior to departure at end of rental time.
13. Profanity is strongly discouraged by members of teams and spectators at the stadium. Fighting is not allowed; future permits may be denied.
14. User is responsible for providing adequate security personnel.
15. KUSD has the right of refusal to potential rental groups

Attachment 1

AMECHE FIELD* & JASKWHICH ATHLETIC FIELD & BRADFORD STADIUM FEES

Description	W/O Lights	With Lights	Stadium Manager Fee Per Hour	Custodial Fee Per Hour
			\$16.24	\$40.08
Football Practice	\$103.75	\$155.50	Yes	Yes
Football Game	\$466.00	\$517.75	Yes	Yes
Soccer Practice	\$103.75	\$155.50	Yes	Yes
Soccer Game	\$310.50	\$362.25	Yes	Yes
Track Practice	\$103.75	\$155.50	Yes	Yes
Track Meet	\$466.00	\$517.75	Yes	Yes
All Day Events***	\$931.75	\$1,035.50	Yes	Yes
Half Day Events ****	\$310.50	\$362.25	Yes	Yes

Notes:

An additional permit must be filled out to secure the use of the Mahone and Tremper locker rooms and showers. An additional \$20 permit fee is also required.

*Contact the City of Kenosha Parks Department (653-4080) to secure the use of the Anderson Park locker room and restrooms.

***All Day Events are defined as events lasting longer than five (5) hours, and include music events, soccer tournaments, football or soccer camps, etc.

****Half Day Events are defined as events lasting five (5) hours or less, and do not fall under the categories listed above.



Jaskwhich Field & Grandstand

BASEBALL/SOFTBALL FIELD REGULATIONS*In addition to the General Regulations*

1. KUSD Varsity Baseball/Softball Fields are available only to established organizations and are not available to individuals for commercial gain or for political/partisan events.
2. Profits resulting from an event are to remain with using organization and are not to be distributed to any individuals.
3. Field preparation in most cases, which includes lining, raking, filling and tamping holes in the home plate area and on the pitching mound, and dragging of the field is the responsibility of the renter. The use of the press box and scoreboard, if applicable, is not part of the permit. ~~An agreement for field preparation, press box, and scoreboard use can be negotiated with the Coordinator of Athletics, School Athletic Director, and/or Head Custodian.~~
4. Liability: User shall assume full liability for any personal injuries or property damage arising in connection with the event. A certificate of liability covering the event is required.
5. User agrees to indemnify the School District for any damages to the field or equipment resulting from the event. Repair or replacement shall be made to the satisfaction of the School District.
6. Cancellation/Denial of Permits: Vandalism or violation of contract provisions shall be grounds for cancellation of the permit and denial of future permit requests. Permits may be denied if the event is contrary to School Board policy, conflicts with School District schedules, or has the potential of inciting disorder that could be a danger to personnel or property.
7. Illegal games of chance are not permitted.
8. Facilities are to be used only for the purpose and areas specified on the permit. Transfer of permits is not permitted.
9. Possession and/or use of intoxicants and controlled substances are prohibited.
10. All tobacco products are prohibited. Violators of this rule will be subject to an additional \$100 clean up fee and may be denied future access of baseball/softball fields. User is also responsible to inform opposing team of this rule.
11. User is responsible for arranging unloading and reloading of their equipment with outside labor.
12. Spectators are not permitted on the field.
13. Long-term permits must be re-submitted each school (fiscal) year.
14. ~~Scoreboards are not available for rentals of baseball/softball fields.~~

15. No metal spikes are allowed on synthetic turf fields.

16. The use of **CHEWING GUM & SUNFLOWER SEEDS ON THE FIELD IS PROHIBITED.** Chewing gum is not permitted to be sold in the Concession Stands. Violators of this rule will be subject to an additional \$100.00 cleanup fee and may be denied future access to the athletic fields.

17. ~~14.~~ Renters must request to use the concession stands and/or to sell concession products.

18. ~~15.~~ KUSD has the right of refusal to potential rental groups.

BASEBALL/SOFTBALL FIELD FEES

Description	Fees	Fees	
		Mon-Wed	Thurs-Sun
Single Baseball Game	\$77.75	\$80	\$125
Double Header	\$129.50	\$135	\$200
3-Day Tournament	\$440.00		
4-Day Tournament	\$543.75		
2-Hour Practice		\$50	\$50
All Day Rental	\$181.50	Not Available	\$500

Field Prep & Manager Fee: \$30.50 per baseball/softball game

AN ADDITIONAL CHARGE OF \$100 WILL BE ASSESSED IF THE ORGANIZATION DOES NOT CLEAN UP AFTER USING THE RENTED AREA(S)

**Baseball & Softball Fields @ Indian Trail**

Kenosha Unified School District is an Equal Opportunity Educator/Employer with established policies prohibiting discrimination on the basis of age, race, creed, religion, color, sex, national origin, disability or handicap, sexual orientation, or political affiliation in any educational program, activity, or employment in the District. The District Superintendent/designee (359-6320) addresses questions regarding student discrimination, and the Executive Director of Human Resources (359-6333) answers questions concerning staff discrimination.

Kenosha Unified School District
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 1330
 FACILITIES USE

Schools are an integral part of the community in terms of its intellectual and social expression and development. To this end, the District encourages the use of District facilities (including grounds) by the community under conditions prescribed or permitted by law and in accordance with adopted policies, rules and procedures of the School Board.

It is the intent of the Board to encourage and prioritize use of the District's facilities by School Activity Groups, Recreation Department Sponsored Groups, School Related Activity Groups, Non-Curriculum Related Student Groups, Community Groups, and Community Groups operating as nonprofit organizations when the facilities are available and upon specific request. It is the intent of the Board to allow the use of District facilities by for-profit and other groups on a limited basis.

The primary use of District facilities is for District activities including curricular, extracurricular and recreational activities. School facilities are generally not available for community use during regularly scheduled school hours or when otherwise in use for District activities.

Authorization for use of District facilities shall not be construed as an endorsement of or approval of any group or organization, nor the purpose it represents. Furthermore, such authorization shall not be construed to allow the permanent institutionalization of community groups or organizations within District facilities.

The Board retains the right to deny use of District facilities and shall be the final authority in all cases. Uses of District facilities for the following shall be strictly prohibited: (1) usage for obscene, pornographic, lewd, vulgar or indecent purposes; and (2) usage that will likely cause substantial disruption or materially interfere with the proper and orderly operation and discipline of the District's schools.

The District's ~~Executive Director of Business Services~~ **Chief of School Leadership**, Director of Facilities Services or Building Principal is authorized to approve/deny and schedule the use of District facilities in accordance with Board policies, rules and procedures. If the request for use is denied, the requesting party may appeal to the Board of Education for approval.

LEGAL REF.: Wisconsin Statutes

Sections	120.12(1)	[Board duty; care, control and management of school property]
	120.12(9)	[Board duty; use for discussion of public questions]
	120.125	[Use for before and after-school child care programs]
	120.15(17)	[Board power; temporary use of school property and authority to charge use fees]
	120.13(19)	[Board power; use for community education programs]
	120.13(21)	[Board power; use for educational lectures]
	120.13(35)	[Board power; presence of persons in school buildings]

Wisconsin Administrative Code

HSS 172.05 [Swimming pool staffing rules]

Equal Access Act [Access to school facilities by non-curriculum related student groups]

Boy Scouts of America Equal Access Act [Access to school facilities by Boy Scouts and other designated youth groups]

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Kenosha Unified School District
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 1330
 FACILITIES USE
 Page 2

CROSS REF.: 1310, Tobacco Use on School Premises
 1331, Classification of Groups Using School District Facilities
 1333, ~~Facilities~~ Charges **for Use of District Facilities & Grounds**
 1350, **Use of District** Equipment Use by Community Groups
 1600, Visitors
 1812, Relations with Parent-Teacher Organizations
 3600, School Safety
 3622, Access to School Buildings and Grounds
 5436, Weapons
 6570, Before and/or After-School Child Care Programs

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: May 28, 1991
 May 27, 2003
 December 19, 2006
 November 27, 2012
 December 18, 2012
March 28, 2017

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Kenosha Unified School District
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

RULE 1330
 FACILITIES USE

The following rules govern the use of District facilities (including grounds) by all organizations and individuals. Violation of these rules may result in revocation of approval, denial of future applications ~~requests~~ for ~~“Permit for Use of School Property,”~~ **facility use** and/or legal action.

1. No organization or individual shall be permitted to use District facilities when such use interferes with the use of the property for school purposes or school related functions. The determination of whether a requested use interferes with use of the facilities for school purposes or school related functions shall be made by the building principal (where applicable) and the District's Director of Facilities Services/designee.
2. Requests for use of District facilities shall be initiated by the sponsoring person or organization by ~~obtaining a "Permit for Use of School Property" form from the building to be used~~ **enrolling and requesting facility use through the “CommunityUse” calendar and request system online.**
3. ~~Applicants Requestors shall log into their account online, complete the Permit for Use of School Property form~~ **Facility Use Request, and enter it into the online request system** at least two weeks in advance of the proposed date(s) of use. **Upon entering the Facility Use Request online, A a \$20.00 permit processing fee will be collected from all non-school related organizations shall be paid at the building that is being requested to use at the time the permit is submitted.** In the event the permit **request** is denied, the \$20.00 fee will be returned to the ~~applicant~~ **requestor**. The requested school will then ~~then forward the approved/denied form to the Facilities Office~~ **approve/decline the Facility Use Request through the online request system.** All participating organizations or groups must be ~~listed on the form~~ **named in the request.**
4. All requests must be reviewed by and are subject to the approval of the Director of Facilities Services/designee and building principal (where applicable).
5. Agreements for use of District facilities must be ~~signed~~ **acknowledged** by all responsible applicants.
6. Applicants and users must follow all policies, rules and procedures of the District, local ordinances, and Wisconsin Statutes governing the use of public school facilities.
7. Applicants are responsible for any applicable fees and costs associated with their rental of District facilities in accordance with District Policies 1331 and 1333. Such fees and costs must be paid within 30 days of the billing or shall be subject to the accrual of interest at a rate of twelve percent (12%) per annum.
8. If additional services are required, the applicant must make separate arrangements with the Director of Facilities Services/designee. Such additional services may subject the applicant to additional fees or charges as determined by the Director of Facilities Services/designee.
9. Approved applicants shall not sublet or otherwise transfer their approved usage of District facilities to other persons, entities or organizations.
10. Approved applicants shall be responsible for any damage or loss to District property resulting from their usage and shall reimburse the District for all such damage or loss immediately upon receipt of a written demand for payment from the District.
11. District facilities are to be used only for the purpose and in the areas identified in the rental agreement with the District.
12. Organizations advertising or announcing programs to be held on District property shall identify their sponsorship in any advertisements or announcements of such programs.
13. Applicants will save and hold the District and the District's employees and agents harmless from and against any losses, damages, liability, or expenses (including reasonable attorneys' fees) resulting from, claimed by or against, or incurred by the District, arising from any injury to any person or loss of or damage to any property, to the extent caused by or resulting from any negligence or willful acts or omissions of the applicant or the applicant's use of the District's property and facilities, except to the extent of the negligence or willful conduct of the District or its employees, agents, and invitees.

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Kenosha Unified School District
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

RULE 1330
 FACILITIES USE
 Page 2

14. As determined by the Director of Facilities Services/designee, liability insurance coverage may be required of an applicant. When requested, a Certificate of Insurance, in a form acceptable to the Facilities Department, ~~must be attached to the rental agreement upon signing~~ **must be submitted along with the \$20.00 permit fee.** The minimum acceptable policy limit is \$1,000,000.00 and the District must be named as an additional insured covered by the policy.
15. All cancellations must be made at least five (5) business days in advance of the intended use to either the Facilities Services office or at the applicable building location. The rental cost will be assessed for failure to cancel an approved rental.
16. There is a one-hour MINIMUM usage per rental.
17. All applicants shall be responsible for the conduct and control of any patrons, participants or invitees and must provide sufficient supervision to satisfy the Building Principal and/or Director of Facilities Services/designee that the event will be adequately controlled.
18. The District is not responsible for any personal items of the applicant or other persons using the facilities that are lost, stolen or broken.
19. The applicant and users of District facilities must follow and enforce all state and local laws governing fire prevention and safety.
20. Use of District facilities is contingent upon the availability of custodial services and other necessary services.
21. The possession and use of tobacco products, alcoholic beverages, intoxicants or illegal controlled substances on District property is strictly prohibited.
22. Gambling of any kind is prohibited.
23. Disorderly conduct is prohibited.
24. The use of power driven recreational apparatuses such as snowmobiles, go-carts, mini-bikes, miniature airplanes, and self-propelled modes of transportation such as bicycles, skateboards, roller skates, roller blades and scooters shall not be permitted on District property without the express consent of the Director of Facilities Services/designee. This excludes any electronic, battery operated or mechanical transportation aid for individuals with physical disabilities.
25. Practice for the improvement of golf skills, including the swinging of golf clubs or hitting of golf balls, is not permitted on District property.
26. Use of an open flame on District property is strictly prohibited.
27. The District reserves the right to remove any individual or organization from District facilities for violation of District policies or rules.
28. Any individual or organization failing to conduct their usage consistent with District policies, rules and procedures may be denied subsequent rental.
29. All conditions or situations not covered by these rules shall be handled on a case-by-case basis by the District and the Director of Facilities Services/designee.
30. District facilities shall be open to inspection, at all times, by authorized representatives of the School Board.
31. Approval may be denied if the intended use is contrary to District policy, conflicts with use of the property for school purposes, or may result in danger to others or District property.
32. Lifeguards must be chosen from the Recreation Department's approved list, paid by the user, and must be on duty anytime that the pool is rented. State law and regulations shall be followed when staffing the pool.

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***Kenosha Unified School District
Kenosha, Wisconsin***

***School Board Policies
Rules and Regulations***

POLICY 1331

CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES

Permitted usage and availability of District facilities shall be determined by classification of the group requesting use of the facility. Charges for use of District facilities, including rental and custodial fees, shall vary in accordance with such classification.

The Director of Facilities Services or designee will categorize groups eligible to use District facilities under one of the seven classifications defined below. District facilities shall be made available to eligible groups in the following order, as space and priority allow:

1. School Activity Groups
2. Recreation Department Sponsored Groups
3. School Related Activity Groups
4. Non-Curriculum Related Student Groups
5. Kenosha Unified Community Youth Groups
6. Kenosha Unified Community Groups
7. For-Profit and Other Groups

Classification of groups using District facilities shall be as follows:

1. School Activity Groups

School Activity Groups are those groups that are directly related to a District educational program or extracurricular program sponsored by the District, including academic, athletic, cultural and social group activities. (e.g., drama clubs and cheerleading)

School Activity Groups will be permitted to use District facilities during non-school hours, with the permission of the Building Principal or Director of Facilities Services, and when such use does not interfere with District purposes. The District will waive the rental fee. The actual custodial fee beyond the normal custodial working hours will be charged to the appropriate school account.

2. Recreation Department Sponsored Groups

Recreation Department Sponsored Groups are those groups or programs that are directly sponsored and administered by the District's Recreation Department.

Recreation Department Sponsored Groups will be allowed to use District facilities for any lawful purpose that promotes the recreation and physical fitness of the District's residents and students. (e.g., senior citizens and summer recreation)

Recreation Department Sponsored Groups will be permitted to use District facilities during non-school hours with the permission of the Coordinator of Athletics/Physical Education and/or Director of Facilities Services, and when such use does not interfere with District purposes or by School Activity Groups. The District will waive the rental fee. The actual custodial fee beyond the normal custodial working hours will be charged to the Recreation Department.

3. School Related Activity Groups

School Related Activity Groups are those groups not under direct sponsorship of the school or District, but related to the schools in that they are organized for the sole purpose of supporting the District's schools and improving District education. (e.g., parent-teacher and parent booster groups)

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Kenosha Unified School District
Kenosha, Wisconsin

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School Related Activity Groups will be permitted to use District facilities during non-school hours with the permission of the Building Principal and/or Director of Facilities Services, and when such use does not interfere with District purposes, or use by School Activity Groups or Recreation Department Sponsored Groups. The District will waive the rental fee. The actual custodial cost beyond the regular custodial working hours will be charged to the School Related Activity Group.

4. Non-Curriculum Related Student Groups

Non-Curriculum Related Student Groups have the following characteristics:

- a. The group is comprised of District students.
- b. The subject matter of the group is not actually taught, or will not soon be taught, as a regularly offered course of the school.
- c. The subject matter of the group does not concern the body of courses as a whole.
- d. Participation in the group is not required for a particular course.
- e. Participation in the group does not result in academic credit.
- f. Group meetings are not directed, controlled, conducted or regularly attended by non-school persons.

Non-Curriculum Related Student Groups will be given equal access and priority to District facilities. The District will not deny equal access or a fair opportunity to, or discriminate against, any Non-Curriculum-Related Student Group who wishes to conduct a meeting on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

Non-Curriculum Related Student Groups may not be sponsored by the school, the District, or their agents or employees. Meetings of Non-Curriculum Related Student Groups must be student-initiated and voluntary.

Non-Curriculum Related Student Groups will be permitted to use District facilities for any purpose that does not materially and substantially interfere with the orderly conduct of educational activities within the school. The District retains the right to deny access to District facilities to maintain order and discipline on school premises, to protect the wellbeing of District students and faculty, and to assure that attendance of students at meetings is voluntary.

Non-Curriculum Related Student Groups will be permitted to use District facilities during non-school hours with the permission of the Building Principal and/or Director of Facilities Services, and when such use does not interfere with District purposes, or by School Activity Groups, Recreation Department Sponsored Groups or School Related Activity Groups. The District will ~~cover~~ **wave** the rental ~~cost~~ **fee**. The actual custodial cost beyond the normal custodial working hours will be charged to the Non-Curriculum Related Student Groups

5. Kenosha Unified Community Youth Groups

A Kenosha Unified Community Youth Group is a non-profit group or organization whose primary purpose is to serve children and youth of the Kenosha Unified School District. (e.g., Scouts and youth sports) The focus of the use of District facilities must be to provide a program that actively involves young people who reside within the boundaries of the District.

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CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES

Page 3

The Kenosha Unified Community Youth Groups will be permitted to use District facilities during non-school hours with the permission of the Building Principal and/or Director of Facilities Services, and when such use does not interfere with District purposes, or by School Activity Groups, Recreation Department Sponsored Groups, School Related Activity Groups or Non-Curriculum Related Student Groups. The District will waive the rental fee; ~~however, if~~ **however, if** the event or activity is a fundraiser, or user/hourly fees are charged to participants, the Kenosha Unified Community Youth Group will be charged a rental fee. The actual custodial fee beyond the normal custodial working hours will be charged to the Kenosha Unified Community Youth Groups.

6. Kenosha Unified Community Groups

Kenosha Unified Community Groups are nonprofit groups that intend to use District facilities for a lawful non-school purpose primarily for adults.

To qualify as a Kenosha Unified Community Group, at least 51% of the owners or members of the group or at least 51% of its attendees during use of District facilities must be residents of Kenosha Unified attendance area. Certified lists of members, owners, or attendees, with addresses, may be requested when applying for use of District facilities.

Kenosha Unified Community Groups may use District facilities during non-school hours with the permission of the Building Principal and/or Director of Facilities Services and when such use does not interfere with District purposes or by School Activity Groups, Recreation Department Sponsored Groups, School Related Activity Groups, Non-Curriculum Related Student Groups or Kenosha Unified Community Youth Groups.

Kenosha Unified Community Groups will be charged rent for the use of facilities and actual custodial fee beyond the normal custodial working hours.

7. For-Profit and Other Groups

For-Profit and Other Groups are groups, organizations or individual(s) that intend to use District facilities for a lawful non-school purpose and do not fall within any of the other classifications stated herein.

To qualify as a For-Profit and Other Group, at least 51% of the owners or members of the group or at least 51% of its attendees during use of District facilities must be residents of Kenosha Unified attendance area. Certified lists of members, owners, or attendees, with addresses, may be requested when applying for use of District facilities.

For-Profit and Other Groups may use District facilities during non-school hours with the permission of the Building Principal and/or Director of Facilities Services and when such use does not interfere with District purposes, or by School Activity Groups, Recreation Department Sponsored Groups, School Related Activity Groups, Non-Curriculum Related Student Groups, Kenosha Unified Community Youth Groups or Kenosha Unified Community Groups. For-Profit and Other Groups will be charged rent for use of facilities and actual custodial fee beyond the normal custodial working hours.

DRAFT

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 CLASSIFICATION OF GROUPS USING SCHOOL DISTRICT FACILITIES

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Nothing in this policy or any other District policy is intended to prohibit or affect the use of District facilities for free discussions of public questions upon the written application of one-half of the District's electors pursuant to state law.

LEGAL REF.: Wisconsin Statutes

Sections 120.12(1)	[Board duty; care, control and management of school property]
120.12(9)	[Board duty; use for discussion of public questions]
120.125	[Use for before and after-school child care programs]
120.13(17)	[Board power; temporary use of school property and authority to charge use fees]
120.13(19)	[Board power; use for community education programs]
120.13(21)	[Board power; use for educational lectures]
120.13(35)	[Board power; presence of persons in school buildings]

Wisconsin Administrative Code

HSS 172.05 [Swimming pool staffing rules]

Equal Access Act [Access to school facilities by non-curriculum-related student groups]

Boy Scouts of America Equal Access Act [Access to school facilities by Boy Scouts and other designated youth groups]

CROSS REF.: 1310, Tobacco Use on School Premises

1330, Facilities Use

1333, Charges for Use of District Facilities **& Grounds**

1812, Relations with Parent-Teacher Organizations

5436, Weapons

6570, Before and/or After School Child Care Programs

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: May 28, 1991
 May 27, 2003
 December 18, 2012
March 28, 2017

Kenosha Unified School District
Kenosha, Wisconsin

February 28, 2017

School Board Policies Update

Background

Kenosha Unified School District ("the District") has an employee handbook that is in effect until June 30, 2017. Each year, the Office of Human Resources reviews and updates the employee handbook. During this review, the Office of Human Resources found several Board policies that are in need of updates for various reasons. The relevant Board policies, along with rationale for the necessary updates, are set forth below. The corresponding Board policies are attached.

Board Policies to be Updated

Policy No. and Title	Recommended Update	Rationale for Update
Policy 1310 – Tobacco Use (see Attachment A)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 1310 failed to include this cross reference and should henceforth for consistency.
Policy 3412 – Mileage Reimbursement (see Attachment B)	1. Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook 2. Cross reference corrections	1. Employees now utilize the Employee Handbook rather than employee agreements. 2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).
Policy 3440 – Fixed Charges (see Attachment C)	Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook	Employees now utilize the Employee Handbook rather than employee agreements.

