



REGULAR MONTHLY BOARD MEETING

March 27, 2018

7:00 PM

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

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Regular School Board Meeting
March 27, 2018
Educational Support Center
7:00 PM

- I. Pledge of Allegiance
- II. Roll Call of Members
- III. Awards/Recognition
 - A. Bradford High School FBLA Regional Leadership Conference Award
 - B. Scholastic Art and Writing Award Winners
 - C. Black History Bee, Black History Art and Writing Contest Award Winners
 - D. Exchange Club of Kenosha A.C.E. Award Receipient
- 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
Recommendations Concerning Appointments, Leaves of Absence,
Retirements, Resignations and Separations
 - B. Consent/Approve 5
Minutes of 2/27/18 and 3/13/18 Special Meetings & Executive
Sessions, and 2/27/18 Regular Meeting
 - C. Consent/Approve 15
Summary of Receipts, Wire Transfers and Check Registers
 - D. Consent/Approve 22
Proposed Revision of School Board Policy 8860 - Citizen Advisory
Committees (Second Reading)

E. Consent/Approve	24
ACT 59 Related Changes for KUSD Policies (Second Reading)	
XII. Old Business	
A. Discussion/Action	59
2018-19 Capital Projects Plan	
B. Discussion/Action	63
School Board Policy 5431 - Student Dress Code	
(First and Second Reading)	
C. Discussion/Action	77
Adoption of Instructional Materials	
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A. Discussion	112
Integrated Approach to Student Achievement - Middle	
B. Discussion/Action	128
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C. Discussion	167
Employee Handbook - Revised Edition	
D. Discussion/Action	212
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E. Discussion/Action	225
Head Start Federal Grant	
F. Discussion/Action	231
Resolution No. 344 - Resolution of Appreciation to Mary Snyder	
G. Discussion/Action	232
Resolution No. 345 - Resolution of Appreciation to Tamarra Coleman	
H. Discussion/Action	233
Donations to the District	
XIV. Other Business as Permitted by Law	234
Tentative Schedule of Reports, Events and Legal Deadlines For School Board (March/April)	
XV. Predetermined Time and Date of Adjourned Meeting, If Necessary	
XVI. Adjournment	

Kenosha Unified School District
Kenosha, WI
March 27, 2018

The Office of Human Resources recommends the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Benton	Anna	Student Support/Guidance	Psychologist	Instructional	02/27/2018	0.43	\$20,900.15
Appointment	Blum	Jason	Facility Services	Night Custodian - Second Shift	Service	03/05/2018	1	\$20.62
Appointment	Celebre	Vian	Facility Services	Night Custodian - Second Shift	Service	02/27/2018	1	\$20.62
Appointment	Cervantes Contreas	Dulce	EBSOLA DL	Head Secretary 12 Month	SEC	02/19/2018	1	\$19.36
Appointment	Hofmann	Jodi	Indian Trail High School & Academy	Special Education	ESP	03/08/2018	1	\$14.53
Appointment	Strecker	Jill	KTEC East	Classroom	ESP	03/14/2018	1	\$15.53
Appointment	Urlacher	Cory	Washington Middle School	Home/School Parent Liasion	ESP	01/08/2018	0.5	\$14.67
Early Retirement	Camerota	Lori	Information Services	Programmer Analyst 2	AST	06/30/2018	1	\$74,414.00
Early, Early Retirement	Lange	Julie	Lincoln Middle School	L.D.	Instructional	06/14/2018	1	\$79,891.00
Early, Early Retirement	Briese	Diane	Grewenow Elementary School	Grade 4	Instructional	06/14/2018	1	\$77,656.00
Resignation	Capozza	Dennis	Facility Services	Night Custodian - Second Shift	Service	04/27/2018	1	\$21.62
Resignation	Jaramillo	Selena	Bullen Middle School	ESL Other Language	Instructional	06/14/2018	1	\$41,517.00
Resignation	McCray	Nathan	Southport Elementary	Grade 5	Instructional	06/14/2018	1	\$59,987.00
Retirement	Allen	Melinda	Strange Elementary School	Library Media Specialist	Instructional	06/14/2018	1	\$66,029.00

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SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 27, 2018

A special meeting of the Kenosha Unified School Board was held on Tuesday, February 27, 2018, 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: Mr. Falkofske, Mr. Kunich, Mr. Wade, Mrs. Snyder, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Ms. Stevens and Mr. Garcia were 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 by Independent Hearing Officer and for an Item Relating to Students Requiring Confidentiality by Law.