Policy 3623 – Loss or Damage of Personal Property on District Premises (see Attachment D)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 3623 failed to include this cross reference and should henceforth for consistency.
Policy 3631 – Accident Reports (see Attachment E)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections.</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 3631 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 3643 – Emergency School Closings (see Attachment F)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Remove reference to “miscellaneous employee(s)”</p> <p>3. Update/clarify awkward phrasing of sentence to read, <u>“If school is not canceled and a parent and/or guardian feels his/her child is safer at home, the parent and/or guardian may keep the child home. Keeping a child home due to weather will be recorded as an excused absence on the student’s record per Policy 5310 and Wis. Statute 118.15 so long as the parent and/or guardian reports the absence in a timely manner.”</u></p> <p>4. Cross reference corrections</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 3643 failed to include this cross reference and should henceforth for consistency.</p> <p>2. KUSD employees have been reclassified into other employee groups.</p> <p>3. Prior policy version contained awkward sentence phrasing. The proposed update changes phrasing to provide clarity and ease of reading.</p> <p>4. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>

Policy 3651 – Hazardous Chemicals (see Attachment G)	Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook	Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.
Policy 4110 – Equal Employment Opportunity and Affirmative Action (see Attachment H)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4110 failed to include this cross reference and should henceforth for consistency.
Policy 4111 – Employee Harassment (see Attachment I)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Update complaint procedure and chain of appeal for consistency with other Board policies</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4111 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Prior version of Policy 4111 did not contain the same complaint procedure and chain of appeal as other similar Board policies; text of Board Policy has been 4111 has been updated to provide this consistency.</p>
Policy 4112 – Violence in the Workplace (see Attachment J)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4112 failed to include this cross reference and should henceforth for consistency.
Policy 4211 – Staff Communications to the School Board (see Attachment K)	<p>1. Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook</p> <p>2. Font style change</p>	<p>1. Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.</p> <p>2. Remove bold font style.</p>

Policy 4221 – Alcohol and Drug-free Workplace (see Attachment L)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4221 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 4223 – Staff Misconduct Reporting (see Attachment M)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections.</p> <p>3. Font style change</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4223 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p> <p>3. Remove bold font style.</p>
Policy 4224 – Employee Code of Ethics (see Attachment N)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4224 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 4229 – Employee Dress and Grooming (see Attachment O)	Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook	Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.

Policy 4231 – Staff Physical Examinations (see Attachment P)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4231 failed to include this cross reference and should henceforth for consistency.
Policy 4233 – Employee Assistance Program (see Attachment Q)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4233 failed to include this cross reference and should henceforth for consistency.
Policy 4235 – Employees Right to Know (Toxic Substances and Infectious Agents) (see Attachment R)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p> <p>3. Font style change</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4235 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p> <p>3. Remove bold font style.</p>
Policy 4240 – Staff Gifts (see Attachment S)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4240 failed to include this cross reference and should henceforth for consistency.

Policy 4260 – Personnel Records (see Attachment T)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4260 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 4270 – General Employee Complaints (see Attachment U)	<p>1. Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p> <p>3. Font style change</p>	<p>1. Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p> <p>3. Remove bold font style.</p>
Policy 4271 – Employee Complaint (Grievance) (see Attachment V)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4271 failed to include this cross reference and should henceforth for consistency.
Policy 4280 – Employee Attendance (see Attachment W)	<p>1. Strike cross-reference to Policy 4340, Substitute Personnel Employment</p> <p>2. Amend second paragraph of policy for clarification, to read <u>“Tardiness, unexcused absences, patterns of absenteeism (e.g. same days over a period of time), fraudulent use of paid or unpaid leave, and excessive excused absences (other than FMLA or ADA/WFEA-approved leave) are cause for progressive corrective actions including...”</u></p>	<p>1. Current Policy 4280 contains cross reference to old policy which no longer exists.</p> <p>2. The second paragraph needs to be clarified to define absence.</p>

	3. Cross reference corrections	3. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).
Policy 4320 – Individual Employment Contracts (see Attachment X)	<p>1. Strike cross reference to KEA Agreement</p> <p>2. Cross reference corrections</p> <p>3. Font style change</p>	<p>1. This policy references the KEA agreement. The KEA agreement, by law, can no longer reference any items beyond wages that are collectively bargained up to consumer price index (CPI).</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p> <p>3. Remove bold font style.</p>
Administrative Regulation 4323.1 – Family and Medical Leave Notice of Rights (see Attachment Y)	<p>1. Addition of required language regarding bone marrow and organ donation leave</p> <p>2. Update/change policy numeration to reflect addition of required language to policy</p> <p>3. Addition of applicable legal references, Board policy cross references, and Employee Handbook cross reference</p> <p>LEGAL REF: 29 USC Chapter 28 Sections 2601-2654 (Family and Medical Leave Act); 29 C.F.R. Part 825</p> <p>Wisconsin Statute Section 103.10 (Family or Medical Leave)</p> <p>Wisconsin Admin. Code Ch. DWD 225</p> <p>Wisconsin Statute Section 103.11 (Bone Marrow and organ donation leave)</p> <p>CROSS REF: Policy 4280, Employee Attendance and Punctuality</p> <p>Employee Handbook</p>	<p>1. Wisconsin Statute Section 103.11 added inclusion of bone marrow and organ donation leave to coverage under family medical leave.</p> <p>2. Numeration of policy updated/changed to reflect addition of bone marrow and organ donation leave and its unique maximum leave allowance.</p> <p>3. Cross references to applicable legal references added to reflect state and federal laws governing family medical leave; Board policy cross reference added for consistency with past practice; practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4323.1 failed to include this cross reference and should henceforth for consistency.</p>

Policy 4331 – Conflicts of Interest (Nepotism) (see Attachment Z)	<p>1. Add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p>	<p>1. Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4331 failed to include this cross reference and should henceforth for consistency.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 4332 – Criminal Background Checks (see Attachment AA)	<p>1. Remove reference to “miscellaneous employee(s)”</p> <p>2. Cross reference corrections</p>	<p>1. KUSD employees have been reclassified into other employee groups.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>
Policy 4351 – Staff Work Schedules (see Attachment BB)	<p>1. Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook</p> <p>2. Cross reference corrections</p> <p>3. Font style change</p>	<p>1. Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.</p> <p>2. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p> <p>3. Remove bold font style.</p>
Policy 4351.1 – Teaching Load (see Attachment CC)	<p>1. Remove cross reference to Policy 4351.1</p> <p>2. Remove cross reference to KEA agreement</p> <p>3. Cross reference corrections</p>	<p>1. This policy references a policy titled “Staff Cooperation” that no longer exists.</p> <p>2. This policy references the KEA agreement. The KEA agreement, by law, can no longer reference any items beyond wages that are collectively bargained up to consumer price index (CPI).</p> <p>3. Cross reference titles corrected to reflect current Board policy titles (past Board policy revisions failed to do so).</p>

Policy 4361 – Employee Resignation/Retirement (see Attachment DD)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4361 failed to include this cross reference and should henceforth for consistency.
Policy 4362 – Employee Discipline (see Attachment EE)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4362 failed to include this cross reference and should henceforth for consistency.
Policy 4370 – Professional Learning (see Attachment FF)	Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook	Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.
Policy 4380 – Employee Evaluations (see Attachment GG)	Add cross reference to Employee Handbook	Practice has been to cross reference the Employee Handbook when its policies contain a cross reference to a Board Policy; prior versions of Policy 4380 failed to include this cross reference and should henceforth for consistency.
Policy 5471 – Corporal Punishment/Use of Physical Force (see Attachment HH)	Strike cross reference to Current Employee Agreements and add cross reference to Employee Handbook	Employees now utilize the Employee Handbook rather than employee agreements; policy is updated to reflect current employee procedure and practice.

Administrative Recommendation

These policy revisions were presented to the Personnel/ Policy standing committee on February 14, 2017. Due to lack of quorum no action was taken. Administration recommends that the School Board approve the revised policies as presented this evening as a first reading on February 28, 2017, and a second reading on March 28, 2017.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Annie Petering, J.D.
Chief Human Resource Officer

***Kenosha Unified School District
Kenosha, Wisconsin***

***School Board Policies
Rules and Regulations***

POLICY 1310
TOBACCO USE

Smoking and the use of tobacco products in any form, by anyone, is prohibited on district premises. “Premises” is defined as all property owned by, rented by or under the control of the district, including grounds, schools, offices, work areas, school buses and other school vehicles.

LEGAL REF.: Wisconsin Statutes

Sections 101.123 [Smoking prohibited]

120.12(20) [Board duty; prohibit tobacco use on school premise]

No Child Left Behind Act of 2001 [Section 4303 – No smoking policy for children’s services]

CROSS REF.: 5433, Tobacco Use by Students
Employee Handbook

ADMINISTRATIVE REGULATIONS: None

APPROVED: February 25, 2003

REVISED: December 19, 2006
September 23, 2014
October 28, 2014

POLICY 3412

MILEAGE REIMBURSEMENT

The School Board recognizes the need for some school employees to use their own automobiles for school purposes regularly or occasionally. To safeguard the District and employees, District guidelines shall be observed for eligibility for mileage reimbursement.

LEGAL REF.: Wisconsin Statutes

Sections	118.21(1)	[Teacher travel reimbursements]
	118.24(2)(e)	[Administrator travel reimbursements]
	120.16(2)	[Disbursements from district treasury]

CROSS REF.: 3514 Use of Privately **Owned** Vehicles to Transport Students
3900 Insurance Management
4370 **Professional Learning** ~~Staff Development Opportunities~~
Employee Handbook ~~Current Employee Agreements~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 22, 2000

REVISED: October 28, 2003

RULE 3412

MILEAGE REIMBURSEMENT

To use a personal vehicle for school purposes, the employee must have the written permission of the Superintendent of Schools/designee and must have on file a current driver license and proof of insurance. Additional requirements apply when transporting students in private vehicles, consistent with established Board policy.

Employees so authorized to use their personal vehicle for school business purposes may claim mileage reimbursement from the District at the rate established by the Internal Revenue Service. The District shall assume no responsibility for liability in case of accident, unless the employee has the authorization described above. The individual’s own insurance is primary coverage in case of an accident and the school’s liability insurance is secondary.

***Kenosha Unified School District No. 1
Kenosha, Wisconsin***

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POLICY 3440
FIXED CHARGES

Fixed charges shall be administered in accordance with Board policies, agreements and other requirements. Fixed charges shall include worker's compensation insurance, liability insurance, property insurance, group life insurance, group long-term disability insurance, social security, retirement fund contributions, unemployment compensation, health insurance and employee health examinations.

The Assistant Superintendent of Business Services shall be responsible for administering the fixed charges and for administering employee fringe benefits programs.

LEGAL REF.: Wisconsin Statutes

Chapter 40 [Public employee retirement, social security and other benefits]

Chapter 102 [Worker's compensation]

Chapter 108 [Unemployment insurance]

CROSS REF.: 3311 Authorized Signatures

3430 Payment for Supplies, Equipment and Services

3900 Insurance Management

4231 Staff Physical Examinations

Employee Handbook ~~Current Employee Agreements~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 9, 1991

REVISED: October 28, 2003

December 18, 2007

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
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POLICY 3623

LOSS OR DAMAGE OF PERSONAL PROPERTY ON DISTRICT PREMISES

The district will assist individuals seeking redress by providing any available information that will help to facilitate reimbursement from others for any loss or damage of personal property on district premises, but assumes no responsibility for such loss as a district.

Any exception to this policy requires the approval of the superintendent of schools, upon recommendation by the Office of Human Resources.

LEGAL REF.: Wisconsin Statutes
Section 895.035 [Parental liability for acts of minor child]

CROSS REF.: 5439 Property Damage/Theft
Employee Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 26, 1991

REVISED: October 28, 2003
December 18, 2007
September 23, 2014
October 28, 2014

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
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POLICY 3631
 ACCIDENT REPORTS

It is essential that all accidents occurring on school property concerning students, employees or members of the public, and casualty losses, be reported promptly to the Office of Human Resources. Accidents shall be reported in accordance with established District procedures.

LEGAL REF.: Wisconsin Statutes

Sections 121.02(1)(g) [Emergency nursing services standard]
 121.02(1)(i) [Safe and healthful facilities standard]
 PI 8.01(2)(g) Wisconsin Administrative Code [Accident reporting procedures required]

CROSS REF.: 1240 Access to Public Records

3600 School Safety
 3710 Facilities Maintenance
 4260 Personnel Records
 5531 Emergency Care ~~Services~~
 5534 ~~Administering Medication to Students~~
 5570 Crisis Management/Suicide Prevention ~~Program~~
 6470 Student Records
Employee Handbook
Crisis Response Manual

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 24, 1991

REVISED: October 28, 2003
 December 18, 2007

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
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POLICY 3643
 EMERGENCY SCHOOL CLOSINGS
 (Inclement Weather)

Only the superintendent of schools or his/her designee is authorized to determine whether schools shall be closed in inclement weather.

A public announcement of school closings shall be made through the various available media. Schools are expected to be open following their regular schedules if no public announcement is made to the contrary by 5:30 a.m. on any given day. Schools may be open when bus transportation or food services are not in operation.

All personnel should refer to the three procedures outlined in Rule 3643 to determine if/when to report to work during inclement weather. The superintendent reserves the right to close the district for *all* students and employees if deemed necessary.

LEGAL REF.: Wisconsin Statutes

Sections 115.01(10)	[School day definition]
121.02(1)(f)	[School district standard; minimum number of school days and hours of instruction/authority to close schools for inclement weather]
121.56	[Safe student transportation]
118.15	[Compulsory school attendance]

CROSS REF.: 3511 Transportation
 5310 Student Attendance
 6210 School ~~Day~~/Year/ Calendar
Employee Handbook
Crisis Response Manual
Emergency Operations Plan

AFFIRMED: Sept. 24, 1991

REVISED: Jan. 29, 2002
 Oct. 28, 2003
 Dec. 18, 2007
 Sept. 23, 2014
 Oct. 28, 2014
 Sept. 22, 2015

RULE 3643
EMERGENCY SCHOOL CLOSING
(Inclement Weather)

Kenosha Unified School District puts student safety first, which is why the district takes several factors into consideration when determining whether to close schools due to extreme weather, such as:

- Winter weather warning:
 - If the warning is issued prior to 5 a.m. and remains in effect throughout the school day, schools will be closed (automatic closure)
 - Is there a sustained wind chill of -34 degrees or lower?
 - Is there a sustained temperature of -20 degrees or lower?
 - If the warning goes into effect after 9 a.m. and ends by 3 p.m., school will be in session as usual
 - If the warning goes into effect after 9 a.m. but lasts into the evening, a decision will be made by 5:30 a.m. regarding closure
- Other considerations:
 - Is there blowing snow with winds of 20 miles per hour?
 - Is there or will there be a heavy accumulation of snow, especially during the typical travel times to and from school?
 - Are streets and sidewalks clear?
 - Are buses unable to run due to extreme cold or unplowed streets?
 - Are driving conditions hazardous?
 - Are there power or phone outages?

If school is not canceled and a parent and/or guardian feels his/her child is safer at home, the parent and/or guardian may keep the child home. Keeping a child home due to weather will be recorded as an excused absence on the student's record per Policy 5310 and Wis. Statute 118.15 so long as the parent and/or guardian reports the absence in a timely manner. ~~If school is not canceled and a parent and/or guardian feels his/her child is safer at home, they reserve the right to keep them home. Keeping a child home due to weather will be recorded as an excused absence on the student's record per Policy 5310 and State Statute 118.15 so long as the parent and/or guardian reports the absence in a timely manner.~~

In the event schools are closed or the arrival/dismissal time is changed due to severe weather, an announcement will be made via local television stations, radio stations, the KUSD website (www.kusd.edu), KUSD Channel 20, Facebook.com/kenoshaschools, Twitter.com/KUSD and 359-SNOW (7669).

If schools are closed for the day, KUSD will make every effort to release this information via the aforementioned avenues by 5:30 a.m. If schools are closed, all after-school activities in the district, including sports and evening events, also will be canceled. When KUSD schools are closed, no transportation will be provided to private and parochial schools.

THREE PROCEDURES TO LOOK/LISTEN FOR
Unless notified otherwise, Procedure 1 is in effect.

Procedure 1: All schools in KUSD will be open today. Students and personnel are expected to attend.

Procedure 2: All schools in KUSD will open two hours late, and school buses that transport students will be

running approximately two hours late. There will be no a.m. or p.m. Early Childhood, Speech Impact or 4K classes. Personnel are expected to report as normally scheduled. Dismissal will be at the regular time.

Procedure 3: All schools in KUSD will be closed, and no students are expected to report. The Senior Citizen Center also will be closed. KUSD employees must refer to Policy Rule 3643 for attendance guidelines.

RULE 3643
EMERGENCY SCHOOL CLOSING
(Inclement Weather)
Page 2

INCLEMENT WEATHER DAYS:

Three (3) potential inclement weather days are built into the academic calendar for: teachers, education support professionals (ESPs), interpreters, ~~miscellaneous employees~~ and 10-and 12-month secretaries.

KUSD employees required to report to work, use vacation or personal time or take unpaid time (deduct) are: full-time custodial employees; full-time food service workers; maintenance personnel; carpenters and painters; warehouse personnel; administrative, supervisory and technical staff.

12-MONTH SECRETARIES ~~AND 12-MONTH MISCELLANEOUS EMPLOYEES~~ BEYOND THREE (3) DAYS:

If there are more than three (3) inclement weather days in a school year, ~~12-month miscellaneous employees~~ and 12-month secretaries are required to:

- Report to work
- Use vacation
- Use personal time or
- Take unpaid time (deduct with supervisor's approval)

TEACHERS, ESPs, INTERPRETERS, ~~10-MONTH MISCELLANEOUS EMPLOYEES~~ AND 10-MONTH SECRETARIES BEYOND THREE (3) DAYS:

If there are more than three (3) inclement weather days in a school year, teachers, ESPs, interpreters, ~~10-month miscellaneous employees~~ and 10-month secretaries will be required to make up student contact minutes to fulfill state instructional requirements. This may be done during the spring months of the same school year, however, if scheduling prevents this from occurring, additional instructional days will be added to the end of the school year.

If student contact minute requirements are met during spring months, teachers, ESPs, interpreters, ~~10-month miscellaneous employees~~ and 10-month secretaries also will make up non-instructional days at the end of the year to meet working day requirements pursuant to their respective payroll calendar. On these days, teachers, ESPs, interpreters, ~~10-month miscellaneous employees~~ and 10-month secretaries will be required to:

- Report to work
- Use vacation (10-month employees who received and retained the vacation benefit prior to the sunset date of June 30, 2013)
- Use personal time or
- Take unpaid time (deduct with supervisor's approval)

INDOOR/OUTDOOR GUIDELINES

1. **General guidelines:** 10 degrees or below, wind chill factor of 0 degrees or below and rain/drizzle/blizzard = indoor recess, indoor noon recess and early entrance to door areas/hallways.

2. **Administrator's responsibilities:** Principals are responsible for the timely implementation of the guidelines, reasonable supervision of students under all circumstances and informing parents each year of the district's expectations regarding indoor periods due to weather conditions.

POLICY 3651
HAZARDOUS CHEMICALS

The District shall strive to provide a safe and healthy environment for all persons on its premises including those working in science, art and technical education laboratories. To aid in reaching this goal, the District shall implement a Chemical Hygiene Plan for Laboratory Operations. This plan shall meet legal requirements and include the following:

1. An Authorized Use List (ALL) of chemicals currently approved for classroom and laboratory use within the District. All chemicals must be approved for instructional use and appear on this list prior to requisitioning chemical substances from the Purchasing Department. Chemicals or chemical substances not on this list are prohibited from use. Students and/or staff members found using any unauthorized chemical shall be subject to disciplinary action.
2. Standard operating procedures developed to ensure that certain classes of hazardous materials (corrosives, flammables, oxidizers, etc.) are handled safely and used in a manner protective of employee and student health.

Staff members shall be expected to comply with other regulations and/or District programs, including all potential revisions that support the Chemical Hygiene Plan. Related District programs include the Personal Protection Equipment Program, Flammable and Combustible Materials Code and Hazard Communication Standard. Related regulations include those dealing with occupational exposure to hazardous chemicals in laboratories, hazard communication, personal protective equipment, and flammable and combustible liquids. Staff members found in violation of these regulations and/or programs shall be subject to disciplinary action.

The Chemical Hygiene Plan and related regulations and programs shall be made available to those persons working in science, art and technical education laboratories. The Chemical Hygiene Plan shall be reviewed annually and updated as necessary.

This policy does not apply to chemicals used for facility maintenance purposes.

LEGAL REF.: COMM 32 Wisconsin Administrative Code [Bloodborne Pathogens Standard]
 29 CFR 1910.1450 [Occupational Exposure to Hazardous Chemicals in Laboratories]
 20 CFR 1910.1200 [Hazard Communication Standard]
 NFPA 30 (National Fire Protection Association) [Flammable and Combustible Liquids Code]

CROSS REF.: 3600 School Safety
 4235 Employee's Right to Know (Toxic Substances and Infectious Agents)
 4362 Employee Discipline
 5430 Student Conduct and Discipline
Employee Handbook ~~Current Employee Agreements~~
 District Chemical Hygiene Plan for Laboratory Operations
 District Exposure Control Plan
 District Personal Protection Equipment Program
 District Flammable and Combustible Materials Code
 District Hazard Communication Standard
Crisis Response Manual

POLICY 3651
HAZARDOUS CHEMICALS
Page 2

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: October 28, 1997

REVISED: October 28, 2003
December 18, 2007

RULE 3651
HAZARDOUS CHEMICALS

1. The Environmental Services crew, Maintenance Supervisor and the District's designated Chemical Hygiene Officer shall be cognizant of chemicals included on the Authorized Use List and the chemicals categorized for restricted use; e.g., instructor use only, advanced science students only grades 9-12, or general use.
2. Instructional employees found in violation of the Chemical Hygiene Plan for laboratory operations, including the possession of any unauthorized chemical in the District, shall be reported to the Chemical Hygiene Officer and appropriate building principal. Students found in violation of the Chemical Hygiene Plan for laboratory operations, including the possession of any unauthorized chemical in the District, shall be reported to the appropriate building principal. The Chemical Hygiene Officer, in cooperation with the building principal, shall recommend appropriate discipline of staff members and/or students according to established District policies and procedures.
3. Staff members found in violation of the District's Hazard Communication Standard, Flammable and Combustible Materials Code, Personal Protective Equipment Program, or related regulations, shall be reported to the Director of Facilities and the appropriate building principal. The Director of Facilities, in cooperation with the building principal, shall recommend appropriate discipline of staff members according to established District policies and procedures.

POLICY 4110
EQUAL EMPLOYMENT OPPORTUNITY
AND AFFIRMATIVE ACTION

The District is an equal opportunity employer. Personnel administration in the district shall be conducted so as not to discriminate on the basis of age, race, creed, religion, color, sex, pregnancy, sexual orientation, national origin, disability, political affiliation, handicap, marital status, ancestry, citizenship, arrest or conviction record, membership in the national guard, state defense force, or any other reserve component of the military forces of the United States or Wisconsin, use or non-use of lawful products off school premises during non-working hours, or any other reason prohibited by state or federal law. This policy shall apply to hiring, placement, assignment, formal and informal training, seniority, transfer, promotion, lay-off, recall and termination. Similarly, all salaries, wages, benefit programs and personnel policies shall be administered in conformity with this policy.

Reasonable accommodations shall be made for qualified individuals with a disability or handicap, unless such accommodations would impose an undue hardship to the District.

Any applicant or employee who believes he/she has been discriminated against in violation of this policy may file a complaint. Responsibility for overseeing the District’s equal employment opportunity and affirmative action programs and investigating discrimination complaints is assigned to the Office of Human Resources.

All employees will receive information and training regarding rights and responsibilities regarding discrimination considerations as they relate to employment.

LEGAL REF.: Wisconsin Statutes
 Sections 111.31-111.395 (Fair employment standards - employment discrimination)
 118.195 (Handicapped teacher discrimination)
 118.20 (Teacher discrimination, including sexual harassment)
 Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal
 Employment Opportunity Act of 1972 (Race, color, national origin
 discrimination; general employment discrimination)
 Title IX, Education Amendments of 1972 (Sex discrimination)
 Section 504, Rehabilitation Act of 1973 (Handicap discrimination)
 Age Discrimination Act of 1975 (Age discrimination)
 Pregnancy Discrimination Act (Pregnancy, childbirth, or related medical conditions
 discrimination)
 Immigration Control and Reform Act of 1986 (Citizenship discrimination)
 Americans with Disabilities Act of 1990 (Disability discrimination)
 Civil Rights Act of 1991 (Penalties for discrimination law violations)

CROSS REF.: Policy 4111, Employee Harassment
 Employee Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: January 26, 1993

March 22, 1994
March 9, 1999
June 27, 2000
September 23, 2014
October 28, 2014

RULE 4110

EMPLOYEE DISCRIMINATION COMPLAINT PROCEDURE

The Office of Human Resources is responsible for coordinating compliance with state and federal nondiscrimination laws and the district's equal employment opportunity and affirmative action policy.

Any employee or applicant for employment who believes he/she has been discriminated against in violation of state and federal nondiscrimination laws or the District's equal employment opportunity policy may file a complaint as outlined below. If it is determined that a violation has occurred, appropriate steps shall be taken to ensure compliance with state and federal nondiscrimination laws and district policy.

INFORMAL PROCEDURE

The district promotes the voluntary resolution of problems at the level of government closest to their source and, as such, encourages informal resolution of employment discrimination complaints. If a complaint cannot be solved informally, the complainant may initiate a formal complaint as outlined below. An informal resolution of a complaint does not prohibit the filing of a formal complaint at any time.

FORMAL COMPLAINT PROCEDURE

The timelines governing the resolution of the formal complaint do not go into effect until the written complaint is received.

Step 1: The complaint shall be presented in writing to the Office of Human Resources and shall include the specific nature of the alleged discrimination, the facts (including specific details and corresponding dates), and the name, address, and phone number of the complainant.

The Office of Human Resources shall thoroughly investigate the complaint, notify the employees who have been accused of discrimination and permit them to respond to the allegation and arrange a meeting to discuss the complaint with all concerned parties within 15 working days after receipt of the written complaint, if deemed necessary. The Office of Human Resources shall give a written answer to the complaint within fifteen (15) working days after receipt of the written complaint.

Step 2: If the complainant is not satisfied with the answer from the Office of Human Resources, he/she may submit a written appeal to the superintendent of schools or designee indicating with particularity the nature of disagreement with the answer. The appeal must be filed within 15 working days after the receipt of the answer in Step 1. The superintendent shall arrange a meeting with the complainant and other affected parties, if requested by the complainant, at a mutually agreeable time to discuss the appeal. The superintendent shall give a written answer to the complainant's appeal within 15 working days.

Step 3: If the complainant is not satisfied with the answer of the superintendent, he/she may file the complaint with the board of education by submitting a written appeal to the superintendent within 10 working days after receipt of the superintendent's answer. The board shall, within 20 working days,

conduct a hearing at which time the complainant shall be given an opportunity to present the complaint.
The board shall give a written answer to the complaint within 10 working days following the completion of the hearing.

RULE 4110

EMPLOYEE DISCRIMINATION COMPLAINT PROCEDURE

Page 2

Nothing in these procedures shall preclude persons from filing a complaint directly, or on appeal with designated agencies as authorized by state and federal law (e.g., U.S. Office of Civil Rights, State Superintendent of Public Instruction, Equal Rights Division of the Department of Workforce Development) and/or with courts having proper jurisdiction.

MAINTENANCE OF COMPLAINT RECORDS

Records shall be kept of all employment discrimination complaints for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals. The records should include:

1. The name of the complainant and his/her title or status.
2. The date the complaint was filed.
3. The specific allegation made and any corrective action requested by the complainant.
4. The name(s) of the respondents.
5. The levels of processing followed, and the resolution, date and decision-making authority at each level.
6. A summary of facts and evidence presented by each party involved.
7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

POLICY 4111
 EMPLOYEE HARASSMENT

The Kenosha Unified School District seeks to provide fair and equal employment opportunities and to maintain a professional work and academic environment comprised of people who respect one another and who believe in the district's high ideals. Harassment is a form of misconduct that undermines the integrity of the district's employment and academic relationships. All employees and students must be allowed to work and learn in an environment that is free from intimidation and harassment.

All new employees will receive a copy of the employee harassment policy and other harassment educational information as a part of the initial employment process and at other times as appropriate and necessary.

Harassment or similar unacceptable activities that could become a condition of employment or a basis for personnel decisions, or which create a hostile, intimidating or offensive environment are specifically prohibited by the district. Intimidation and harassment can arise from a broad range of physical or verbal behaviors (by employees or by non-employees, such as outside contractors or members of the community) which can include, but is not limited to, the following:

- physical or mental abuse;
- offensive or derogatory comments to any person, either directly or indirectly, based on the person's membership in any protected class;
- racial, ethnic or religious insults or slurs;
- unwelcome sexual advances, touching or demands for sexual favors, accompanied by implied or overt promises of preferential treatment or threats concerning an individual's employment or academic status;
- sexual comments, jokes, or display of sexually offensive materials;
- sex-oriented name-calling or bullying;
- inappropriate staring at another individual or touching of his/her clothing, hair, or body;
- asking personal questions about another individual's sex life; and
- repeatedly asking out an employee who has stated that he/she is not interested.

These activities are offensive and are inappropriate in a school atmosphere and in the workplace. This is a serious issue not just for the district but also for each individual in the district. It is the responsibility of the administration and all employees to ensure that these prohibited activities do not occur. An employee or supervisor may be held individually liable as a harasser and subject to the same penalties that may be imposed upon employers under state or federal law.

Any employee who engages in harassment or similar unacceptable behavior, or retaliates against another individual because the individual made a report of such behavior or participated in an investigation of a claim of harassment or similar unacceptable behavior, is subject to immediate discipline, up to and including discharge. Any employee who witnesses or otherwise becomes aware of harassment or similar unacceptable behavior has an affirmative duty to report said conduct to his or her supervisor, or to the administration.

Any person who believes that he or she has been the subject of prohibited harassment or similar unacceptable behavior or retaliation should report the matter immediately to the Office of Human Resources or, in the

alternative, the superintendent/designee. All such reports will be investigated promptly and will be kept confidential within the bounds of the investigation and the law.

POLICY 4111
EMPLOYEE HARASSMENT
PAGE 2

LEGAL REF: Wisconsin Statutes

Sections 111.31-111.395 (Fair employment standards - employment discrimination)
118.195 (Handicapped teacher discrimination)
118.20 (Teacher discrimination, including sexual harassment)
Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972 (Race, color, national origin discrimination; general employment discrimination)
Title IX, Education Amendments of 1972 (Sex discrimination)
Section 504, Rehabilitation Act of 1973 (Handicap discrimination)
Age Discrimination Act of 1975 (Age discrimination)
Pregnancy Discrimination Act (Pregnancy, childbirth or related medical conditions discrimination)
Immigration Control and Reform Act of 1986 (Citizenship discrimination)
Americans with Disabilities Act of 1990 (Disability discrimination)
Civil Rights Act of 1991 (Penalties for discrimination law violations)
Equal Employment Opportunities Commission Guidelines (29 C.F.R. - Part 1604.11)
(Employee sexual harassment)

CROSS REF.: 4110 Equal Employment Opportunity and Affirmative Action
4260 Personnel Records
Employee Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: March 11, 1997
March 9, 1999
June 27, 2000
September 23, 2014
October 28, 2014

RULE 4111
EMPLOYEE HARASSMENT

The Office of Human Resources/designee is designated as the complaint officer and is responsible for responding to harassment complaints.

Step 1: The district will allow a complainant the opportunity to resolve discrimination or harassment complaint on an informal basis, if the complainant asks to do so. Upon such request by the complainant, the building principal (or person designated by the superintendent if no principal is available) will facilitate a meeting between the complainant and the alleged harasser/discriminator. If the parties resolve the matter, the principal shall prepare a written statement outlining the resolution. If the complainant is not satisfied with the outcome of the meeting, the district will formally investigate the complaint.

Step 2: ~~To~~ **The** begin the formal complaint process, a complaint shall be presented in writing to the complaint officer. ~~If reporting to this person would not be appropriate under the circumstances, the complainant may submit a complaint directly to the superintendent or Assistant superintendent.~~ The complaint should include the specific nature of the harassment and corresponding date; names of those who may have witnessed the alleged harassment, and the name, address and phone number of the complainant. The complaint may be dictated to the complaint officer and signed by the complainant upon review of the written complaint. The complaint officer shall acknowledge in writing the receipt of the complaint. The complaint officer shall thoroughly investigate the complaint, notify the person who has been accused of harassment, and permit a response to the allegation. If the complaint officer deems appropriate, he/she will arrange a private meeting to discuss the complaint with all concerned parties within ten (10) working days after receipt of the written complaint. The complaint officer shall give a written answer to the complainant within fifteen (15) working days after receipt of the complaint. The written answer shall only include a statement as to whether there was a finding of a policy violation and that appropriate remedial action has been implemented.

Step 3: If the complainant is not satisfied with the answer from the Office of Human Resources, he/she may submit a written appeal to the superintendent of schools or designee indicating with particularity the nature of disagreement with the answer. The appeal must be filed within 15 working days after the receipt of the answer in step 2. The superintendent shall arrange a meeting with the complainant and other affected parties, if requested by the complainant, at a mutually agreeable time to discuss the appeal. The superintendent shall give a written answer to the complainant's appeal within 15 working days.

Step 4: If the complainant is not satisfied with the answer of the superintendent, he/she may file the complaint with the board of education by submitting a written appeal to the superintendent within 10 working days after receipt of the superintendent's answer. The board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The board shall give a written answer to the complaint within 10 working days following the completion of the hearing.

Nothing in these procedures shall preclude persons from filing a complaint directly, or on appeal, with

designated agencies as authorized by state and federal laws (e.g., U.S. Office of Civil Rights, Equal Rights Division of the Department of Workforce Development) and/or with courts having proper jurisdiction

POLICY 4112
VIOLENCE IN THE WORKPLACE

The district is committed to preventing workplace violence and to maintaining a safe work environment. Given the increasing violence in society in general, the district has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on district premises.

All employees are to be treated with courtesy and respect at all times. Employees are prohibited from fighting, “horseplay,” spreading rumors, or other conduct that may be dangerous to others. Except to the extent allowed by law, firearms, weapons, and other dangerous or hazardous devices or substances are prohibited from the premises.

Conduct that threatens, intimidates, or coerces another employee, a student, or a member of the public at any time, including off-duty periods, will not be tolerated. All threats of (or actual) violence, both direct and indirect, must be reported as soon as possible to your immediate supervisor or any other member of management. This includes threats by employees, as well as threats by students, vendors, solicitors, or other members of the public. When reporting a threat of violence, the employee should be as specific and detailed as possible.

All suspicious individuals or activities must also be reported as soon as possible to a supervisor. No employee should place himself/herself in peril.

The district will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, the district may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment. The district encourages employees to bring their disputes or differences with other employees to the attention of their supervisors or the Human Resources Department before the situation escalates into potential violence. The district is eager to assist in the resolution of employee disputes, and will not discipline employees for raising such concerns.

LEGAL REF.: Wisconsin Statutes
 111.31-111.395 (Fair employment standards - employment discrimination)
 118.195 (Handicap teacher discrimination)
 118.20 Teacher discrimination, including sexual harassment
 940.25 (Battery to school district officers and employees)
 947.0125 (Unauthorized use of computerized communication systems)
 947.013 (Harassment)
 948.605 (Gun free school zones)
 948.61 (Dangerous weapons other than firearms on school premises)
 Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal
 Employment Opportunity Act of 1972 (Race, color, religion, sex or national origin
 discrimination; general employment discrimination)
 Title IX, Education Amendments of 1972 (Sex discrimination)
 Section 504, Rehabilitation Act of 1973 (Handicap discrimination)

Age Discrimination Act of 1975, as amended by the Older Workers Benefit Protection Act of 1991 (Age discrimination)
Pregnancy Discrimination Act (Pregnancy, childbirth or related medical conditions discrimination)
Americans with Disabilities Act of 1990 (“ADA”), as amended by the ADA Amendments of 2008 (Disability discrimination)
Equal Employment Opportunities Commission Guidelines (29 C.F.R. - Part 1604.11) (Employee sexual harassment)
Gun-Free Schools Act of 1994

CROSS REF.: 4110 – Equal Employment Opportunity and Affirmative Action
4111 – Employee Harassment
4223 – Staff Misconduct Reporting
4270 – General Employee Complaints
4362 – Employee Discipline
Employee Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 23, 2014

REVISED: October 28, 2014

POLICY 4211

STAFF COMMUNICATIONS TO THE SCHOOL BOARD

An orderly and expeditious process of communication from staff members to the School Board is expected.

Communications and reports to the Board from principals, other administrators and supervisors, teachers, or other staff members shall be submitted through the Superintendent of Schools when Board action is requested or expected. This is not to be interpreted to preclude any employee in the District from contacting an individual Board member with a concern.

The Superintendent may direct staff members to provide accurate, objective information concerning their specific area of responsibility in response to a request from the Board. In accordance with Board policy, advance information and recommendations on matters requiring action shall be supplied to all Board members for study before action is taken.

The established channels of communication shall be used for normal reporting, i.e, the individual staff member reporting through his/her immediate supervisor, but this procedure shall not deny the right of any employee to appeal administrative decisions through the normal communication channels, the employee complaint policy, or grievance procedures outlined in applicable employee labor agreements.

CROSS REF.: 1720 Complaints About School Personnel
 4270 General Employee Complaints
Employee Handbook ~~Current Employee Agreements~~
 District Organizational Chart

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: June 27, 2000

RULE 4211

GUIDELINES FOR STAFF COMMUNICATIONS
TO THE SCHOOL BOARD

1. Administrators and other staff members providing formal or informal reports or other information in response to the Board's request should provide complete, accurate information regarding their specific area of responsibility.
2. Principals and other administrators will be encouraged to share reports, brochures, programs, newspapers, parent bulletins, and other information of interest to Board members, by submitting sufficient copies of such material to the Superintendent of School's Office for dissemination through information packets regularly provided to Board members.
3. Requests for information by individual Board members should be limited to easily and quickly retrievable information. Requests requiring research or report preparation shall be compiled upon majority vote of the Board.

POLICY 4221

ALCOHOL AND DRUG-FREE WORKPLACE

The district recognizes alcohol and other drug abuse as a potential health, safety and security problem, and it is the district's intent and obligation to provide a drug-free, healthful, safe and secure work environment. Therefore, the unlawful manufacture, distribution, dispensation, possession or use of alcohol or a controlled substance on district premises or while conducting district business off premises is absolutely prohibited by the district. Employees are prohibited from reporting to work with alcohol or non-prescription controlled substances in their system.

Employees must, as a condition of employment, abide by terms of this policy and notify the district of any criminal drug statute conviction for a violation occurring on district premises or while conducting district business off premises. Anyone violating this policy shall be subject to disciplinary action in accordance with established procedures.

Employees shall be given a copy of this policy as required by law.

LEGAL REF.: Wisconsin Statutes

111.35 (Use of lawful products during working and non-working hours)

125.09 (Alcohol possession prohibited on school grounds)

Chapter 961 (Controlled Substances Act)

Drug-Free Workplace Act of 1988

CROSS REF.:

4223 - Staff Misconduct

4231 - Staff Physical Examinations

4233 - Employee Assistance Program

4362 - Employee Discipline

Employee Handbook

ADMINISTRATIVE REGULATIONS: None

REVISED:

June 27, 2000

September 23, 2014

October 28, 2014

RULE 4221

PROCEDURES FOR IMPLEMENTING
ALCOHOL AND DRUG-FREE WORKPLACE POLICY

1. Employees are expected and required to report to work on time and in an alcohol and other drug free condition and to remain that way while at work.
2. The district recognizes alcohol and other drug dependency as an illness and a major health problem. Employees needing help in dealing with controlled substances are encouraged to use the district's Employee Assistance Program. Conscientious efforts to seek such help will not jeopardize an employee's job, and self-referrals will not be noted in any personnel record. Supervisory referrals will be noted in the employee's personnel record.
3. Violations of the district's alcohol and other drug-free workplace policy will result in disciplinary action up to and including termination, and may have legal consequences.
4. Employees must report any conviction under a criminal drug statute for policy violations occurring on or off district premises while conducting district business. A report of a conviction must be made within five days after the conviction to the Office of the Superintendent/designee. The superintendent or designee shall notify the appropriate federal agency within 10 days after receiving a report of a drug conviction involving an employee engaged in the performance of a federal grant.

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 4223
STAFF MISCONDUCT REPORTING

Any employee who has engaged in specified misconduct shall be reported to the State Superintendent of Public Instruction. The District's Superintendent of Schools or designee shall make such reports in accordance with state law and established procedures. If a report concerns the Superintendent, the Board President shall file the report.

LEGAL REF.: Wisconsin Statutes
Section 115.31 (Staff misconduct reporting requirement)

CROSS REF.: **Employee Handbook**

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: June 27, 2000

RULE 4223

GUIDELINES FOR REPORTING STAFF MISCONDUCT

A Department of Public Instruction-licensed employee shall be reported to the State Superintendent of Public Instruction of he/she:

1. has been charged with a crime against children, a felony with a maximum prison term of at least five years or a crime in which the victim was a child;
2. has been convicted of a crime described in (1) or of fourth degree sexual assault;
3. has been dismissed by the District or his/her contract has been non-renewed, based in whole or in part on evidence that the employee engaged in immoral conduct (for purposes of state law, “immoral conduct” means conduct or behavior that is contrary to commonly accepted moral or ethical standards and that endangers the health, safety, welfare or education of any student); or
4. has resigned and the Superintendent or designee (or Board President if applicable) has reasonable suspicion that the resignation related to the employee having engaged in immoral conduct. If the employee has been requested to resign by the Superintendent or designee, and immoral conduct is suspected, the Superintendent or designee shall inform the employee that he/she has a duty to report the resignation to the State Superintendent.

Any non-licensed District employee who is convicted of a crime described in item (1) above or of fourth degree sexual assault shall be reported to the State Superintendent.

Reports shall be made within 15 days after the Superintendent or designee (or Board President if applicable) becomes aware of the charge, conviction, dismissal, non-renewal or resignation. The employee who is the subject of a report shall be given a copy of the report.

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 4224
 EMPLOYEE CODE OF ETHICS

Employees shall give their support to the education of Kenosha youth and shall faithfully discharge their professional duties to the district in accordance with the official job descriptions pertaining to their individual assignments.

Channels of communication shall be in accordance with the policies, procedures, rules and regulations of the district.

Employees shall use confidential and privileged information appropriately and with respect for the rights of individuals. Confidential and/or privileged information shall not be used for personal gain or to the detriment of the district.

Employees who choose to engage in any remunerative activity other than that of their position shall avoid any activity that interferes with the execution of the responsibilities of their district position.

Employees shall not solicit or receive anything of value that involves an expressed or implied advantage or influence on any district judgment or decision.

Any complaint about the ethical behavior of an employee or a request for an investigation into the conduct of any employee shall be presented to the superintendent of schools and shall bear the signature of the person making the request.

Employees found in violation of this code may be subject to suitable corrective or disciplinary action.

LEGAL REF.: Wisconsin Statutes
 Sections 118.12(2) (Sale of goods or services at school)
 118.125 (Confidentiality of student records)
 946.10 (Bribery of public employees)
 946.12 (Misconduct in public office)
 946.13 (Private interests in public contracts)
 Chapter 19, Subchapter II (Access to public records)
 Chapter 19, Subchapter III (Code of ethics for public officials)

CROSS REF.: 3420 Purchasing
 4223 Staff Misconduct Reporting
 4330 Staff **Selection Recruitment and Hiring Process**
 4331 Conflicts of Interest (Nepotism)
 4362 Employee Discipline
 4391 Limitations on Outside Employment
 Employee Handbook

POLICY 4224
EMPLOYEE CODE OF ETHICS
Page 2

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000
September 23, 2014
October 28, 2014

Kenosha Unified School District
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 4229
EMPLOYEE DRESS AND GROOMING

The School Board believes that all employees of the District represent the District and set an example in their dress and grooming. Therefore, professional and support staff are expected at all times during scheduled working hours to wear attire that defines a professional atmosphere to students, parents and the public.

LEGAL REF.: Wisconsin Statutes

Sections 103.14 [grooming requirement notification]

120.12(2) [board duty; provide general supervision over the schools]

120.13(1) [board power; do all things reasonable for the cause of
education]

U.S. Constitution, First Amendment [free speech]

CROSS REF.: 4110, Equal Opportunity Employment and Affirmative Action
4362, Employee Discipline

Employee Handbook ~~Current Employee Agreements~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: July 25, 2006

RULE 4229

EMPLOYEE PERSONAL APPEARANCE STANDARDS

All District employees must comply with the following personal appearance standards at all times during scheduled working hours:

1. Employees are expected to dress in a manner that is normally acceptable in a professional environment. Employees should not wear suggestive or revealing attire, spaghetti straps, backless clothing, shirts or tops that reveal an exposed midriff; clothes printed with slogans, inappropriate or offensive comments; blue jeans, athletic clothing, shorts, T-shirts, baseball hats, flip-flop sandals and similar attire that do not present a professional appearance.
2. Certain employees may be required to wear special attire, depending on the nature of their job.
3. At the discretion of the Superintendent and his/her designee, an employee may be allowed to dress in a more casual fashion than normally required. On these occasions, employees are still expected to present a neat appearance and are not permitted to wear ripped or disheveled clothing, athletic wear or similarly inappropriate clothing.

Employees shall be informed of these personal appearance standards at the time of hiring.

Any employee who does not meet the personal appearance standards outlined above will be required to take corrective action, which may include leaving work to change into appropriate clothing. Violations may also result in disciplinary action.

POLICY 4231
STAFF PHYSICAL EXAMINATIONS

Upon initial employment, all employees of the district shall have a physical examination, including a tuberculin skin test and/or chest x-ray, in accordance with state law.

Upon initial employment, each employee shall furnish a certification of freedom from tuberculosis. Food service employees shall furnish such certification annually. Food service employees shall have other periodic health exams as required by the school board. The board may also require other employee health exams consistent with state and federal laws.

An employee may be exempt from the health examination requirements listed in this policy if an affidavit has been filed with the board claiming such exemption in accordance with state law. No employee shall be discriminated against by reason of his/her filing of an affidavit.

LEGAL REF.: Wisconsin Statutes

- Sections 103.15 (Restrictions on use of test for HIV or antibodies to HIV)
- 118.25 (Employee health examination requirements; freedom from tuberculosis)
- 121.52(3) (Bus driver health examinations)
- 146.81-146.83 (Access to and confidentiality of patient health care records)
- 252.15 (Restrictions on use of HIV test)
- 252.18 (Health status of food handlers)
- Americans with Disabilities Act of 1990 ("ADA"), as amended by the ADA Amendments of 2008 (Disability discrimination; includes information on medical examinations)
- Wisconsin Fair Employment, Wis. Stats. 111.31-111.325, 111.34, 111.372.

CROSS REF.: 4110 Equal Opportunity Employment and Affirmative Action
 4232.1 Employee Human Immunodeficiency Virus (HIV) Infection
 4260 Personnel Records
Employee Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: January 26, 1993
 June 27, 2000
 September 23, 2014
 October 28, 2014

RULE 4231

STAFF PHYSICAL EXAMINATION GUIDELINES

1. Evidence of the physical examination, including chest x-ray or tuberculin test, and freedom from tuberculosis shall be submitted on forms provided by the district, except where other certifications of health from licensed physicians or health agencies contain all the information required by the district.
2. Personnel who fail to furnish the required physical examination evidence according to a prescribed schedule, or the appropriate affidavit exemption, may be suspended without pay until such evidence or affidavit is presented.
3. Medical records will be kept confidential and maintained in a file separate from general personnel records.

POLICY 4233
EMPLOYEE ASSISTANCE PROGRAM

The district recognizes that a wide range of problems not directly associated with job functions can have an effect on job performance. Employee problems can stem from emotional disorders, alcohol or other drug dependency, family or marital problems, financial problems, or societal pressures and changes. The district is concerned with job performance, including attendance, conduct and productivity during employment hours.

It is recognized that many personal problems can be successfully treated or resolved if assistance is offered at an early stage and referral is made to an appropriate form of assistance.

The district will offer an Employee Assistance Program (EAP), which will serve as a practical and constructive mechanism for dealing with employees' personal problems that may affect the work situation, or as an aid to those employees and their family members who voluntarily wish to use the program as a means of resolving personal problems.

The purpose of the EAP is to improve the quality of human life. It has the potential to help marriages, families and possibly even save lives. Other benefits include: increased productivity, improved work quality, decreased turnover, more favorable public opinion, greater employee identification with the district, improved morale and cost savings to the district.

The program will operate within the following guidelines:

1. The decision to request or accept assistance through the EAP is the voluntary and personal choice of the individual employee.
2. Voluntary self-referred employees or family members seeking assistance will be able to do so with anonymity and confidentiality.
3. Job security will not be jeopardized by a request for or acceptance of help through the EAP.
4. Referrals to the EAP agency can be by self-referral, family referral or supervisory referral.
5. The EAP will function through a district EAP resource person and a contracted community agency that will provide services under the EAP concept. The superintendent of schools shall appoint the EAP resource person.
6. The EAP does not alter existing contractual provisions, work rules or disciplinary procedures. It serves as a supplementary program to offer appropriate assistance to those who need or desire it.
7. Where necessary, sick leave shall be granted for treatment or rehabilitation on the same basis as other health problems. Leave without pay shall also be considered when determined to be necessary.

POLICY 4233
EMPLOYEE ASSISTANCE PROGRAM
Page 2

CROSS REF.: 4221 Alcohol and Drug Free Workplace
 4260 Personnel Records
 4362 Employee Discipline
 Employee Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 21, 1991

REVISED: June 27, 2000
 September 23, 2014
 October 28, 2014

RULE 4233

EMPLOYEE ASSISTANCE PROGRAM GUIDELINES

1. Employee Assistance Program Personnel Appointment and Duties
 - a. The Superintendent of Schools shall appoint an Employee Assistance Program (EAP) resource person. The duties of the EAP resource person will include coordinating and publicizing the program, providing information to employees, and maintaining liaison with the agency awarded the EAP contract.
2. EAP Referrals
 - a. Self-Referral
 - i. An employee or member of an employee's family who desires information about the program or consultation may speak to the EAP resource person or may contact the contracted EAP agency directly. Self-referral information will be kept confidential. No identifying information will be made available to the administration unless requested by the employee. No record of self-initiated contacts with the EAP agency will be made in the individual's personnel file.
 - b. Supervisory Referrals
 - i. The immediate supervisor will refer individuals to the EAP where there is either:
 1. Sub-standard work performance or attendance on the part of the employee and the employee is unwilling or unable to rectify the situation.
 2. A particular on-the-job incident which indicates the need for disciplinary action and/or professional assistance.
 - ii. Supervisory referrals shall include a conference with the employee. The conference should be restricted to the issue of the work situation or particular incident.
 - iii. The employee retains the right to accept or reject involvement in the program.
 - iv. If the employee accepts involvement in the program, the supervisor will assist the employee in making contact with the EAP resource person or the contracted EAP agency.
 - v. An employee's future evaluations will be made strictly upon performance and will not be affected by whether the employee was enrolled in the EAP.
 - vi. Nothing in this section shall limit the Board's right to take disciplinary action against an employee in any manner consistent with District policy.
 - vii. Job performance and attendance records will continue to be documented in the employee's personnel file. The only EAP information that will be entered into the individual's personnel file will be the fact that a supervisor's referral for assistance has been made.
 - c. Family Referral
 - i. A member of the employee's family may self-refer and/or refer the employee to the EAP.
 - ii. Family referrals will be treated as self-referrals in regard to confidentiality as stated in section B-1b above.

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 4235
 EMPLOYEES RIGHT TO KNOW
 (Toxic Substances and Infectious Agents)

The District shall strictly carry out state law provisions relating to the rights of employees to obtain information on toxic substances and infectious agents present in the workplace.

In addition to providing such information upon request of an employee or an employee's representative, the Superintendent of Schools and designees shall provide information concerning toxic substances and infectious agents and provide education or training programs to those employees who may routinely be exposed to toxic substances and infectious agents while at work.

LEGAL REF.: Wisconsin Statutes
 Sections 101.58 - 101.599 (Employee's Right to Know Law)

CROSS REF.: ~~3500 — Safety Program~~
 3651 Use of Hazardous Chemicals
Employee Handbook
 District Exposure Control Plan
 District Chemical Hygiene Plan for Laboratory Operations

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 4240
STAFF GIFTS

Collection of funds from students and/or their parents through organized solicitation on school property for the purpose of purchasing gifts for teachers or other district employees is prohibited during school hours. Parent or student groups collecting any such funds should do so outside of school hours.

Use of class time for the presentation of gifts to school personnel shall be discouraged.

LEGAL REF.:

Wisconsin Statutes
Section 118.12 (Sales and solicitations at school)

CROSS REF.:

1500 Solicitations/Fundraising
Employee Handbook

ADMINISTRATIVE REGULATIONS:

None

AFFIRMED:

December 28, 1990

REVISED:

June 27, 2000
September 23, 2014
October 28, 2014

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 4260
PERSONNEL RECORDS

Records of all personnel shall be considered confidential to the extent required by law and shall be kept in the Office of Human Resources. Records shall be maintained in accordance with all applicable federal and state laws and regulations, and retained in accordance with the district's record retention schedule.

LEGAL REF.: Wisconsin Statutes

Sections 103.13 (Records open to employees)
103.15 (Restrictions on use of test for HIV or antibodies to HIV)
146.81 - 146.83 (Access to and confidentiality of patient health care records)
252.15 (Restrictions on use of HIV test)
Chapter 19, Subchapters II and IV (Access to public records; access to records containing personally identifiable information)
Americans with Disabilities Act of 1990 ("ADA"), as amended by the ADA Amendments of 2008 (Disability discrimination; maintenance of employee medical examinations)

CROSS REF.:

4231 Staff Physical Examination
4232.1 Employee Human Immunodeficiency Virus (HIV) Infection
4330 **Staff Selection and Hiring Process** ~~Recruiting, Selecting and Hiring Staff~~
4332 ~~Pre-Employment~~ Criminal Background Checks
Employee Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000
September 23, 2014
October 28, 2014

RULE 4260

GUIDELINES FOR MAINTENANCE OF PERSONNEL RECORDS

1. Personnel records may be examined in the presence of the Office of Human Resources personnel.
2. Materials shall not be removed from personnel files without permission of the superintendent or designee.
3. The Office of Human Resources may duplicate post-employment file materials for the employee and the individual employee will pay the cost.
4. Transcripts and licenses may, if requested, be returned to individuals upon termination of employment provided a receipt is signed.
5. Pre-employment references, credentials and evaluations are not available to employees. Confidential pre-employment credentials shall be sent to the supplying agency only.
6. Personnel files will not be available to former employees, except to the extent authorized by law.
7. Employee information may be made available to anyone to the extent authorized by law. Ordinarily, employee information available to the public shall be limited to the name of the employee, the assignment, the dates of employment and compensation.
8. An employee may request the source of any material placed in his/her file.
9. Any written complaint about an employee, or written material that the employee's principal or other supervisor deems derogatory, will be called to the employee's attention within 48 hours. The employee may respond; his/her response will be reviewed by the administrator, attached to the complaint or written material and included in the employee's personnel file.
10. In instances where parents have oral complaints about an employee, the affected employee will be notified if/when they are addressed by the administrator in writing. The employee will also be given a meaningful opportunity to provide input for the response.

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 4270
 GENERAL EMPLOYEE COMPLAINTS

The District shall provide a method for prompt and full discussion and consideration of matters of personal dissatisfaction and concern of an employee or an employee's representative with some aspect of employment.

General employee complaints shall be made and processed in accordance with established procedures. Formal employee grievances shall be dealt with in accordance with provisions of current collective bargaining agreements or other District procedures as applicable.

All employees will receive information and training regarding rights and responsibilities regarding harassment and discrimination considerations as they relate to employment.

CROSS REF.: Policy 1720, Complaints About School Personnel
 Policy 4110, **Equal Employment Opportunity and Affirmative Action** ~~Employee~~
~~Discrimination~~
 Policy 4111, Employee Harassment
 Policy 4271, Employee Complaint (**Grievance**)
Employee Handbook ~~Current Employee Agreements~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: March 9, 1999
 June 27, 2000

GENERAL EMPLOYEE COMPLAINT PROCEDURES

General employee complaints shall be processed in accordance with the following procedures. A complaint is any matter of dissatisfaction or concern of an employee with any aspect of employment that does not involve a formal grievance. Complaints involving alleged discrimination or harassment and complaints related to decisions or actions by other school personnel shall be dealt with in accordance with procedures found elsewhere in this policy manual.

The District promotes the voluntary resolution of complaints at the level closest to their sources and, as such, encourages informal resolution of complaints.

Step 1: The complainant shall bring the complaint to the attention of the employee's immediate supervisor either orally or in writing within twenty (20) working days after the complainant knew or should have known of the event or condition which caused the complaint, in attempt to resolve the issue.

The supervisor shall investigate the complaint and within fifteen (15) working days meet with the complainant to discuss resolution of the complaint and respond in writing.

Step 2: If the complainant is dissatisfied with the resolution at Step 1, he/she should, within ten (10) working days, submit the complaint to the Superintendent of Schools in writing. The Superintendent/designee shall meet with the complainant to attempt to resolve the dispute and respond in writing.

POLICY 4271
EMPLOYEE COMPLAINT (GRIEVANCE)

Employees shall use the following procedure for resolving disputes regarding employee termination, employee discipline or workplace safety issues.

1. Definitions.

- a. “Days” as used in this policy is defined as any day that the district is open.
 - b. “Employee Termination” as used in this policy section, shall not include the following:
 - Layoffs;
 - Workforce reduction activities;
 - Voluntary termination including, without limitation, quitting or resignation;
 - Job abandonment;
 - End of employment due to disability, lack of qualification or licensure or other inability to perform job duties;
 - Retirement; or
 - Any other cessation of employment not involving involuntary termination.
 - c. “Employee discipline” as used in this policy shall include any employment action that results in disciplinary action, which typically involves any four (4) steps: verbal reprimand, written reprimand, suspension with or without pay, and termination of employment.
- “Employee discipline,” as used in this policy, shall not include the following:
- Plans of correction or performance improvement;
 - Performance evaluations or reviews;
 - Documentation of employee acts and/or omissions in an employment file;
 - Administrative suspension with pay pending investigation of alleged misconduct or nonperformance;
 - Non-disciplinary wage, benefit or salary adjustments;
 - Other non-material employment actions;
 - Counseling meetings or discussions or other pre-disciplinary action; or
 - Demotion for reasons other than discipline, transfer or change in assignment.

The term “workplace safety” as used in this section means any alleged violation of any standard established under state law or rule or federal law or regulation relating to workplace safety.

POLICY 4271
EMPLOYEE COMPLAINT (GRIEVANCE)
PAGE 2

2. Time Limits

Failure of the employee to comply with the timelines will be deemed a waiver of the processing of the grievance and the grievance will be denied. The employee may advance a grievance to the next step of the process if a response is not provided within the designated timeframes. The Office of Human Resources may advance a grievance to the next step at the request of either the employee or the employee's supervisor.

3. Procedure

- a. **Informal Grievance Resolution:** The employee must discuss any grievance related to discipline or workplace safety with the employee's immediate supervisor prior to filing a formal written grievance in order to informally resolve the issue. This discussion must occur within five days of when the employee knew or should have known of the events leading to the grievance. Grievances related to termination may proceed straight to the Formal Grievance Procedure.
- b. **Formal Grievance Submission:** The employee must file a written grievance with the superintendent (or designee) within 10 days of termination, discipline or actual or reasonable knowledge of the alleged workplace safety issue. The written grievance must contain:
 - Name of grievant;
 - A statement of the pertinent facts surrounding the nature of the grievance;
 - The date the alleged incident occurred;
 - The work rule or policy allegedly violated including any safety rule alleged to have been violated, if applicable;
 - The steps taken to informally resolve the grievance, the individuals involved in the attempted resolution, and the results of such discussion; and
 - The specific requested remedy.
- c. **Administrative Response:** The Office of Human Resources (or designee) will meet with the grievant within 10 days of receipt of the written grievance. The administration will provide a written response within 10 days of the meeting. The administration's written response to the grievance must contain:
 - A statement of the date the meeting between the administration and grievant was held;

POLICY 4271
EMPLOYEE COMPLAINT (GRIEVANCE)
PAGE 3

- A decision as to whether the grievance is sustained or denied; an
 - In the event the grievance is denied, a statement outlining the timeline to appeal the denial.
- d. Impartial Hearing: The grievant may file an appeal to the Impartial Hearing Officer (IHO) by giving written notice to the superintendent within five days of the issuance of the Administrative Response. Depending on the issues involved, the hearing officer will determine whether a hearing is necessary unless a hearing is required under the procedures established by the district in a different applicable policy. The administration will work with the IHO and grievant to schedule a mutually agreeable hearing date should one be needed. If it is determined that no hearing is necessary, the matter will be decided based on the submission of written documents.

The administration shall select the IHO. The IHO shall not be an employee of the district. The IHO may be an employee of another district, a retired school administrator, a lawyer, a professional mediator/arbitrator, or other qualified individual. The cost of the IHO will be the responsibility of the district.

Standard of Review: The IHO will adhere to specific guidelines set forth by the district regarding hearing procedures. The Rules of Evidence will not be strictly followed, but no factual findings may be based solely on hearsay evidence. The standard of review for the IHO is whether the decision of the administration was supported by just cause. If the decision was supported by just cause then the IHO is required to find on behalf of the administration.

IHO Response: The IHO shall file a written response within 30 days of the hearing date or the date of the submission of written documents.

The IHO's written response to the grievance must contain:

- A statement of the pertinent facts surrounding the nature of the grievance.
- A decision as to whether the grievance is sustained or denied, with the rationale for the decision.
- A statement outlining the timeline to appeal the decision to the school board.
- The IHO must sustain or deny the decision of the administration. The IHO has no authority to modify the administration's decision and may not grant in whole or in part the specific request of the grievant.

POLICY 4271
EMPLOYEE COMPLAINT (GRIEVANCE)
PAGE 4

- e. Review by the school board: The non-prevailing party may file a written request for review of the IHO's decision by the school board within 10 days of receipt of the IHO Response.

The school board shall not take additional testimony or evidence; it may only decide whether the IHO reached decision supported by just cause based on the information presented to the IHO. The school board will review the record and make a decision. A written decision will be made within 30 days of the filing of the appeal.

The school board's written decision regarding the grievance must contain:

- A decision as to whether the grievance is sustained, denied or modified.

The school board shall decide the matter by a majority vote and the decision of the school board is final and binding and is not subject to further review.

- f. General Requirements:

- Grievance meetings/hearings held during the employee's off-duty hours will not be compensated.
- Granting the requested or agreed upon remedy at any step in the process resolves the grievance

LEGAL REF.: Wisconsin Statutes

Sections 19.81 – 19.88 [Open Meetings Laws]

66.0509(1m) [Civil service protection and grievance procedures]

CROSS REF.: 2810 Incident Reporting

3600 School Safety

3631 Accident Reports

Employee Handbook

AFFIRMED: October 25, 2011

REVISED: September 23, 2014

October 28, 2014

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 4280

EMPLOYEE ATTENDANCE AND PUNCTUALITY

Regular attendance is an essential job function. In the event of illness or other absence, the employee shall notify the automated substitute assignment system and/or his/her immediate supervisor prior to the employee's work starting time in accordance with district procedures.

Tardiness, unexcused absences, patterns of absenteeism (e.g. same days over a period of time), fraudulent use of paid or unpaid leave, and excessive excused absences (other than FMLA or ADA/WFEA-approved leave) are cause for progressive corrective actions including ~~An employee who is absent from work without notifying the district as required will be subject to disciplinary action up to and including discharge.~~

CROSS REF.: Policy 4110, Equal Opportunity Employment and Affirmative Action
 Policy 4231, Staff Physical Examinations
 Policy 4323.1, Family and Medical Leave
Employee Handbook
~~Policy 4340, Substitute Personnel Employment~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: July 25, 2006
 September 23, 2014
 October 28, 2014

RULE 4280

EMPLOYEE ATTENDANCE AND PUNCTUALITY

1. An employee is responsible for notifying the automated substitute assignment system and/or his/her supervisor of his/her absence no later than 60 minutes prior to the employee's work starting time.
 - a. The employee must indicate the reason for the absence and advise when he/she will report back to work.
 - b. If the length of time of the absence is unknown, the employee shall provide this notification each day of the absence.
 - c. Employees absent from work due to an illness or injury may be required to submit a doctor's certificate or other appropriate medical authorization as deemed appropriate by the employee's supervisor.
 - d. Employees must follow additional department guidelines where appropriate.
2. Tardiness, unexcused absences, patterns of absenteeism (same days over a period of time) and excessive excused absences (other than FMLA) are cause for progressive corrective action. Any disciplinary action taken shall be consistent with district policies and rules.
 - a. An employee is considered absent if he/she is not present for work as scheduled, regardless of the cause.
 - b. An employee is considered tardy if he/ she reports to work after the scheduled start time (unexcused).
3. Department managers and principals will develop and communicate work schedules to reflect a start and end time.
4. Supervisors are to give special attention to absence patterns such as:
 - a. Absences before or after the weekend;
 - b. Absences the day before and/or the day after a scheduled holiday or day off;
 - c. Calling in sick as rapidly as sick time is accrued;
 - d. Calling in sick or tardy after the scheduled start time; and
 - e. Absences the day before or the day of "hunting" season.

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 4320
 INDIVIDUAL EMPLOYMENT CONTRACTS

Individual employment contracts shall be issued in accordance with District Procedures that are aligned with state law.

LEGAL REF.: Wisconsin Statutes

Sections 118.21 (Teacher contracts)
 118.22 (Renewal of teacher contracts)
 118.24(6) School District Administrators

CROSS REF.: 4110 Equal Opportunity Employment and Affirmative Action
 4223 Staff Misconduct Reporting
 4260 Personnel Records
 4330 Staff **Selection and Hiring Process** ~~Recruitment and Hiring~~
 4361 Employee Resignation/Retirement
 4362 Employee Discipline
~~KEA Agreement~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000
 May 22, 2012

RULE 4320
INDIVIDUAL
EMPLOYMENT CONTRACTS

1. The Human Resources Office shall be responsible for the issuance of all instructional staff individual employment contracts.
2. Principals/department administrators shall be responsible for collecting signed/unsigned contracts from instructional staff members who have been recommended for re-employment from the time contracts are issued until June 8 annually.
3. After June 8, instructional staff members will return signed/unsigned contracts directly to the Human Resources Office.
4. Principals/department administrators shall provide the Human Resources Office with a staff roster and appropriate supporting documents indicating compliance with District policy no later than June 10 annually.
5. Instructional staff failing to turn in signed contracts by June 15 and who thereafter desire employment with the District must reapply for employment consideration.

ADMINISTRATIVE REGULATION

ADMINISTRATIVE REGULATION 4323.1 FAMILY AND MEDICAL LEAVE NOTICE OF RIGHTS

Eligible employees may be eligible for leave ~~will be allowed leaves~~ in accordance with the state and federal Family and Medical Leave Acts.

Under the federal Family and medical Leave Act (FMLA), eligible employees are entitled to ~~Allowed leave is generally up to a combined 12 work weeks of unpaid leave during a calendar year for the as a result of a birth of a child and to care for the newborn child; or placement with the employee of a child for adoption or foster care and to care for the newly placed child; to care for the employee's spouse, child, or parent who has or when a serious health condition is suffered by the employee or the employee's parent(s), son, daughter or spouse or domestic partner; a serious health condition that makes the employee unable to perform the essential functions of his or her job; or for any qualifying~~ **exigency arising out of the fact that a spouse, child, or parent is a military member on covered active duty or call to covered active duty status. An employee may qualify for FMLA of up to 26 work weeks of leave during a "single 12-month period" to care for a covered service member with a serious injury or illness, when the employee is the spouse, child, parent or next of kin of the service member.**

Under the Wisconsin Family and Medical Leave Act (WFMLA), eligible employees are entitled to 6 weeks of unpaid family leave in a calendar year for the birth of a child or placement of a child with the employee for adoption, and 2 weeks of unpaid family leave to care for the employee's child, spouse, domestic partner, or parent, if the child, spouse, domestic partner, or parent has a serious health condition. Eligible employees are entitled to 2 weeks of unpaid medical leave for a serious health condition of the employee which makes the employee unable to perform his or her employment.

This Leave under the FMLA and WFMLA will be run concurrently, as allowed by law, and will be run concurrently with any other leave which is available to the employee under other district leave and absence policies ~~or state and federal family and medical leave laws~~. All or a portion of this period may be paid in certain instances. The taking of leave under this policy and its accompanying guidelines will not be used against an employee in any employment decision, including in the determination of raises or discipline.

ADMINISTRATIVE REGULATION 4323.1
FAMILY AND MEDICAL LEAVE
NOTICE OF RIGHTS

These are the guidelines for taking family and/or medical leave by employees of the Kenosha Unified School District:

1. ELIGIBILITY FOR LEAVE

An employee is eligible for leave under the WFMLA if he or she has been employed by the District for at least 12 months with the district and has completed 1,000 hours of employment during the 52-week 12-month period prior to the time leave begins. An employee is eligible for leave under the FMLA if he or she has been employed for 12 months by the District and has worked at least 1,250 hours during the 12-month period prior to the time leave begins.

2. TYPE AMOUNT OF LEAVE AVAILABLE

~~Employees are generally entitled to 12 work weeks of unpaid leave during a calendar year, considering both state and federal law, for any one or combination of the following reasons, i.e., time off under 1, 2, 3 and/or 4:~~

A.1- Birth of a child or placement of a child for adoption or foster care of a son or daughter

~~Unpaid leave may be taken by an eligible employee for on the birth of a child or placement for adoption or foster care of a child with the employee. Under the FMLA, leave must conclude no later than 12 months after the child's birth or placement. An employee may elect to substitute accrued paid leave, as defined under the applicable District Policy or employee handbook, or the District may require the employee to substitute accrued paid leave for unpaid FMLA leave. Leave taken under the WFMLA must begin within 16 weeks of the child's birth or placement. An employee entitled to leave under the WFMLA may substitute any other paid or unpaid leave which has accrued to the employee. Other than during the 16 weeks before or after a birth or adoption, during which leave may be taken on an intermittent basis, leave must be taken all at once. Any accrued leave, as defined under the applicable district policy or employee handbook, may be required to be used, for this otherwise unpaid time. Any substituted paid time used will not be available later.~~

B.2- Serious health condition of employee

~~Unpaid leave may be taken by an eligible employee in the event the employee experiences a "serious health condition." A "serious health condition" will generally occur when the employee receives inpatient care at a hospital, hospice or nursing home or when the employee experiences a disabling physical or mental condition and receives outpatient care which requires continuing treatment by a health care provider. Medical leave may be taken all at once or in smaller increments as medically necessary. If leave is taken in smaller increments, the employee may be temporarily transferred to another job. An employee must provide the district with a "Health Care Provider Certification" completed by the treating health care provider no later than 15 days of the employee's request for leave. "Health Care Provider Certification" forms are available from the Office of Human Resources. Any accrued leave, as defined under the applicable district policy or the employee handbook,~~

ADMINISTRATIVE REGULATION 4323.1
FAMILY AND MEDICAL LEAVE
NOTICE OF RIGHTS

that the employee may have at the time the leave begins may be used, or may be required to be used as permitted under federal law, for all or a portion of the otherwise paid leave period. If the leave is required due to a work-related injury, workers' compensation leave will run concurrently with the leave an employee is entitled to under the law to the extent permitted. Any substituted paid leave used will not be available later.

C.3- Serious health condition of parent, spouse, child, domestic partner

Unpaid leave may be taken by an eligible employee in the event the employee's parent, spouse, child or domestic partner experiences a "serious health condition." A "serious health condition" will generally occur when the individual receives inpatient care at a hospital, hospice or nursing home or when the individual experiences a disabling physical or mental condition and receives outpatient care which requires continuing treatment by a health care provider. ~~Medical leave may be taken all at once or in smaller increments as medically necessary. An employee must provide the district with a "Health Care Provider Certification" completed by the treating health care provider no later than 15 days of the employee's request for leave. "Health Care Provider Certification" forms are available from the Office of Human Resources. Accrued leave, as defined under the applicable district policy or the employee handbook, that the employee may have at the time the leave begins may be used, or may be required to be used as permitted under federal or state law, for all or a portion of the otherwise paid leave period. Any substituted paid leave used will not be available later.~~

D.4- Qualifying exigency

Under the FMLA, uUnpaid leave may be taken for any qualifying exigency arising out of the fact that a spouse, child, or parent is a military member on covered active duty or call to covered active duty status. An employee may be required to provide certification of the need for exigency leave. Accrued leave, as defined under the applicable district policy or the employee handbook, that the employee may have at the time the leave begins may be used, or may be required to be used as permitted under federal law, for all or a portion of the otherwise paid leave period. Any substituted paid leave used will not be available later.

E.5- Military caregiver ~~medical~~ leave

Under the FMLA, uUnpaid leave may be taken to care for a covered service member with a serious injury or illness, when the employee is the spouse, child, parent, or next of kin of the service member. An employee may be required to provide certification of the need for exigency leave. Accrued leave, as defined under the applicable district policy or the employee handbook, that the employee may have at the time the leave begins may be used, or may be required to be used as permitted under federal law, for all or a portion of the otherwise paid leave period. Any substituted paid leave used will not be available later.

ADMINISTRATIVE REGULATION 4323.1
FAMILY AND MEDICAL LEAVE
NOTICE OF RIGHTS

3. INTERMITTENT OR REDUCED SCHEDULE LEAVE

Under the FMLA, leave may be taken intermittently or on a reduced leave schedule under certain circumstances. For intermittent leave or leave on a reduced leave schedule taken because of an employee's own serious health condition; to care for a spouse, parent, or child with a serious health condition; or to care for a covered service member with a serious injury or illness, there must be a medical need for leave, and it must be that such medical need can be best accommodated through an intermittent or reduced leave schedule. Eligible employees may also take FMLA leave on an intermittent or reduced leave schedule because of a qualifying exigency. If an employee needs leave intermittently or on a reduced leave schedule for planned medical treatment, then the employee must make a reasonable effort to schedule the treatment so as not to unduly disrupt the District's operations. When leave is taken under the FMLA after the birth of a healthy child or placement of a health child for adoption or foster care

The following information concerns your rights and obligations under the family and medical leave laws, and district policy and guidelines, and will explain to you the consequences of your failure to meet these obligations. Please read this information carefully, and if you have any questions, please contact your supervisor or the Office of Human Resources.

1. **Leave entitlement.** The actual amount of time you spend on family and/or medical leave will be subtracted from your unpaid leave entitlement for a calendar year. Your family and medical leave, under state and federal laws, will run concurrently with any other leave for which you are eligible under applicable district policies.
2. **Medical certification.** If your request is based on your serious health condition or the serious health condition of your child, spouse, parent, domestic partner or covered service member, you must provide the district with a medical certification ("Health Care Provider Certification") prepared by the health provider. This certification must be provided to the district within 15 **calendar** days of the request for leave, **unless it is not practicable under the particular circumstances to do so despite the employee's diligent, good-faith efforts, in which case it must be provided as soon as practicable,** ~~including in cases of a medical emergency or unforeseen circumstances.~~ If you fail to provide a timely certification, your leave request, or your continuation for leave, may be denied or delayed until the required certification is provided.
3. **Additional certification.** If the district has any doubts about the accuracy of your initial medical certification, you must submit to another certification, at the district's expense, by a health care provider selected by the district. If the second opinion differs from the initial certification, a third opinion may be obtained. The third opinion is final and binding.
4. **Re-certification.** On a periodic basis, you must provide the district with subsequent re-certifications that your serious health condition still prevents you from performing your job functions or that you are still needed to care for a family member with a serious health condition.
5. **Intent to return to work.** You must provide the district with a periodic report on your status and intent to return to work.

ADMINISTRATIVE REGULATION 4323.1
FAMILY AND MEDICAL LEAVE
NOTICE OF RIGHTS

6. **Fitness for duty.** If you are on medical leave because of your own serious health condition, you must provide the district with a medical release, "Fitness for Duty Certification" signed by your health care provider before you can return to work. If you fail to provide the district with a medical release, your reinstatement will be delayed until the required certification is provided or denied.

7. **Substitution.** **Accrued leave, as defined under the applicable District policy or the employee handbook, that the employee may have at the time the leave begins may be used, or may be required to be used as permitted under federal law, for all or a portion of the otherwise unpaid leave period.** ~~You may be paid by the district, or you may request payment, for any paid leave to which you have a right to payment at the time of your leave under the district's applicable leave policies.~~ When paid leave is substituted for your unpaid leave, the paid leave will run concurrently with your family and medical leave and will not be available to you later. Under no circumstances will you be entitled to additional family and/or medical leave as a result of the substitution of paid leave.

ADMINISTRATIVE REGULATION 4323.1
FAMILY AND MEDICAL LEAVE
NOTICE OF RIGHTS

8. **Maintenance of insurance coverage.** In order to maintain your group health coverage during your family or medical leave you must continue to pay any employee required contributions towards the health insurance premiums, as you did prior to your leave. If you elect to substitute paid leave, or if the district requires the substitution of paid leave, your share of premiums, if any, will be paid through the district's normal payroll deduction method. Otherwise, the district will designate a method for collecting premiums when your leave is unpaid.
9. **Employment protection.** Upon returning to work from family or medical leave, you will be reinstated to the position you held prior to leave or, if your position has been filled, to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment. You will have no greater right to employment at the end of your leave than you would have had with the district if you had not taken leave.

In the case of instructional employees, your re-employment may be delayed until the commencement of the next school semester if your leave begins in the last five weeks of the semester. Please contact the Office of Human Resources for additional information on your reinstatement rights.

10. **Recovery of premiums.** If you fail to return to work after your family or medical leave, you will be liable to the district for any health coverage premiums paid on your behalf during your leave.

Wisconsin Bone Marrow and Organ Donation Leave Act

Unpaid leave may be taken by an eligible employee for the purpose of service as a bone marrow or organ donor if the employee provides his or her employer with written verification that the employee is to serve as a bone marrow or organ donor. An employee is eligible for leave if he or she has been employed by the District for more than 52 consecutive weeks and worked at least 1,000 hours during the preceding 52-week period. Leave may be taken only for the period necessary for the employee to undergo the bone marrow or organ donation procedure and to recover from the procedure, up to a maximum of six weeks in a 12-month period.

If an employee requests bone marrow and organ donation leave, the employer may require the employee to provide certification issued by the health care provider of the bone marrow or organ recipient or the employee, whichever is appropriate, of any of the following: that the recipient has a serious health condition that necessitates a bone marrow or organ transplant; that the employee is eligible and has agreed to serve as a bone marrow or organ donor for the recipient; and the amount of time expected to be necessary for the employee to recover from the bone marrow or organ donation procedure. The employee shall make a reasonable effort to schedule the bone marrow or organ donation procedure so that it does not unduly disrupt the District's operations, subject to the approval of the health care provider of the bone marrow or organ recipient, and give the District advance notice in a reasonable and practicable manner. An employee may substitute, for portions of bone marrow and organ donation leave, paid or unpaid leave of any other type provided by the District.

ADMINISTRATIVE REGULATION 4323.1
FAMILY AND MEDICAL LEAVE
NOTICE OF RIGHTS

LEGAL REF: 29 USC Chapter 28 Sections 2601-2654 (Family and medical Leave Act)
29 C.F.R. Part 825
Wisconsin Statute Section 103.10 (Family or Medical Leave)
Wis. Admin. Code Ch. DWD 225
Wisconsin Statute Section 103.11 (Bone Marrow and organ donation leave)

CROSS REF.: Policy 4280, Employee Attendance and Punctuality
Employee Handbook

POLICY 4331
 CONFLICTS OF INTEREST
 (Nepotism)

In order to ensure sound management policies and procedures and in order to avoid actual or potential conflicts of interest, no close relative of any employee of the district or a member of the board of education shall be appointed to and/or assigned to a position having a conflicting interest with a position held by a close relative.

Conflicting interest is defined as having a direct responsibility involving power to recommend appointment, dismissal, promotion and demotion or for supervision and evaluation of close relatives. For purposes of this policy, close relatives shall be defined as spouse, parent, mother-in-law, father-in-law, son, daughter, sister, brother, brother-in-law, sister-in-law, daughter-in-law or son-in-law.

Positions of conflicting interest are defined as follows:

1. Any administrative or supervisory position having immediate or partial supervisory responsibilities on other than an occasional basis. (For purposes of applying this section of the policy, the quasi-supervisory positions of the following sections shall not be viewed as immediate supervisory positions.)
2. Any teaching position having quasi-supervisory responsibilities such as a teacher consultant or department chairperson, or any teaching position having an educational assistant position.
3. Any secretarial position having supervisory responsibility within a given school or department.
4. Any building service employee having supervisory responsibilities such as head custodian, assistant head custodian, foreman or head cook.
5. Any Recreation Department position having supervisory responsibility within any program.

In addition to any statutory requirements regarding conflicts of interests of board members, no board member shall participate in a decision regarding the employment or discipline of a close relative.

Nothing in this policy shall be construed as discouraging the appointment of relatives for positions not designated by this policy as being in conflict. Except as restricted by this policy, each recommendation for appointment shall be based upon the best qualified applicant for the position to be filled. Nothing in this policy shall be construed to limit the opportunity for promotion of any person employed by the district.

LEGAL REF.: Wisconsin Statutes
 Sections 111.31 (Fair employment standards — employee nondiscrimination)
 111.345 (Marital status discrimination exceptions)

CROSS REF.: 2210 Recruiting and Hiring - Appointment of Superintendent
 2211 Recruiting and Hiring - Appointment of Administrative, Supervisory
 and Technical Personnel
 4110 Equal Opportunity Employment and Affirmative Action
 4224 Employee Code of Ethics
 4330 Staff Selection and Hiring Process Recruitment and Hiring
 4350 — Instructional Staff Assignments and Transfers
 Employee Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

RULE 4331
GUIDELINES FOR IMPLEMENTATION OF
CONFLICTS OF INTEREST POLICY

REVISED: June 27, 2000
 September 23, 2014
 October 28, 2014

1. Each person seeking employment in the district shall state on the application any relationship to persons employed in the district. If, after appointment of an applicant it is found that information of relationship was withheld or falsely given, the applicant will be subject to immediate dismissal.
2. Any cases of potential conflict of interest existing prior to the adoption of this conflict of interest policy, or resulting from subsequent marriage shall be reviewed by the superintendent of schools who will make an effort to eliminate conflicting positions through reassignment and transfer.

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. A background check may be conducted on board- or administration-appointed standing committee or ad-hoc committee members who may come into contact with students in supervised or unsupervised settings.

Information from criminal background checks will not be used or considered in making employment or volunteerism decisions unless a past conviction or circumstance giving rise to a pending charge is substantially related to the circumstances of the particular job/position applied for.

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. 9843A
 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 **Recruiting and Hiring - ~~ment and Appointment~~** of Superintendent
 2211 **Recruiting and Hiring - ~~ment and Appointment~~** of Administrative, Supervisory, and Technical Staff
 4110 Equal Employment Opportunity and Affirmative Action
 4260 Personnel Records
 4330 Staff Selection and Hiring Process
 4333 Chaperone Requirements & Expectations
 6530 Community Resources
 Employee Handbook

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 background check form will request permission for obtaining 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 Human Resources will determine whether the nature of the offense or alleged offense precludes the applicant from serving in the position applied for. The Office of Human Resources will keep all arrest and conviction record information confidential to the extent authorized by law, and will not disclose this information to interview teams.
3. If an individual refuses to cooperate in fully completing the background check form or is found to have provided false, inaccurate or incomplete information on the form, the person will be disqualified from consideration for employment, chaperoning, volunteering, tutoring, mentoring, working as an independent contractor and serving on committees. Current employees found to have provided false, inaccurate or incomplete information on the form may be considered for dismissal.
4. Resources used for criminal background checks include but are not limited to the federal and tribal searches, state(s) of prior residence, multi-state searches, sex offender registries and other available sources as determined by the District. The District will pay for background checks as applicable.
5. Copies of results from background checks will be provided upon request. Persons requesting copies will reimburse the District for the cost of providing copies. Persons recommended for employment may attach a statement or explanation to the background check for inclusion in her/her personnel file.

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
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POLICY 4351
STAFF WORK SCHEDULES

Each employee shall be on duty and carry out his/her assigned responsibilities throughout regular working hours.

CROSS REF.: 4351.1 Teaching Load
Employee Handbook ~~Current Employee Agreements~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000

RULE 4351
GUIDELINES FOR DEDUCTIONS
FOR HOURLY EMPLOYEES

When deductions are necessary, the established workday shall be the basis for computing deductions. Deductions for hourly employees shall be computed on the basis of the employee's hourly rate. Deductions will be rounded to the nearest hour.

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 4351.1
TEACHING LOAD

The teaching load for elementary and secondary teachers should be established in accordance with sound educational practices to ensure quality education for every student. The teaching load may have to be modified for specialized programs or where other special considerations are present.

CROSS REF.: ~~4310, Instructional Staffing~~
~~4350, Instructional Staff Assignments and Transfers~~
~~4351.1, Staff Cooperation~~
6432, Class Size
~~KEA Agreement~~

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: September 24, 1991

REVISED: June 2, 2000
January 29, 2002

RULE 4351.1

GUIDELINES FOR TEACHING LOAD

1. Middle School Level
 - a. The normal teaching load shall include five (5) periods per week to be used for work in special assigned areas. Each principal, together with each teacher, will develop, in writing, assignment options based on student, staff, program and building needs to best utilize this period. The principal shall make the final decision on the use of this period.
2. Senior High School Level
 - a. The normal teaching load shall include all student contact time less preparation and professional development staff time.
 - b. The normal teaching load shall include at least the equivalent of one (1) preparation period per day.
 - c. The normal teaching load shall include a homeroom or equivalent assignment.
3. Elementary School Level
 - a. The regular elementary classroom teacher shall be responsible for the elementary instructional program in accordance with the prescribed elementary curriculum.
 - b. Elementary specialists in art, music and physical education shall provide instruction in those areas in accordance with the scheduling guidelines set forth in Policy 6140.1 as approved by the School Board.
 - c. Regular elementary classroom teachers shall be released from classroom duties during the time when the art, music or physical education teacher is instructing the class, as provided above. The release time for the elementary teacher is to be used for instructional preparation only. If a qualified specialist is not available, the elementary teacher is expected to be responsible for the class. If the specialist instruction takes place in an area other than the immediate classroom, the classroom teacher will escort the class to and from the instructional area at times specified in the school's schedule. Elementary teachers are expected to follow the guidelines and suggestions provided by the art, music and physical education specialist in order to be able to carry on the instructional program.

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 4361
EMPLOYEE RESIGNATION/RETIREMENT

Employee resignations/retirements shall be made in writing to the superintendent of schools and shall be in accordance with applicable individual contracts. Resignations shall contain a specified effective date and should include a reason for termination.

Resignations shall be approved by the board of education during a school board meeting.

LEGAL REF.: Wisconsin Statutes
 Section 111.33 (Age discrimination)
 Age Discrimination Act of 1975

CROSS REF.: 4223 Staff Misconduct Reporting
 Employee Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000
 September 23, 2014
 October 28, 2014

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 4362
 EMPLOYEE DISCIPLINE

Employees shall abide by district policies and procedures, applicable rules and regulations, local, state and federal laws and regulations, and the expectations set forth in employee position specifications.

It is the responsibility of the district's administrators and supervisors to discipline employees for violations of district policies and procedures, applicable rules and regulations and the expectations set forth in the position specifications.

Discipline will follow the procedures outlined in the Progressive Discipline/Termination Procedures when appropriate and will not be imposed without just cause. Discipline may be imposed by oral reprimand, written reprimand, suspension with or without pay or discharge. Dismissal of any personnel shall be in accordance with established procedures and state law. Other forms of discipline may be imposed when appropriate. The concept of progressive discipline will be utilized, if appropriate. Steps in the progressive discipline process may be skipped when warranted by the nature of the infraction. Discipline should be imposed only after a thorough investigation sufficient to determine the facts.

Employees who have been disciplined have access to the general employee complaint procedure in Policy 4270 – General Employee Complaints.

LEGAL REF.: Wisconsin Statutes

Section 118.22 (Non-renewal of teacher contract)

CROSS REF.: 4223 Staff Misconduct Reporting
 4260 Personnel Records
 4270 General Employee Complaints
Employee Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000
 September 23, 2014
 October 28, 2014

RULE 4362
EMPLOYEE DISCIPLINE PROCEDURES

Copies of a written employee reprimand will be distributed as follows: original to employee, copy to superintendent of schools, copy to employee's central office personnel file and a copy to employee's immediate supervisor.

Disciplinary measures, when warranted, may be implemented as follows:

1. All administrators and supervisors are authorized to reprimand in either oral or written form, or both.
2. All administrators are authorized to recommend employee suspensions to the superintendent or designee.
3. Only the superintendent or designee is authorized to suspend an employee with or without pay.
4. The superintendent may impose all appropriate forms of discipline, except for discharge, of regularly employed certified employees. The superintendent may discharge non-certified employees and substitute teachers.
5. Discharge of regularly employed certified employees requires formal action by the school board and shall be in accordance with established procedures and state law.

POLICY 4370
PROFESSIONAL LEARNING

The school board recognizes the importance of providing high quality professional learning with an expectation of continuous improvement for all employees in order to support organizational change and growth. The school board requires that professional learning aligns with the district's mission, vision, goals, and strategic directions. A district plan will outline the identification, implementation, and institutionalization of systemic professional learning. The board will allocate the funding to successfully implement the plan.

Professional learning is defined as a comprehensive, sustained, and intensive approach to improving staff effectiveness in raising student achievement. Professional learning should be collaborative and job embedded in order to support the transfer of new knowledge and skills into the workplace. All district-endorsed professional learning opportunities will meet the district's standards for high quality professional learning.

Through the analysis of student achievement and system data, priority areas for professional learning will be determined through a district's needs assessment process. District leadership will collaborate with school and department leaders in using a long-range planning framework to systematically align district-wide, school- or department-based, and individual professional learning in order to address identified areas of improvement. District leadership will ensure dedicated time for professional learning.

The Professional Learning Steering Committee, comprised of district and building administrators, teacher leaders, teachers, and noninstructional staff, will apply a framework to monitor and assess the implementation of the district professional learning plan.

The Office of Organizational Training and Development will coordinate district-identified professional learning for instructional staff. The Office of Human Resources will coordinate professional learning for noninstructional staff. The departments will oversee the use and leverage of necessary resources to ensure the delivery of high quality professional learning in compliance with all local, state, and federal funding regulations.

Administrators will use school/department data to develop a professional learning plan that is aligned with district goals and will assess the effectiveness of implementation. Administrators will ensure the effective use of dedicated time and provide opportunities for professional learning that support the professional growth of their staff members. Administrators and staff members will work collaboratively to identify, implement, and assess the effectiveness of individual's professional goals that are aligned with district and school or department goals in order to increase student achievement.

District employees are required to engage in professional learning as part of the continuous improvement cycle. Certified staff members are responsible for engaging in the necessary professional learning to maintain licenses or certifications required for their position.

Professional learning opportunities provided through the district will include an implementation plan outlining steps for ongoing support and a method to determine the effectiveness of the professional learning.

The delivery of high quality professional learning:

POLICY 4370
PROFESSIONAL LEARNING
Page 2

- Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- Requires prioritizing, monitoring, and coordinating resources for professional learning.
- Uses a variety of sources and types of data to plan, assess, and evaluate professional learning.
- Integrates theories, research, and models of human learning to achieve its intended outcomes.
- Applies research on change and sustaining support for implementation of professional learning for long-term change.
- Aligns its outcomes with employee performance and standards.

(Taken from: <http://learningforward.org/standards-for-professional-learning#.VbACLfIViko>)

A professional learning report will be submitted to the board annually by the Office of Organizational Training and Development.

LEGAL REF.: Wisconsin Statutes

121.02(1)(b) Professional staff development plan required

PI 8.01(2)(b) Wisconsin Administrative Code (Professional staff development plan requirements)

Proposed Amendments to Section 9101 (34) of the Elementary and Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001.

CROSS REF.: **Employee Handbook** ~~Current Employee Agreements~~

AFFIRMED: September 24, 1991

REVISED: June 2, 2000
January 29, 2002
September 24, 2002
September 22, 2015

RULE 4370
PROFESSIONAL LEARNING

1. Permission to attend professional learning activities (conferences, workshops, seminars, etc.) requires the approval of the employee's direct supervisor and budget manager.
2. District employees will provide professional learning when appropriate.
3. District employees will not be permitted to attend more than two conferences, workshops, or seminars outside the district annually unless their attendance at such conferences, workshops, and seminars is required for the performance of their job duties and approval is granted by the employee's direct supervisor.

Kenosha Unified School District No. 1
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 4380
EMPLOYEE EVALUATIONS

Personnel shall be evaluated periodically and recommendations for further employment shall be made by the superintendent of schools or designee. Employee evaluations shall be conducted in accordance with applicable state laws and established district procedures.

LEGAL REF.: Wisconsin Statutes

Section 121.02(1)(q) (Certified staff evaluations)

PI 8.01(2)(q) Wisconsin Administrative Code (Certified staff evaluation requirements)

CROSS REF.: 4260 Personnel Records
Employee Handbook

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 22, 1991

REVISED: June 27, 2000
September 23, 2014
October 28, 2014

RULE 4380

EMPLOYEE EVALUATION GUIDELINES

1. The Office of Human Resources shall establish the evaluation period for all employees, including the necessary evaluation schedule, forms, processes and filing.
2. Students may evaluate the performance of their secondary teachers using established evaluation forms and in accordance with established procedures. The evaluation forms shall be kept confidential until after course grades are assigned by the teacher and then become the teacher's property.

POLICY 5471

CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE

District employees may not use corporal punishment of any kind on students. District employees who violate this policy shall be subject to established disciplinary procedures.

School officials, employees or agents are required to follow Wisconsin Statute 125 when addressing the use of seclusion and physical restraint in schools. School officials may, according to state law, use reasonable and necessary force under the following specific circumstances:

1. To quell a disturbance or prevent an act that threatens physical injury to any person;
2. to obtain possession of a weapon or other dangerous object within a student's control;
3. for the purpose of self-defense or the defense of others, or for the protection of property in accordance with state statutes;
4. to remove a disruptive student from school premises, a motor vehicle, or a school-sponsored activity;
5. to prevent a student from inflicting harm on him/herself; and,
6. to protect the safety of others.

Incidental, minor or reasonable physical contact designed to maintain order and control may be used in the district.

In determining whether or not a person is using reasonable and necessary force, deference shall be given to reasonable, good faith judgments made by an official, employee or agent of the district.

Wisconsin Statute §118.305, which was created by Wisconsin Act 125, generally provides that students, both special education and regular education, may only be restrained in very specific and limited circumstances and only when specific procedures and cautionary measures are taken. In particular the statute addresses seclusion and restraint as follows:

Definitions

Physical restraint: a restriction that immobilizes or reduces the ability of a student to freely move his or her torso, arms, legs or head.

Seclusion: the involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving.

Seclusion - Wisconsin Act 125

Prohibits the use of seclusion in public schools, including charter schools, except when:

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

POLICY 5471
CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE
Page 2

A room may not be used for seclusion unless:

- The room or area is free of objects or fixtures that may cause injury;
- there are no locks on the door, including hold down type mechanisms that immediately release when pressure is removed; and
- meets all applicable school building code requirements.

Prohibits covered individuals from using physical restraint in public schools, including charter schools, except when:

- A student's behavior presents a clear, present and imminent risk to the physical safety of the student or to others, and it is the least restrictive intervention feasible;
- there are no medical contraindications to its use;
- the degree of force and duration used do not exceed what is necessary and reasonable to resolve the risk to the physical safety of the student or others; and
- no prohibited maneuver is used.

Prohibits maneuvers or techniques that:

- Do not give adequate attention and care to protecting the pupil's head;
- cause chest compression by placing pressure or weight on the student's chest, lungs, sternum, diaphragm, back or abdomen;
- place pressure or weight on the student's neck or throat, on an artery, or on the back of the student's head or neck, or that otherwise obstruct the student's circulation or breathing; and
- constitute corporal punishment.

Act 125 prohibits mechanical or chemical restraints. Supportive equipment that properly aligns a student's body, assists in maintaining balance, or assists in mobility under the oversight of appropriate medical staff is not mechanical restraint.

Notification and Reporting Requirements

If seclusion and/or physical restraint is used on a student at school, the principal or designee must:

- As soon as possible, but no later than one business day after the incident, notify the student's parent of the incident and of the availability of the written report.
- Within two business days after the incident, after consulting with school staff who were present, prepare a written report containing all of the following information:
 - Student's name;
 - date, time and duration of the incident;
 - description of the incident including a description of the student's behavior before and after the incident; and
 - names and titles of school staff present during the incident.
- The written report must be kept at the school and made available for review by the student's parents within three business days of the incident.

Except as discussed below, no school staff may use physical restraint unless he or she has received training that includes:

POLICY 5471
CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE
Page 3

- Methods of preventing the need for physical restraint;
- instruction in the identification and description of dangerous behavior indicating the need for physical restraint, and in methods of evaluating risk of harm to determine whether physical restraint is needed;
- experience in administering and receiving various types of physical restraint;
- instruction on the effects of physical restraint on the person restrained, methods of monitoring signs physical distress, and techniques for determining when medical assistance may be needed;
- instruction in documenting and reporting incidents of physical restraint; and
- demonstration of proficiency in administering physical restraint.

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

- Only in an emergency; and
- only if school staff members who have received training are not immediately available.

Authority Under Other Statutory Provisions

Nothing in Act 125 affects the ability of school staff to remove a student from class under current law (Section 118.164 (3) (b) of the Wisconsin Statutes).

Nothing in Act 125 affects the ability of school staff to use the exceptions to the prohibition on corporal punishment under current law (Section 118.31 (3) of the Wisconsin Statutes).

LEGAL REF.: Wisconsin Statutes
Section 118.305 Use of Seclusion and Physical Restraint
Section 118.31 Corporal punishment prohibited; reasonable physical force
Authorized, policy required

CROSS REF.: 4362 Employee Discipline
Employee Handbook ~~Current Employee Agreements~~

AFFIRMED: August 13, 1991

REVISED: July 26, 1994
February 10, 1998
March 27, 2007
September 22, 2015

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Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 28, 2017

Building Our Future Partnership (StriveTogether)

The Kenosha Unified School District (KUSD) currently operates a Community Program and Services Fund often referred to as fund 80. With the support of the taxpayers, districts are allowed to adopt a separate tax levy for this fund which is used to account for activities such as adult education, community recreation programs such as evening swimming pool operation and softball leagues, elderly food service programs, non-special education preschool, day care services, and other programs which are not elementary and secondary educational programs but have the primary function of serving the community.

Access to Community Service Fund activities cannot be limited to pupils enrolled in the district's educational programs. Any programs which are associated with academic subjects and extra-curricular activities available only to pupils enrolled in the district are unallowable in fund 80. Valid programs usually take place outside of the regular instructional time periods so that they do not create barriers for non-district students and also have additional costs for operating the programs.

Per school board policy/rule 3110, the district will account for all eligible activities within fund 80 and the eligible services/programs will be designated annually.

KUSD has been approached with a proposal for a partnership with the Building Our Future organization which is based on the StriveTogether initiative. The administration has reviewed the proposal and believes that the program would be allowable in the Community Program and Services Fund should the Board choose to accept this proposal and that the costs could be absorbed within the current tax levy without a need to increase it.

In 2016, Kenosha County created its own unique partnership Building Our Future using the StriveTogether framework to ensure the success of every child, from cradle to career. Building Our Future is a partnership that works to align efforts, outcomes, and help all students attain academic excellence by providing an all-inclusive solution based on the StriveTogether Theory of Action. A collective impact approach centered around four principles:

- Engage the community by uniting all sectors around a single goal
- Focus on eliminating locally defined disparities by identifying best practices
- Develop a culture of continuous improvement by using data to drive decisions
- Leverage existing assets by expanding what works

By adopting collective impact as a guide, the partnership will assist the community in developing a cradle to career civic infrastructure which will ultimately support the strategic direction of the school district. The partnership will foster and strengthen community partnerships by working with a broad array of community voices to create a common language, and identify best practices to increase students learning from the time they are born until the first day of their career, and into their future community engagement.

The Networks established by the community will enhance the leadership and expertise of all members involved in the process of analyzing local data, and national research to identify more impactful ways to align resources. Network members will develop skills in collecting and interpreting data and expanding community-wide programs with proven results. As a result, of this collaboration, invested community members, such as teachers, parents, and business owners will help close the gaps in student learning by respectfully incorporating data-driven strategies.

By using data to drive decisions, the basis of the partnership, it will inspire a high degree of trust among the cross-sectors and education system. High trusting schools will lead to highly engaged teachers, parents, and youth, and cross-sector leaders will have a greater appreciation for everyday issues facing each child, from cradle to career. The community will be accountable to holding a higher standard for all students in achieving their personal potential.

In conjunction with Kenosha Unified School District (KUSD), Building Our Future will be a support and resource to every child in the City of Kenosha, Village of Pleasant Prairie, and Village/Town of Somers. This program will support all children and families residing in our communities regardless of attendance at a KUSD school. The partnership will encourage a collective impact approach to be adopted by the community to address structural inequities that are detrimental to students' success from cradle to career.

Building Our Future, in partnership with KUSD, will facilitate a more productive education ecosystem by uniting the community around a single purpose, identifying best practices, using data to drive decisions, and expanding what works from the time of birth until the first day of career. By adhering to a continuous improvement framework, the collaboration will leverage tools and resources for all students to achieve personal potential. The community will be called to action to share a common language to create a vibrant workforce.

The partnership is beginning to pave the path of continuous improvement by bringing together cross-sector leaders dedicated to the outcome areas of Community Engagement, Kindergarten Readiness, School Success (reading and math), High School Graduation and Post-Secondary Education/ Career Prep. The community will initially join forces around two outcome areas, Community Engagement and Kindergarten Readiness. Together the community will collect and interpret local data, and identify best practices to make sure every child is ready for school, and create a community environment wherein all can contribute and excel.

Influential leadership from across all sectors will help shape the success of all young people, by becoming knowledgeable and ultimately pave the path for how the community will direct their support and resources to have the greatest impact. All of these influences (efforts) will help support a high performing school district, greater satisfaction among teachers, parents, and students, and a robust workforce. In addition to expanding what works, the partnership will be able to better influence contributing indicators to a child's success, such as quality childcare, developmental screenings, "Birth to 3" interventions, and food security.

Building Our Future is committed to working jointly with schools and across local sectors to ensure all students are achieving their personal potential from cradle to career. Schools can't do it alone, and they don't have to. Together we rise.

Administrative Recommendation

This report was presented at the February 14, 2017, Audit/Budget/Finance Committee meeting. Due to lack of a quorum, no action was taken. Administration recommends that the School Board approve the partnership/funding proposal for Building Our Future as presented.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer



BUDGET ASSUMPTION SUMMARY - EXPENDITURE

Title: **Building Our Future Partnership
(StriveTogether)**

Budget Year: **2017 - 2018**

Department: **Community Services**

Budget Manager:

REQUEST

We are requesting \$50,000 per year for five years, to support the staffing and operations budget for 'Building Our Future' (Strive).

RATIONALE/ INSTRUCTIONAL FOCUS

In 2016, Kenosha County created its own unique partnership Building Our Future using the StriveTogether framework to ensure the success of every child, from cradle to career. Building Our Future is a partnership that works to align efforts, outcomes, and help all students attain academic excellence by providing an all-inclusive solution based on the StriveTogether Theory of Action. A collective impact approach centered around four principles:

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By using data to drive decisions, the basis of the partnership, it will inspire a high degree of trust among the cross-sectors and education system. High trusting schools will lead to highly engaged teachers, parents, and youth, and cross-sector leaders will have a greater appreciation for everyday issues facing each child, from cradle to career. The community will be accountable to holding a higher standard for all students in achieving their personal potential.

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IMPACT

Building Our Future, in partnership with KUSD, will facilitate a more productive education ecosystem by uniting the community around a single purpose, identifying best practices, using data to drive decisions, and expanding what works from the time of birth until the first day of career. By adhering to a continuous improvement framework, the collaboration will leverage tools and resources for all students to achieve personal potential. The community will be called to action to share a common language to create a vibrant workforce.

The partnership is beginning to pave the path of continuous improvement by bringing together cross-sector leaders dedicated to the outcome areas of Community Engagement, Kindergarten Readiness, School Success (reading and math), High School Graduation and Post-Secondary Education/ Career Prep. The community will initially join forces around two outcome areas, Community Engagement and Kindergarten Readiness. Together the community will collect and interpret local data, and identify best practices to make sure every child is ready for school, and create a community environment wherein all can contribute and excel. Influential leadership from across all sectors will help shape the success of all young people, by becoming knowledgeable and ultimately pave the path for how the community will direct their support and resources to have the greatest impact. All of these influences (efforts) will help support a high performing school district, greater satisfaction among teachers, parents, and students, and a robust workforce. In addition to expanding what works, the partnership will be able to better influence contributing indicators to a child's success, such as quality childcare, developmental screenings, "Birth to 3" interventions, and food security.

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BUDGET ASSUMPTION

Object Level	Descriptive	Amount
100's	Salaries	\$0
200's	Fringes	\$0
300's	Purchased Services	\$50,000
400's	Non-Capital Objects	\$0
500's	Capital Objects	\$0
	TOTAL *	\$50,000.00

***To re-calculate the Total Amount, click once in the Total Amount cell then press the F9 key.**

Is this a ☐ One-time or ☒ Recurring expenditure?

FUNDING SOURCES

This request is for a \$50,000 per year commitment for the next 5 years coming from the KUSD Community Services budget (Fund 80).

Other funding sources secured by Building Our Future are as follows:

Foundations	\$107,500
Business	40,000
Individual	5,000
County	<u>50,000 (to be increased to 100k in 2017)</u>
Total	\$202,500

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

February 28, 2017

MARY FROST ASHLEY CHARITABLE TRUST

Background:

In 2010 and 2011, the district applied for and received funding from the Mary Frost Ashley Charitable Trust 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 for funding from the Trust. Funds have been provided for back to school supplies, parent and student education and learning experiences, parent leadership training, the district's recognition program, annual Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch, as well as playground equipment for one elementary school.

During the 2017-18 school year, the district plans to initiate several new programs to further develop and strengthen the comprehensive parent education training and family interactive learning experiences, expand student learning opportunities through support of high school student groups, strengthen the sustainability of the district's Recognition Program, and support the annual Alcohol, Tobacco and Other Drugs Awareness Student Recognition Brunch. This year's application will be titled "A Framework for Healthy Youth Development: Expanding Family and Student Learning Program," and will cover July 1, 2017 through June 20, 2018.

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:

21,999

Budget:

Classification	Object	Amount
Support Services	Salaries	\$29,189.42
	Fringes	\$3,903.07
	Purchased Services	\$32,905.49
	Non-Capitol Objects	\$51,127.02
	Total	\$117,125.00

Goals:

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 facilitator. The application includes the following major components:

- Goal I Implement interactive family learning experiences that relate to curriculum, safety issues, and strengthen family and school connections. Initiate a math and science fair with two elementary schools. Strengthen parent engagement through parent leadership classes.
- Goal II Further develop parent education trainings by implementing Active Parenting, a six-week researched based program. Active Parenting strengthens parenting skill development, understanding and redirecting misbehavior, family communications, learning at home and active parenting for school success.
- Goal III Develop and train Action Teams for Partnerships in two schools that will establish a yearlong plan to strengthen family engagement and community partnerships as well as provide follow up sessions with four school teams that are implementing plans.
- Goal IV Plan and implement two six-week Saturday sessions at Washington Middle School (76.03 percent poverty level) that includes math and literacy support for students to increase their skills and provide parenting skill development sessions for parents. Two Saturday Academies will provide academic enrichment sessions for two elementary schools, EBSOLA Creative Arts (91.36 percent poverty level) and Curtis Strange (77.50 percent poverty level). Each school will have a community partner that will help organize and implement the program. EBSOLA Creative Arts will focus on math, reading and life skills and offer a parent component. Curtis Strange will provide a program that focuses on literacy, writing and life skills and offer a parent component. Both English and Spanish will be provided to parents and students. The parenting program will strengthen parenting skills and provide strategies that assist parents in helping their children learn at home.
- Goal V **NEW:** Provide support to organize and implement a college and scholarship resource fair for 11th- and 12th-grade students, in collaboration with UW-Parkside and the Mahone Foundation.
- Goal VI Design and implement a youth program at Wilson Elementary School (90.27 percent poverty level) that helps develop life skills with the ability to make good decisions and healthy choices. Plan and initiate a series of parenting skill development classes that will further engage families in their child's education.
- Goal VII Further develop the Bradford (53.93 percent poverty level) Leading Ladies program. Expand the mentoring program between Bradford and EBSOLA Creative Arts by providing students from the Leading Ladies group to mentor female elementary students and selecting male students to mentor male elementary students. Students will visit the elementary school bi-weekly to assist in developing community service skills with the high school students as well as good decision making practices and health choices for the EBSOLA Creative Arts students. Strengthen student engagement within the three high school Student Engagement Through Groups and Activities (SEGA) program.

- Goal VIII Partner with a local agency to provide two researched based parenting programs – Effective Black Parenting and Triple P – Positive Parenting Program. Both programs provide a framework to assist parents in helping to develop life skills with their children. Provide the Motherread Fatherread series to parents of children in grades 4K-2.
- Goal IX Provide support for the Annual Kenosha County Alcohol, Tobacco, and Other Drugs Awareness Student Recognition Brunch and weeklong education.
- Goal X Assist with strengthening the district's Recognition Program.
- Goal XI **NEW:** Collect data on student's educational path after high school. National Student Clearinghouse StudentTracker can follow graduates' transition to college enrollment and degree records.
- Goal XII **NEW:** Further develop and implement the African American Male Initiative that addresses the achievement gap for African American male students. Increase programming and support that addresses the areas of attendance, behavior and academic success for all AAMI students. Provide support for all building leads of the AAMI groups in middle and high schools through specific programs, events and activities.

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.

District Resources Committed as a Result of the Acceptance of Funds:

The community school relations coordinator is required to oversee 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.

Type of Project:

This is a competitive application.

Staff Persons involved in preparation of application:

Tanya Ruder, Chief Communications Officer
 Patricia Demos, Community School Relations Coordinator
 Scott Kennow, Regional Coordinator of Leadership and Learning - Elementary
 Cheryl Kothe, Career and Technical Education 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
 Cherise Easley, EBSOLA Creative Arts School Principal
 Hansel Lugo, Even Start Program and Community Liaison
 Jodi Cascio, Forest Park Elementary School Principal
 Louann Daniels, Frank Elementary School Instructional Coach

Shebaniah Muhammad, Grant Elementary School Principal
Samuel Saucedo, Indian Trail High School and Academy Bilingual Community Liaison
Ardis Mosley, Lincoln Middle School Parent Liaison
Brett Basley, Nash Elementary School Principal
Jonathan Bar-Din, Curtis Strange Elementary School Principal
Dianna Trammell, Curtis Strange Elementary School Counselor
Juan Cruz, Tremper High School Bi-lingual Community Liaison
Curtis Tolefree, Washington Middle School Principal
Pastor Monroe Mitchell III, community volunteer member at Wilson Elementary School
Yolanda Jackson Lewis, Wilson Elementary School Principal

Administrative Recommendation:

This report was presented to the joint Audit/Budget/Finance and Curriculum/Program Standing Committee on February 14, 2017. Since a quorum was not present, 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 \$117,125 for submission to the Mary Frost Ashley Charitable Trust.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tanya Ruder
Chief Communications Officer

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:	2017-2018
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 and three Hispanic youth groups. The program will also further develop the African American Male Initiative. The program will also further develop two elementary Saturday Academies and one after school learning program. Three researched based programs will be implemented to support parenting; Effective Black Parenting, Triple P Positive Parenting, Active Parenting and the literacy program, Motherread Fatherread series. This comprehensive family education 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 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, the ATOD Awareness Program and a National Student Clearinghouse StudentTracker that will collect data on student's educational path after high school.

RATIONALE/ INSTRUCTIONAL FOCUS

Goal I	Implement interactive family learning experiences that relate to curriculum, safety issues, and strengthen family and school connections. Initiate a math and science fair with two elementary schools. Strengthen parent engagement through parent leadership classes.
Goal II	Further develop parent education trainings by implementing Active Parenting, a six-week researched based program. Active Parenting strengthens parenting skill development, understanding and redirecting misbehavior, family communications, learning at home and active parenting for school success.
Goal III	Develop and train Action Teams for Partnerships in two schools that will establish a yearlong plan to strengthen family engagement and community partnerships as well as provide follow up sessions with four school teams that are implementing plans.
Goal IV	Plan and implement two six-week Saturday sessions at Washington Middle

School (76.03 percent poverty level) that includes math and literacy support for students to increase their skills and provide parenting skill development sessions for parents. Two Saturday Academies will provide academic enrichment sessions for two elementary schools, EBSOLA Creative Arts (91.36 percent poverty level) and Curtis Strange (77.50 percent poverty level). Each school will have a community partner that will help organize and implement the program. EBSOLA Creative Arts will focus on math, reading and life skills and offer a parent component. Curtis Strange will provide a program that focuses on literacy, writing and life skills and offer a parent component. Both English and Spanish will be provided to parents and students. The parenting program will strengthen parenting skills and provide strategies that assist parents in helping their children learn at home.

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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 relating to student achievement, life skills development and participation in citizenship.

BUDGET IMPACT		
Object Level	Descriptive	Amount
100's	Salaries	\$29,189.42
200's	Fringes	\$3,903.07
300's	Purchased Services	\$32,905.49
400's	Non-Capital Objects	\$51,127.02
500's	Capital Objects	
	TOTAL	\$117,125.00

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
Kenosha, Wisconsin**

February 28, 2017

**INFORMATION TECHNOLOGY COURSE CHANGE PROPOSALS
FOR LAKEVIEW TECHNOLOGY ACADEMY**

Background

LakeView Technology Academy, under the guidance of Gateway Technical College, is proposing that some of the previously approved (new) courses for the 2017-18 school year be eliminated in order to bring a better balance to the programming curriculum versus web development.

Currently, the senior curriculum for information technology includes more courses on web development than on programming. After a meeting with the instructional staff and administrative staff of Gateway, it was determined that alternate courses should be proposed to shift the focus of the senior curriculum to favor programming over web development as that is the primary focus for LakeView.

Course Change Proposal Requests

COURSES TO BE REMOVED IN THE 2017-18 SCHOOL YEAR

- Advanced Databases
- PHP Web Programming
- Ruby on Rails

Courses removed in the 2017-18 school year will be replaced with:

QUARTER	CLASS	GATEWAY CREDITS	NUMBER OF WEEKS
2	Developing ASP.NET Web Apps	3	9
3	Mobile Device Programming	3	9

LakeView Technology Academy and the Office of Teaching and Learning are proposing, for Board of Education approval, the removal of three courses formerly approved for the 2017-18 school year and the addition of two courses as detailed below. These new courses, along with the formerly approved Web Programming 2 and Game Programming 1, will support LakeView's informational technology programming focus. The attached appendices include the Course/Program Change Proposal forms and recommended course schedules for the course additions.

Recommendation

At its February 14, 2017, meeting, the Curriculum/Program Committee voted to forward this report to the Board of Education. Administration recommends that the Board of Education approve the eliminations from and additions to the information technology courses for the 2017-18 school year as described below.

COURSES TO BE ELIMINATED	APPENDIX
Advanced Databases	A
PHP Web Programming	B
Ruby on Rails	C

COURSES TO BE ADDED	APPENDIX
Developing ASP.NET Web Apps	D
Mobile Device Programming	E

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Ms. Cheryl Kothe
Coordinator of Career and Technical Education

Mr. William Hittman
Principal/Director, LakeView Technology Academy

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

NA

a. Teaching staff: \$0 _____

c. Supplementary: \$0 _____

b. Textbooks/kits: \$0 _____

d. Facilities/space: \$0 _____

Approvals:

Name(s)

Date

Department head & Principal

Gordon [unclear] & Wm R. Nittan

1-26-2017

Building Review Committee

District Review Committee

Central Office

[Signature]

1/26/17

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 12/8/16 Name Jason Creel and Pamela See

Department & School Instructional Technology/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
☐ .25 Credit

Recommended Prerequisites (if any) _____

Rationale for Course: Explain why this course is needed (e.g., 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 2017-18 school year as an update to the senior offerings in programming.

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

NA

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.

NA

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

NA

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.

NA

- a. Teaching staff: \$0 _____ c. Supplementary: \$0 _____
b. Textbooks/kits: \$0 _____ d. Facilities/space: \$0 _____

Approvals:

	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	<u>Jason Mel^{9th} / Wm R. Pittman</u>	<u>1-26-2017</u>
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	<u>Jule Hausman</u>	<u>1/26/17</u>

Revised 2/14/14

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

a. Teaching staff: \$0

c. Supplementary: \$0


b. Textbooks/kits: \$0

d. Facilities/space: \$0

Approvals:

Name(s)

Date

Department head & Principal  / Wm R. Vittum 1-26-2017

Building Review Committee _____

District Review Committee _____

Central Office  1/26/17

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 12/8/16 Name Jason Creel/Pamela See

Department & School Instructional Technology/Lakeview Technology Academy

Proposed or Removed Course Name Developing ASP.NET Web Apps

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> New Name	Length: <input type="checkbox"/> Quarter	Credits: <input checked="" type="checkbox"/> .75 Credit
<input checked="" type="checkbox"/> Removal/Replacement of Course		<input type="checkbox"/> Semester	<input type="checkbox"/> 1 Credit
<u>Ruby on Rails</u>		<u>9 weeks</u>	<input type="checkbox"/> .25 Credit

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

Rationale for Course: Explain why this course is needed (e.g., 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 two being proposed for the 2017-18 school year. After examining the senior curriculum for information technology, it was noted that many of the courses favored web development and not programming. After a meeting with the instructional staff and administrative staff of Gateway Technical College, it was decided that different courses should be proposed to shift the focus of the senior curriculum to favor programming over web development as that was the primary focus of LakeView.

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

152-178

Developing ASP.NET Web Apps

Prerequisite: 152-126 Intro to Programming and Database Concepts

In this course students will learn to use .NET Framework tools and technologies to develop advanced ASP.NET MVC applications. The focus will be on coding activities that improve performance and scalability of web site applications. ASP.NET MVC will be introduced and compared with Web Forms so that students know when each should/could be used. This course will help prepare students for exam 70-486.

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. Develop programs utilizing programming constructs.
2. Develop ASP.net applications using Controller and View architecture.
3. Develop ASP.net applications using Model, Controller, and View architecture.
4. Develop interactive programs utilizing data validation techniques.
5. Apply the user interface design for a web application.
6. Plan for search engine optimization and accessibility.
7. Test web applications.
8. Develop ASP.net cloud based solution.
9. Develop applications utilizing authentication and authorization techniques.
10. Develop applications utilizing globalization and localization techniques.
11. Develop ASP.net database applications.

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

(See attached document.)

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 x 20 = \$11,445.60 (Career and Technical Education budget) \$1,860 (Teaching and Learning budget)
- c. Supplementary: \$0
- b. Textbooks/kits: $\$93$ per students x 20 = _____
- d. Facilities/space: \$0

Approvals:

	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	<u>Jason Noel</u> [✱] / <u>Wm R. Hottel</u>	<u>1-26-2017</u>
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	<u>Jade Hawama</u>	<u>1/26/17</u>

Revised 2/14/14

DEVELOPING ASP.NET WEB APPS 152-178 CLASS SCHEDULE

WEEK	UNIT	COMPETENCY
1	<ul style="list-style-type: none"> • Review of programming constructs ASP.NET basics • Coding first programs 	1
2	<ul style="list-style-type: none"> • Building applications with the Model View Controller architecture 	2, 3
3	<ul style="list-style-type: none"> • Connecting to databases 	11
4	<ul style="list-style-type: none"> • Incorporating authentication and authorization 	9
5	<ul style="list-style-type: none"> • Class concepts review • Midterm • ASP.NET validation controls 	4
6	<ul style="list-style-type: none"> • User interface design • Designing for search engine optimization and accessibility • Unit testing 	5, 6, 7
7	<ul style="list-style-type: none"> • Introduction of student final project • Web application program interfaces (APIs) • Exception handling 	2, 3
8	<ul style="list-style-type: none"> • Developing a cloud-based solution • Developing and integrating local and global resource files 	8, 10
9	<ul style="list-style-type: none"> • Presenting final projects • Review • Final exam 	All

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 12/8/16 Name Jason Creel and Pamela See

Department & School Technology/LakeView Technology Academy

Proposed or Removed Course Name Mobile Device Programming

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> New Name	Length: <input type="checkbox"/> Quarter	Credits: <input checked="" type="checkbox"/> .75 Credit
<input checked="" type="checkbox"/> Removal/Replacement of Course		<input type="checkbox"/> Semester	<input type="checkbox"/> 1 Credit
<u>PHP Web Programming</u>		<u>weeks</u>	<input type="checkbox"/> .25 Credit

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

Rationale for Course: Explain why this course is needed (e.g., 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 two being proposed for the 2017-18 school year. After examining the senior curriculum for information technology, it was noted that many of the courses favored web development and not programming. After a meeting with the instructional staff and administrative staff of Gateway Technical College, it was decided that different courses should be proposed to shift the focus of the senior curriculum to favor programming over web development as that was the primary focus of LakeView.

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

152-164

Mobile Device Programming

Prerequisite: 152-126 Intro to Programming and Database Concepts

This course teaches students to develop applications for mobile platforms. Students will utilize a software development kit (SDK) to develop working applications

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. Use a SDK.
2. Create a user interface.
3. Handle user interaction.
4. Analyze views.
5. Utilize controls.
6. Program data persistence.
7. Summarize interface and property relationships.
8. Allow device rotation.
9. Allow interface sizing.
10. Program graphical elements.

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

(See attached document.)

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 x 20 = \$11,445.60 (Career and Technical Education budget) | c. Supplementary: \$0 |
| b. Textbooks/kits: \$93 per student x 20 = \$1,860 (Teaching and Learning budget) | d. Facilities/space: \$0 |

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	 / 	1-24-2017
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office		1/24/17

Revised 2/14/14

MOBILE DEVICE PROGRAMMING 152-164 CLASS SCHEDULE

WEEK	UNIT	COMPETENCY
1	<ul style="list-style-type: none"> • Introduction to Android programming • Review of programming constructs • Using the software development kit (SDK) 	1
2	<ul style="list-style-type: none"> • Handling mobile device unique requirements • Model view controller 	6, 8, 9
3	<ul style="list-style-type: none"> • Android software controls • Basic user interaction 	3, 5
4	<ul style="list-style-type: none"> • The view class • View groups • Form widgets • Review for midterm. 	2, 4, 5
5	<ul style="list-style-type: none"> • Midterm • Adaptive elements • Activities—life cycle, passing data, transitions 	3, 7
6	<ul style="list-style-type: none"> • Programming graphic elements: • Drawing • Animations • Audio 	10
7	<ul style="list-style-type: none"> • Responsive design • Building usable interfaces • Programming for all the touch gestures 	3
8	<ul style="list-style-type: none"> • Storing data—shared preferences, internal and external file storage, using a database with SQLite 	3
9	<ul style="list-style-type: none"> • Wrap-up • Review for final exam. • Final Exam 	All

**Kenosha Unified School District
Kenosha, Wisconsin**

February 28, 2017

**ENGINEERING COURSE CHANGE PROPOSALS
FOR LAKEVIEW TECHNOLOGY ACADEMY**

Background

LakeView Technology Academy, under the guidance of Gateway Technical College, is proposing an update to the upper-level instructional program as well as some new courses that focus on computer numerical control (CNC). The course submissions are for the 2017-18 school year.

The rationale behind the proposed changes is twofold. First, the CNC market is still experiencing sustained growth and demonstrating need. Second, the new courses, as well as the updated courses, open new avenues for LakeView students in terms of certifications. With the proposed changes, engineering students will, by the time of graduation, have earned a certificate as a mechanical maintenance technician, having earned a certificate as a CNC operator, and be halfway through having earned a certificate as an electromechanical maintenance technician.

Course Change Proposal Requests

COURSES TO BE REMOVED IN THE 2017-18 SCHOOL YEAR

- CNC/CAM Programming
- DC/AC 1
- Computer-Assisted Programming/Robotics
- Quality for Automated Manufacturing

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

(The colors in this table are provided to emphasize that quarter 3 has two classes.)

QUARTER	CLASS	GATEWAY CREDITS	LENGTH OF CLASS IN WEEKS
1 + 2 (half)/3 + 4 (half)	Gauging and Quality Control	3	14
1	Industrial Robotics and Programming	3	9
2 (half) + 3	Electrical Principals and Industrial Controls	3	14

QUARTER	CLASS	GATEWAY CREDITS	LENGTH OF CLASS IN WEEKS
3 + 4 (half)	CNC Machining Technology	3	14
3 + 4	Fundamentals of CNC Machine Applications	4	18

LakeView Technology Academy and the Office of Teaching and Learning are proposing, for Board of Education approval, the removal of four courses and the addition of five courses as detailed below. The proposed changes will afford engineering students a CNC certificate pathway, an area of manufacturing that is demonstrating sustained growth and need in the job market. The attached appendices include the Course/Program Change Proposal: Senior High School forms and recommended course schedules for the course additions.

Recommendation

At its February 14, 2017, meeting, the Curriculum/Program Committee voted to forward this report to the Board of Education. Administration recommends that the Board of Education approve the eliminations and additions to the engineering courses for the 2017-18 school year as described below.

COURSES TO BE ELIMINATED	APPENDIX
CNC/CAM Programming	A
DC/AC 1	B
Computer-Assisted Programming/Robotics	C
Quality for Automated Manufacturing	D

COURSES TO BE ADDED	APPENDIX
Gauging and Quality Control	E
Industrial Robotics and Programming	F
Electrical Principals and Industrial Controls	G
CNC Machining Technology	H
Fundamentals of CNC Machine Applications	I

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Cheryl Kothe
Coordinator of Career and Technical
Education

Ms. Julie Housaman
Chief Academic Officer

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

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

a. Teaching staff: \$0 _____

c. Supplementary: \$0 _____

b. Textbooks/kits: \$0 _____

d. Facilities/space: \$0 _____

Approvals:

Name(s)

Date

Department Head & Principal Jason Hill^{act} / Wm R. Utter 1-26-2017

Building Review Committee _____

District Review Committee _____

Central Office Jule Hunsicker 1/26/17

Revised 2/14/14

- a. Teaching staff: \$0 _____ c. Supplementary: \$0 _____
 b. Textbooks/kits: \$0 _____ d. Facilities/space: \$0 _____

Approvals:

	<u>Name(s)</u>	<u>Date</u>
Department Head & Principal	<u>Jason Noel^{at} / Wm R. Nittman</u>	<u>1-26-2017</u>
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	<u>Jodi Hume</u>	<u>1/26/17</u>

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 12/8/16 Name Jason Creel and John Nelson

Department & School Technology/LakeView Technology Academy

Proposed or Removed Course Name Computer Assisted Programming/Robotics

<input type="checkbox"/> New Course	<input type="checkbox"/> New Name	Length: <input type="checkbox"/> Quarter	Credits: <u>X</u> .75 Credit
<input type="checkbox"/> Removal/Replacement of Course		<input type="checkbox"/> Semester	<input type="checkbox"/> 1 Credit
		<u>9 weeks</u>	<input type="checkbox"/> .25Credit

Recommended Prerequisites (if any) _____

Rationale for Course: Explain why this course is needed (e.g., 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 removal for the 2017-18 school year as part of an update (in curriculum) to already existing courses taught at LakeView Technology Academy through Gateway Technical College contracted services.

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

NA

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.

NA

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

NA

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.

NA

a. Teaching staff: \$0 _____ c. Supplementary: \$0 _____
b. Textbooks/kits: \$0 _____ d. Facilities/space: \$0 _____

Approvals:

Name(s)

Date

Department Head & Principal

Jason Reed ^{et al} / *Wm R. Hittman*

1-26-2017

Building Review Committee

District Review Committee

Central Office

Julie Hammer

1/26/17

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 12/8/16Name Jason Creel and John NelsonDepartment & School Tech. Lakeview Technology AcademyProposed or Removed Course Name Quality for Automated Manufacturing

<input type="checkbox"/> New Course	<input type="checkbox"/> New Name	Length: <input type="checkbox"/> Quarter	Credits: <input checked="" type="checkbox"/> .75 Credit
<input type="checkbox"/> Removal/Replacement of Course		<input type="checkbox"/> Semester	<input type="checkbox"/> 1 Credit
		<u>9 weeks</u>	<input type="checkbox"/> .25 Credit

Recommended Prerequisites (if any) _____

Rationale for Course: Explain why this course is needed (e.g., 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 removal for the 2017-18 school year as part of an update (in curriculum) to already existing courses taught at LakeView Technology Academy through Gateway Technical College contracted services.

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

NA

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.

NA

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

NA

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.

NA

a. Teaching staff: \$0 _____

c. Supplementary: \$0 _____

b. Textbooks/kits: \$0 _____

d. Facilities/space: \$0 _____

Approvals:

Name(s)

Date

Department Head & Principal

Jason Noel^{et} / Wm R. Little

1-26-2017

Building Review Committee

District Review Committee

Central Office

Juli Hunsman

1/26/17

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 12/8/16Name Jason Creel and John NelsonDepartment & School Technology/LakeView Technology AcademyProposed or Removed Course Name Gauging and Quality Control

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> New Name	Length: <input type="checkbox"/> Quarter	Credits: <input type="checkbox"/> .75 Credit
<input checked="" type="checkbox"/> Removal/Replacement of Course		<input type="checkbox"/> Semester	<input checked="" type="checkbox"/> 1 Credit
<u>Quality of Automated</u>		<u>14 weeks</u>	<input type="checkbox"/> .25 Credit
<u>Manufacturing</u>			

Recommended Prerequisites (if any) _____

Rationale for Course: Explain why this course is needed (e.g., 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 2017-18 school year as part of an update to already existing courses taught at LakeView Technology Academy through Gateway Technical College contracted services. Additionally courses are being added with this course to offer certifications in Computer Numerical Control (CNC), specifically Mechanical Maintenance Technician certification, Electromechanical Maintenance Technician certification, and CNC Operator certification

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

444-339**Gauging and Quality Control**

This course introduced the methods and applications of statistical process control (SPC) used in manufacturing operations. Emphasis will be placed upon the concepts of central tendency, variation, and the normal distribution of data. The development, application, and interpretation of variable and attribute control charts will be the main foci of the course. Students will also learn to apply blueprint specifications, perform shop math calculations, understand geometric dimensions and tolerances, and correctly use different analog and digital measuring instruments, including various types of micrometers, calipers, scales, gauges (height, plug, thread, and surface roughness), and optical comparators.

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. Use precision steel rulers.
2. Perform measurements using various types of micrometers.
3. Perform measurements with tools employing Vernier and dial type scales.
4. Use various indirect measurement devices.
5. Perform measurements using various types of dial indicators.
6. Demonstrate proper measurement of angles.
7. Perform inspection operations on a surface.
8. Demonstrate use of optical comparator.
9. Discuss applications of statistical process control (SPC) to manufacturing.
10. Apply statistical techniques to data collection and evaluation.
11. Plot X-bar and R control charts.
12. Interpret X-bar and R control charts.
13. Interpret process capability measures.

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

(See attached document.)

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 x
20 = \$11,445.60 (Career and Technical
Education budget) | c. Supplementary: \$0 |
| b. Textbooks/kits: \$230 per student x 20 =
\$4,600 (Teaching and Learning
budget) | d. Facilities/space: \$0 |

<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department Head & Principal	<i>Jason Kuel</i> ^{at} <i>Wm R. Hittman</i>	<i>1-26-2017</i>
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	<i>Jake Hunsicker</i>	<i>1/26/17</i>

Revised 2/14/14

SCHEDULE GAUGING AND QUALITY CONTROL 444-339	
Week 1	<p>Lecture: Course intro, Steel rule--scales, techniques metric and English units for length--Chapter 6</p> <p>Lab: Steel rule measurement, flatness measurement with steel rule, metric steel rule</p>
Week 2	<p>Lecture: Dial calipers</p> <p>Lab: Dial calipers</p>
Week 3	<p>Lecture: Introduction to dial indicators, measuring flatness with dial indicators, measuring straightness and roundness with dial indicators, different mounting options for dial indicators</p> <p>Labs: Dial indicators; measuring flatness, roundness, straightness</p>
Week 4	<p>Lecture: Outer diameter micrometers, reading outer diameter micrometers to the .0001 place</p> <p>Labs: Outer diameter micrometers, metric outer diameter micrometers</p>
	Test 1
Week 5	<p>Lecture: Inner diameter micrometers, reading metric and English inner diameter micrometers, Chapter 7</p> <p>Lab: Inner diameter micrometers, outer diameter micrometers</p>
Week 6	<p>Lecture: Height gauge, vernier measurements, thread pitch gauge</p> <p>Labs: Height gauge, vernier caliper, vernier height gauge, other vernier measurements</p>
Week 7	<p>Lecture: Introduction to thread measurement, thread pitch gauge, radius gauges, thread plug gauge</p> <p>Labs: Thread identification, thread measurement, thread go/no go gauges</p>
Week 8	<p>Lecture: Functional gauges, measuring part run out, introduction to angular measurement</p> <p>Labs: Functional gauges, measuring run out</p>
	Test 2
Week 9	<p>Lecture: Angular measurement tools, surface plates and angular measurement, sine bar</p> <p>Labs: Angular measurement labs, measuring multiple angles</p>

Week 10	<p>Lecture: Other measurements with surface plates, 123 blocks, calculating keyway centerline</p> <p>Labs: Measure part flatness with surface plate, measure part squareness with surface plate, calculate the centerline of a keyway</p>
Week 11	<p>Lecture: Optical comparator--measuring diameter, radii, hold centerline distance, length, angles, and threads</p> <p>Labs: Optical comparator measurement project</p>
Week 12	<p>Lecture: Gauge blocks and pins, true position measurement</p> <p>Labs: Wringing gauge blocks, calculating true position</p>
	Test 3
Week 13	<p>Lectures: Variation and normal curves, histograms, run charts, statistical process control, \bar{x} bar r charting, standard deviation, Chapter 28</p> <p>Labs: Creating histograms, run charts, \bar{x} bar r charts</p>
Week 14	<p>Lectures: Process capability, types of variation, data recording and sampling, interpret \bar{x}-bar r charts</p> <p>Labs: Charting and interpreting \bar{x} bar r charts, calculating process capability, process change over time</p>
	Test 4

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 12/8/16 Name Jason Creel and John Nelson

Department & School Tech. Lakeview Technology Academy

Proposed or Removed Course Name Industrial Robotics and Programming

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> New Name	Length: <input type="checkbox"/> Quarter	Credits: <input checked="" type="checkbox"/> .75 Credit
<input checked="" type="checkbox"/> Removal/Replacement of Course		<input type="checkbox"/> Semester	<input type="checkbox"/> 1 Credit
<u>Computer Programming</u>		<u>9 weeks</u>	<input type="checkbox"/> .25 Credit
<u>Robotics</u>			

Recommended Prerequisites (if any) _____

Rationale for Course: Explain why this course is needed (e.g., 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 2017-18 school year as part of an update (in curriculum) to already existing courses taught at LakeView Technology Academy through Gateway Technical College contracted services. These are considered new courses to Gateway and, therefore, are being submitted as new courses for Kenosha Unified

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

628-115

Industrial Robotics and Programming

This course is a study in industrial robotics and programming. Students will learn to program a Fuji Automatic Numerical Control (FANUC) industrial robot and earn FANUC certification. Students will develop frames; learn file manipulation; and program the robot to manipulate products, perform different tasks based on input/output conditions, and utilize variables. Students will also study robotic power supplies, end of arm tooling, and control systems.

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. Evaluate safety issues of working with robotic systems in manufacturing.**
- 2. Manipulate objects with the robot in world and joint mode.**
- 3. Create user, tool, and jog frames.**
- 4. Analyze the different motion instructions.**
- 5. Use inputs and outputs to communicate with other devices.**
- 6. Create a pick-and-place program for the robot.**
- 7. Create a counter program for the robot utilizing registers and conditional branching.**
- 8. Demonstrate the creation, assignment and running of macros.**
- 9. Create a palletizing program for the robot utilizing loops and position registers.**
- 10. Design end effectors to manipulate different objects.**

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

(See attached document.)

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 x
20 = $\$11,445.60$ (Career and Technical
Education budget)

c. Supplementary: $\$0$

b. Textbooks/kits: $\$82.50$ per student x
20 = $\$1,650$ (Teaching and Learning
budget)

d. Facilities/space: $\$0$

Approvals:

Name(s)

Date

Department Head & Principal

Jason Guel ^{at} *Wm R. Nettles*

1-26-2017

Building Review Committee

District Review Committee

Central Office

Julie Hunsamar

1/24/17

Revised 2/14/14

SCHEDULE INDUSTRIAL ROBOTICS AND PROGRAMMING 628-115	
Week 1	<p>Lectures: Safety--distributed control system (DCS), safety enhancing devices, setting up a safe work cell, safety while teaching or manually operating the robot; powering up and jogging--joint verses world, singularity, recovering from overtravel, axis limits; introduction to tool and user frames; robot system--components and subsystems, standard operator panel, Ipendant</p> <p>Labs: Identifying safety features, manipulating objects in world and joint, creation of a tool frame, creation of a user frame, calling up user and tool frames</p>
Week 2	<p>Lectures: Creating a program, programming movements, programming gripper commands; motion instruction--joint, linear, circular, positional information, termination types; copying and editing programs--copying, deleting, find, copy and paste</p> <p>Labs: Programing movements, programming movements with gripper, motion commands</p>
Week 3	<p>Lectures: Pick and place techniques, end effector design, circular motions; miscellaneous instructions--remarks, timer, override, message</p> <p>Labs: Pick and place, circular motion</p>
	Test 1
Week 4	<p>Lectures: Program instructions--conditional and unconditional branching; call, if, and, or, left buttline (LBL), register instructions, arithmetic operations, displaying and setting registers, basic counter program structure</p> <p>Labs: Counter program, clapping program</p>
Week 5	<p>Lecture: Inputs/outputs, position registers, offsetting position registers with PR+PR</p> <p>Lab: Input/output lab</p>
Week 6	<p>Lecture: Offsetting position registers with PR(I,j)</p> <p>Labs: Indexing position registers, four-square project.</p>
	Test 2
Week 7	<p>Lecture: Using position registers as offsets, use and running of macros, creating and assigning macros</p> <p>Lab: Creating macros, assigning macros, pick and place using offsets</p>

Week 8	Lecture: File manipulation, printing programs, transferring programs, recovery from errors Lab: Begin final project--palletizing
Week 9	Lecture: System variables: deadman auto reset, shift override setting Lab: Complete final project.
	Test 3

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 12/8/16 Name Jason Creel and John Nelson

Department & School Technology/LakeView Technology Academy

Proposed or Removed Course Name Electrical Principles and Industrial Controls

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> New Name	Length: <input type="checkbox"/> Quarter	Credits: <input checked="" type="checkbox"/> .75 Credit
<input checked="" type="checkbox"/> Removal/Replacement of Course		<input type="checkbox"/> Semester	<input type="checkbox"/> 1 Credit
<u>DC/AC</u>		<u>14 weeks</u>	<input type="checkbox"/> .25 Credit

Recommended Prerequisites (if any) _____

Rationale for Course: Explain why this course is needed (e.g., 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 2017-18 school year as part of an update (in curriculum) to already existing courses taught at LakeView Technology Academy through Gateway Technical College contracted services. These are considered new courses to Gateway and, therefore, are being submitted as new courses for Kenosha Unified. This course, in conjunction with Gauging and Quality Control, will aid students in working towards an Electromechanical Maintenance Technician certification with Gateway.

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

620-302

Electrical Principles and Controls

This course will cover electrical safety, including lockout tagout, Ohm's Law, and the use of a multimeter and oscilloscope along with reading, writing, building, and troubleshooting ladder diagrams with relays, timers, and counters. The concepts of relays, timers, and counters will be covered, built, and troubleshot.

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. Perform the lockout tagout process in the lab setting.
2. Calculate and explain the differences between voltage, current, and resistance utilizing Ohm's Law.
3. Describe alternating current (AC) and direct current (DC).
4. Utilize a multimeter for testing a circuit for voltage, current, and resistance.
5. Utilize an oscilloscope for testing a circuit for AC and DC circuits.
6. Understanding the difference of inputs and outputs in a ladder diagram.
7. Understanding a relay and how it works.
8. Wire a relay in multiple ladder diagram circuits.
9. Understanding the different types of timers and their applications.
10. Wire timers for multiple applications.
11. Understanding of counters and their applications
12. Wire counters for multiple applications
13. Utilize troubleshooting practices throughout all of the above competencies.

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

(See attached document.)

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 x 20 = $\$11,445.60$ (Career and Technical Education budget)

c. Supplementary: $\$0$

b. Textbooks/kits: $\$100$ per student x 20 = $\$2,000$ (Teaching and Learning budget)

d. Facilities/space: $\$0$

This is an annual cost.

Approvals:

	<u>Name(s)</u>	<u>Date</u>
Department Head & Principal	<u>Jason Cuel ^{et} / Wm R. Stittman</u>	<u>1-26-2017</u>
Building Review Committee	<u></u>	<u></u>
District Review Committee	<u></u>	<u></u>
Central Office	<u>Julie Hannaman</u>	<u>1/26/17</u>

Revised 2/14/14

SCHEDULE ELECTRICAL PRINCIPLES AND INDUSTRIAL CONTROLS 620-302	
Week 1	<p>Lecture: Introduction to manufacturing setting safety and lockout tagout procedure</p> <p>Lab: Perform the lockout/tagout process.</p>
Week 2	<p>Lecture: Differences between voltage, current and resistance, and calculating Ohm's Law Explain the multimeter and the different settings.</p> <p>Lab: Calculate the values using Ohm's Law. Measure voltage, current, and resistance using a multimeter.</p>
Week 3	<p>Lecture: Differences between alternating current (AC) and direct current (DC), show how to use an oscilloscope</p> <p>Lab: Calculate values using Ohm's Law. Measure AC and DC voltage on an oscilloscope.</p>
Week 4	<p>Lecture: Explain n ladder diagram components and rules, power lines, inputs and outputs. Demonstrate how to use a multimeter to troubleshoot a circuit.</p> <p>Lab: Build basic ladder diagrams on the trainers and troubleshoot.</p>
Week 5	<p>Lecture: Design the basic logic gates in a ladder diagram form. Gates to be included are AND, OR, NAND, and NOR. Match the load to the voltage of the ladder. Switching of the meter for the different types of voltages and on the correct range for measurement</p> <p>Lab: Build the basic logic gates on the trainers. Use, at minimum, two different voltages for the outputs. Demonstrate the proper use of the multimeter to measure the correct types of voltages.</p>
Week 6	<p>Lecture: Explain how the relay works and its two parts. Relate the two parts, coil and contacts, to inputs and outputs. Explain the sealed circuit. Describe failure possibilities and their symptoms.</p> <p>Lab: Build a sealed circuit. Troubleshoot the failure modes.</p>
Week 7	<p>Lecture: Expand the use of a relay to more complex circuits. Describe other uses for relays. Midterm test</p> <p>Lab: Build and troubleshoot more relay circuits.</p>
Week 8	<p>Lecture: E explain the on-delay timer and how it works. Explain the cascading timer circuit. Explain the cumulative on-delay timer.</p> <p>Lab: Build a simple on-delay timer circuit. Build a cascading on-delay timer circuit. Build a cumulative on-delay timer circuit. Troubleshoot as needed.</p>

Week 9	<p>Lecture: Explain the off-delay timer circuit and how it works. Explain the cascading timer circuit.</p> <p>Lab: Build a simple off-delay timer circuit. Build and troubleshoot a cascading off-delay timer circuit.</p>
Week 10	<p>Lecture: Combining the use of both on- and off-delay timers</p> <p>Lab: Design and build a circuit utilizing both on- and off-delay timers. The student shall read their own designs correctly to see if they will work per the specifications.</p>
Week 11	<p>Lecture: Explain the following timers: recycle, rising edge pulse, falling edge pulse, and one shot.</p> <p>Lab: Build simple circuits for each of the timers: recycle, rising edge pulse, falling edge pulse, and one shot. Troubleshoot as needed.</p>
Week 12	<p>Lecture: Explain the counter and how it works.</p> <p>Lab: Build a simple counter circuit. Build a counter and timer combination circuit. Troubleshoot as needed.</p>
Week 13	<p>Lecture: Explain the final project utilizing relays, timers, and counters.</p> <p>Lab: Build the final project. Troubleshoot as needed.</p>
Week 14	<p>Lecture: Written test</p> <p>Lab: Building and troubleshooting test</p>

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 12/8/16Name Jason Creel and John NelsonDepartment & School Technology/LakeView Technology AcademyProposed or Removed Course Name CNC Machining Technology

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> New Name	Length: <input type="checkbox"/> Quarter	Credits: <input checked="" type="checkbox"/> .75 Credit
<input checked="" type="checkbox"/> Removal/Replacement of Course		<input type="checkbox"/> Semester	<input type="checkbox"/> 1 Credit
<u>CNC/CAM Programming</u>		<u>14 weeks</u>	<input type="checkbox"/> .25 Credit

Recommended Prerequisites (if any) 444-339 Gauging and Quality Control (being submitted for approval in tandem)

Rationale for Course: Explain why this course is needed (e.g., 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 2017-18 school year as part of an update to already existing courses taught at LakeView Technology Academy through Gateway Technical College contracted services. Additionally, two courses, this one being one of them, are to be added to the curriculum to offer certifications in computer numerical control (CNC), specifically mechanical maintenance technician certification, electromechanical maintenance technician certification, and CNC operator certification.

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

444-331**CNC Machine Technology****Prerequisite: 444-339 Gauging and Quality Control**

This course provides an introduction to CNC machining processes and the technology that supports them. Some of the processes to be covered are spot drilling, drilling, reaming, tapping, counterboring, countersinking, defining and calculating speed and feed rates, screw thread identification, and drill sharpening. Students will perform these processes on manual equipment prior to observing them on CNC equipment. Occupational computer skills are also covered in this course.

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. Follow general machine shop safety techniques while in the machine shop.**
- 2. Perform routine maintenance of the pedestal grinder.**
- 3. Sharpen various cutting tools to the correct cutting angles and reliefs.**
- 4. Classify various sizes of twist drills within the four common drill sizing systems.**
- 5. Identify standard screw thread terminology, screw thread systems, screw thread specifications, and screw thread measurement and fasteners.**
- 6. Identify various auxiliary tools such as countersinks, counter bores, reamers, taps, and dies and their main parts.**
- 7. Demonstrate the correct use of auxiliary tools such as countersinks, counter bores, reamers, taps, and dies.**
- 8. Perform occupational specific computer skills.**

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

(See attached document.)

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 x 20 = $\$11,445.60$ (Career and Technical Education budget)

c. Supplementary: $\$0$

b. Textbooks/kits: $\$230$ per student x 20 = $\$4,600$ (Teaching and Learning budget)

d. Facilities/space: $\$0$

Approvals:

Name(s)

Date

Department Head & Principal

Jason Noel / Wm R. Dutton

1-26-2017

Building Review Committee

District Review Committee

Central Office

Jake Hausman

1/26/17

Revised 2/14/14

SCHEDULE CNC MACHINING TECHNOLOGY 444-331	
Week 1	<p>Lecture: Introduction to machine shop safety, Occupational Safety and Health Administration (OSHA) safety requirements, reporting unsafe situations in industry, personal protective equipment used in machining, Chapter 1</p> <p>Lab: Lockout/tagout</p>
Week 2	<p>Lecture: Chapter 2, pedestal grinder and components, dressing a grinding wheel</p> <p>Lab: Grinding wheel dressing</p>
Week 3	<p>Lecture: Cutting tools--types, materials, angles, chipmaking; twist drills, turning tools</p>
Week 4	<p>Lecture: Twist drill sizing systems, screw thread terminology, screw thread applications</p> <p>Labs: Identification of screw threads, screw thread measurements</p>
Week 5	<p>Lecture: Chapter 5, introduction to and proper use of countersinks, counterbores, reamers, tap and dies, bandsaw</p> <p>Lab: Cutting with countersinks, counterbores, reamers, taps and dies, bandsaw</p>
Week 6	<p>Lecture: Introduction to computer numerical control (CNC) technology--history, coordinate systems, mill axis</p> <p>Labs: CNC research project</p>
Week 7	<p>Lecture: Machining principles--squareness, alignment in vices, part touchoffs</p> <p>Labs: Squaring up a vice, squaring off a block, touching off parts</p>
Week 8	<p>Lecture: Chapter 8, fixturing principals, zero points, Z offsets for the mill</p> <p>Labs: Introduction to CNC mill operation, mill control</p>
Week 9	<p>Lecture: Speeds and feeds, setting up Z offsets for the mill</p> <p>Labs: Speeds and feeds, mill operation 1:Z offsets</p>
Week 10	<p>Lecture: Diametrical offsetting on the mill</p> <p>Labs: Mill Operation 2--diameter offsets</p>
Week 11	<p>Lecture: Introduction to lathe operations and lathe tools</p> <p>Labs: Lather Operation 1--familiarization of the lathe control</p>

Week 12	Lecture: Principles of fixturing and workholding on the lathe Labs: Workholding for different styles of parts, running simple parts
Week 13	Lectures: Tool orientations on the lathe, outder diameter (OD) offsetting Labs: Running a part with OD offsets
Week 14	Lectures: Offsetting lathe ID Tooling Labs: Running parts with ID offsets

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 12/8/16Name Jason Creel and John NelsonDepartment & School Technology/LakeView Technology AcademyProposed or Removed Course Name Fundamentals of CNC Machine Applications

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> New Name	Length: <input type="checkbox"/> Quarter	Credits: <input type="checkbox"/> .75 Credit
<input checked="" type="checkbox"/> Removal/Replacement of Course		<input type="checkbox"/> Semester	<input type="checkbox"/> 1 Credit
<u>CNC/CAM Programming</u>		<u>18 weeks</u>	<input type="checkbox"/> .25 Credit

Recommended Prerequisites (if any) 444-339 Gauging and Quality Control (being submitted for approval in tandem)

Rationale for Course: Explain why this course is needed (e.g., 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 2017-18 school year as part of an update to already existing courses taught at Lakeview Technology Academy through Gateway Technical College contracted services. Additionally, two courses, this one being one of them, are to be added to the curriculum to offer certifications in computer numerical control (CNC), specifically mechanical maintenance technician certification, electromechanical maintenance technician certification, and CNC operator certification.

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

444-338**Fundamentals of CNC Machine Applications****Prerequisite: 444-339 Gauging and Quality Control**

This course is designed to give students a familiarization with the necessary practices and techniques used to operate CNC machines. Some of the topics covered include CNC machine introduction, safe practices and techniques used to remove burrs, basic CNC machine operator maintenance, and production support equipment use and operation. Topics such as homing the machine; tooling used; and understanding of offsets, settings offsets, and the application of offsets in the CNC machine will also be covered. Actual run

time in the lab will be provided for hands-on machine operation. Students will work in groups and as individuals to gain experience in machine operation during a production run, applying theories learned to the production process.

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. Calculate revolutions per minute (RPM) and feed for common machine tools.**
- 2. Demonstrate an understanding of the chip forming process.**
- 3. Identify different machining processes.**
- 4. Identify tools used for burr removal, and demonstrate how to remove a burr.**
- 5. Perform CNC machine startup and machine homing.**
- 6. Demonstrate proper use of secondary equipment.**
- 7. Identify basic lathe components.**
- 8. Identify basic mill components.**
- 9. Identify various CNC tooling.**
- 10. Explain what cutter compensation is.**
- 11. Set work and tool offsets for mill and lathes.**
- 12. Perform production runs on full-size CNC milling and turning centers.**
- 13. Maintain quality standards.**
- 14. Document inspection data for control purposes.**

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

(See attached document.)

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 x
20 = \$11,456.80 (Career and Technical
Education budget)

c. Supplementary: \$0

b. Textbooks/kits: \$230 per student x 20 =
\$4,600 (Teaching and Learning budget)

d. Facilities/space: \$0

Approvals:

Name(s)

Date

Department Head & Principal

Jason Cuel / Wm R. Nutton

1-26-2017

Building Review Committee

District Review Committee

Central Office

Julie Hunsicker

1/26/17

Revised 2/14/14

SCHEDULE FUND OF CNC MACHINE APPLICATIONS 444-338	
Week 1	<p>Lecture: Speeds and feeds, cutting parameters for different materials, chip forming, safety review</p> <p>Lab: Variability in cutting different materials, calculating speeds and feeds</p>
Week 2	<p>Lecture: Chapter 17, rough versus finishing machining, order of processes, mill tooling</p> <p>Lab: Tool identification, cutting varying metals with different tools</p>
Week 3	<p>Lecture: Deburring methods, drill press, belt sander, band saws, grinders</p> <p>Labs: Drill press project, saw project, deburring</p>
Week 4	<p>Lecture: Chapter 18, machine home, changing indexable inserts, components of a computer numerical control (CNC) lathe, multiple document interface (MDI) operation, tool changes</p> <p>Labs: Inserts, component identification, MDI, tool changes</p>
	Test 1
Week 5	<p>Lecture: Lathe workholding, lathe control, climb milling and conventional milling</p> <p>Lab: Lathe operation--control, lathe workholding</p>
Week 6	<p>Lecture: Coordinate systems; basic G-code--G01, G02, G03, G90, G91</p> <p>Labs: Coding activities</p>
Week 7	<p>Lecture: Chapter 19, basic lathe and mill operation</p> <p>Labs: Lathe and mill part run</p>
Week 8	<p>Lecture: Cutter compensation, offsetting cutter compensation, G40, G41, G42, G43, ramp on movements</p> <p>Labs: Part adjustments with cutter comp</p>
Week 9	<p>Lecture: Programming cutter compensation</p> <p>Labs: Programming with and without cutter compensation</p>
Week 10	<p>Lecture: Chapter 20, G54 work offsets, identification of origin point, touching off to locate origin</p> <p>Labs: Setting part zero</p>
Week 11	<p>Lecture: Tool height offsets</p> <p>Labs: Setting up tool height offsets for a multiple tool run</p>

Week 12	Lecture: Tool wear, height and diameter offsetting for tool wear Labs: Lathe and Mill part runs with tool wear offsetting
Week 13	Lectures: Process documentation, process charting Labs: Charting a production process
Week 14	Labs: Part production run on mills and lathes
Week 15	Labs: Part production run on mills and lathes
Week 16	Labs: Part production run on mills and lathes
Week 17	Lectures: Introduction to computer-aided manufacturing (CAM) programming Labs: Creating a part program with CAM
Week 18	Labs: Setting up and running parts developed with CAM

**Kenosha Unified School District
Kenosha, Wisconsin**

February 28, 2017

NEW COURSE PROPOSAL: COMPUTER SCIENCE 2

Background

The United States Department of Labor has predicted that computer science-related jobs will be among the fastest growing and highest paying over the next decade. These positions have remained readily available throughout times of economic hardship. Additionally computer scientists have a wide variety of career options because computing is part of a wide variety of industry sectors including the arts, film, finance, health care, journalism, manufacturing, music and security. Computer science teachers focus on skill development in design, logical reasoning, and problem solving that have value beyond the classroom.

In December 2015 the School Board approved the addition of Exploring Computer Science for the senior high schools, and in February 2016 the School Board approved the addition of Computer Science Fundamentals for the middle schools. These courses were developed as a result of the high need for computer scientists and in response to the enthusiasm students demonstrated when participating in the Hour of Code activities. Code.org, a nonprofit organization dedicated to expanding participation in computer science education, has provided the training and curriculum resources for the aforementioned courses (Appendix A). This organization has expanded the introductory computer science curriculum; and administration is requesting that this resource be utilized to develop a second middle school elective course to provide additional opportunities for students to explore this growing career pathway.

For the 2016-17 school year, Computer Science Fundamentals has been offered as an elective option to seventh and eighth grade students in most middle schools based on the availability of staff. Due to space limitations on course registration forms, Computer Science Fundamentals will be renamed Computer Science 1 and offered to students in seventh grade. Pending School Board approval, a second middle school course, Computer Science 2, will be developed for grade 8. This course will provide an opportunity for students to go beyond the exploration and expression of their new skills to the innovation of design and the ability to analyze the impact of their design. If approved this course would be added to the middle school schedule as a semester elective option in grade 8 for the 2017-18 school year.

**Computer Science 1 and 2
2017-18**

SCHOOL	COURSE	GRADE LEVEL
Bullen	Computer Science 1	7
	Computer Science 2	8

SCHOOL	COURSE	GRADE LEVEL
Lance	Computer Science 1	7
	Computer Science 2	8
Lincoln	Computer Science 1	7
	Computer Science 2	8
Mahone	Computer Science 1	7
	Computer Science 2	8
Washington	Computer Science 1	7
	Computer Science 2	8

Course Change Proposal

In order to implement Computer Science 2 in the 2017-18 school year, the Office of Teaching and Learning is providing, for Board of Education approval, the course addition form (Appendix B). The 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
Computer Science Fundamentals (renamed to Computer Science 1 for 2017-18)	Computer Science 2

Recommendation

At its February 14, 2017, meeting, the Curriculum/Program Committee voted to forward this report to the Board of Education. Administration recommends that the Board of Education approve the Computer Science 2 course for the 2017-18 school year.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Cheryl Kothe
Coordinator of Career and Technical
Education

Ms. Julie Housaman
Chief Academic Officer

Ms. Jennifer Lawler
Coordinator of Mathematics

Computer Science Discoveries

Why Computer Science? Every 21st century student should have the opportunity to learn computer science. The basics of computer science help nurture creativity and problem-solving skills, and prepare students for a future in any field or career.

What is Computer Science Discoveries?

Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.

K-12 curriculum pathway

CS Discoveries fits naturally between our CS Fundamentals course (for K-6th grade) and our AP/Honors CS Principles course (for high school). This allows districts, teachers, and students to complete a K-12 pathway of CS courses that build on each other and cohesively flow together.

Flexible implementation

We built the CS Discoveries curriculum for students in grades 7-9, so teachers can implement in either middle school or high school classrooms. The two semesters spiral upon each other, allowing the course to be taught as a single semester (Units 1-3), two sequential semesters, a full-year course, or even integrated into existing technology classes.

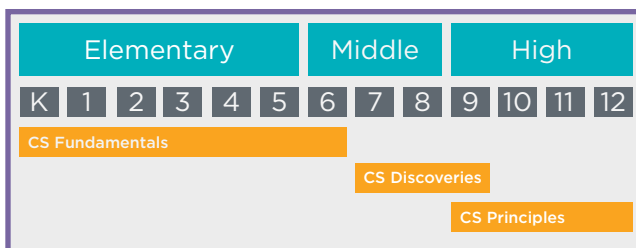
Professional Learning Program

Teachers implementing CS Discoveries as a semester or full-year course can apply to participate in a one-year professional learning program. The program involves:

- **Summer:** Teachers attend a 5-day in-person, conference style workshop designed to introduce CS concepts from the curriculum and core teaching practices. (Travel may be required.)
- **School Year:** Teachers continue with job-embedded workshops and online modules focused on supporting their first year of implementation.

Designed for equity

By providing students opportunities to engage with culturally and personally relevant topics in a wide variety of CS related fields, we hope to show all students that CS can be for them. That's why we designed this course from the ground up to be accessible and engaging for all students, regardless of background or prior experience.

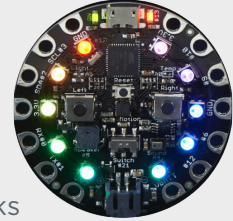
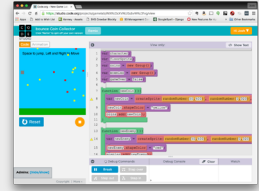


Curriculum features:

- Daily instructional lesson plans that include inquiry- and equity-based pedagogy and background content
- Formative and summative assessments, exemplars and rubrics
- Videos for students and teachers including concept tutorials, instructional guides, and lesson tips
- Code Studio, a learning platform that organizes lesson plans and activities with student and teacher dashboards

Curriculum tools:

- **App Lab:** JavaScript programming environment in Code Studio, designed for creating event driven web apps with block-to-text workspace and debugging capabilities
- **Game Lab:** JavaScript programming environment in Code Studio, designed for creating object oriented sprite-based games and animations with block-to-text workspace and debugging capabilities
- **Circuit Playground:** Adafruit's new Arduino-based microcontroller that has a number of components and sensors built right onto the board and is used as the hardware for Unit 6: Internet of Things
- **Maker APIs:** Enables students to program their Circuit Playground boards right from App Lab with easy-to-understand JavaScript commands and blocks
- **Web Lab:** HTML/CSS programming environment in Code Studio used for website development



CS Discoveries unit overview

Semester 1: Exploration and Expression

Unit 1: Problem Solving Computers and Logic	Explore the problem-solving process and the different ways humans and computers solve problems.
Unit 2: The Internet Web Development	Discover the languages powering the web. Build your own websites in HTML and CSS using Web Lab.
Unit 3: Programming Interactive Games and Animations	Learn the powerful constructs underlying programming languages. Build interactive animations and games in JavaScript using Game Lab.

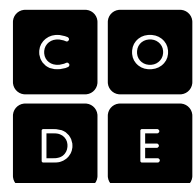
Semester 2: Innovation and Impact

Unit 4: Problem Solving The Design Process	Follow a design process to identify and empathize with problems faced by a target audience. Prototype an app to help solve that problem using App Lab.
Unit 5: The Internet Data and Society	Collect, analyze, and visualize data using a spreadsheet tool. Investigate how data is collected online and weigh the potential benefits and harms to individuals and society at large.
Unit 6: Programming Internet of Things	Explore the relationship between hardware and software while building interactive projects on Adafruit's Circuit Playground.

Learn more: <https://code.org/csd>

Monthly updates: <https://code.org/educate/csd/status>

Code.org is a 501(c)3 non-profit dedicated to expanding participation in computer science education by making it available in more schools, and increasing participation by women and underrepresented students of color. The Code.org vision is that every student in every school should have the opportunity to learn computer programming.



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 1/5/2017Name Jennifer Lawler and Cheryl KotheDepartment & School Mathematics/Career and Technical EducationProposed or Removed Course Name Computer Science 2

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

Recommended Prerequisites (if any) N/A

Rationale for Course: Explain why this course is needed (e.g., 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 science, technology, engineering, and mathematics (STEM) jobs will be computing; however, the number of students in the pipeline for these careers is only about 40 percent of the number of job openings. This course would continue a pathway for middle school students.

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

This is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.

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 provided through Code.org. Teachers will attend training provided by Code.org.

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

To be developed following Code.org. 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: Up \$5000 (or \$1,000 per school) for training and travel fees associated with training (Teaching and Learning)

b. Textbooks/kits: Up to \$25,000 (or \$5,000 per school) for devices needed to program (Teaching and Learning)

d. Facilities/space: \$0

Approvals:

	<u>Name(s)</u>	<u>Date</u>
Department Head & Principal	<u>Chef Kelle / [Signature]</u>	<u>1/26/17</u>
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	<u>[Signature]</u>	<u>1/26/17</u>

Revised 2/14/14



February 28, 2017

DONATION TO THE DISTRICT

The District has received the following donation:

1. The Santiago Family donated a TV to Stocker Elementary School. The estimated value of this donation is \$300.

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 28, 2017

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

February

- February 14, 2017 – Standing Committee Meetings, 5:30 P.M. in ESC Boardroom
- February 23, 2017 – Special Board Meeting – 6:00 P.M. in ESC Boardroom
- February 28, 2017 – Regular Board of Education Meeting – 7:00 P.M. in ESC Boardroom

March

- March 6, 2017 – Special Meeting – 5:30 P.M. in ESC Boardroom
- March 7, 2017 – Special Meeting – 6:30 P.M. in ESC Boardroom
- March 9, 2017 – Special Meeting – 6:00 P.M. in ESC Boardroom
- March 14, 2017 – Standing Committee Meetings – 5:30 P.M. in ESC Boardroom
- March 24, 2017 – Staff Workday – No school for students
- March 28, 2017 - Regular Board of Education Meeting – 7:00 P.M. in ESC Boardroom

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