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

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

1. Review of Findings/Orders by Independent Hearing Officer and for an Item Relating to Students Requiring Confidentiality by Law

Mr. Brian Geiger, Regional Coordinator of Leadership and Learning – Secondary, arrived at 6:31 P.M. and presented Board members with information relating to two expulsions and an early reinstatement request.

Mr. Geiger and Dr. Savaglio-Jarvis were excused at 6:47 P.M.

Mr. Kunich moved to approve the administrative review committee's recommendation in regards to the first expulsion presented. Mr. Falkofske seconded the motion. Unanimously approved.

Mrs. Snyder moved to approve the hearing officer's recommendation in regards to the second expulsion presented. Mr. Wade seconded the motion. Unanimously approved.

Mr. Kunich moved to approve the conditional early reinstatement request to Hillcrest with the condition that there be no further physical altercations with students or staff while attending Hillcrest in regards to the early reinstatement request. Failure to meet the condition will terminate the conditional early reinstatement and the student will be required to complete the entirety of the expulsion period without conditional reinstatement. Mr. Falkofske seconded the motion. Unanimously approved.

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

Meeting adjourned at 6:56 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 27, 2018

A regular meeting of the Kenosha Unified School Board was held on Tuesday, February 27, 2018, 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 7:06 P.M. with the following Board members present: Mr. Falkofske, Mr. Kunich, Mr. Wade, Mrs. Snyder, and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Ms. Stevens and Mr. Garcia were excused.

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 2017 Academic All State Division 1 Boys Cross Country Team and the Districtwide Elementary/Middle School Spelling Bee Winners.

There were no Administrative and/or Supervisory Appointments.

Mr. Wade introduced the student ambassador, Marquon Williams from Bradford High School, and he made his comments.

There was no legislative report.

Views and/or comments were made by the public.

Board members made their responses/comments.

Mrs. Coleman gave the Board President remarks.

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

Consent-Approve item XI-B – Minutes of two 1/9/18 Special Meetings and 2/13/18 Special Meeting; 1/9/18, 1/23/18 and 2/13/18 Executive Sessions, and 1/12/18 Regular Meeting was pulled from the consent agenda.

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

“It is recommended that the January 2018 cash receipt deposits totaling \$239,774.71, and cash receipt wire transfers-in totaling \$39,251,803.04, be approved.

Check numbers 560200 through 561163 totaling \$7,019,426.22, and general operating wire transfers-out totaling \$283,625.18, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the January 2018 net payroll and benefit EFT batches totaling \$16,024,307.59, and net payroll check batches totaling \$9,461.77, be approved.”

Consent-Approve item XI-D – Student Technology Acceptable Use Policy 6633 and Electronic Devices Policy 5435 submitted by Mr. Brian Beiger, Regional Coordinator of Leadership and Learning – Secondary; Ms. Susan Valeri, Chief of School Leadership; and Dr. Savaglio-Jarvis, excerpts follow:

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

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

Rebecca Stevens emailed a request on February 10, 2017, at 6:42 a.m. stating, *“I would also like a survey sent out to the teachers, all other staff, parents and students asking them to review the boards policy on electronic devises for feedback as this policy has not been reviewed since it was updated in 2011. Thank you, Rebecca Stevens School Board Member.”*

In the spring of 2017, KUSD surveyed all staff, parents, students and the Kenosha community on the use of electronic devices in school. The board was presented the survey results of the KUSD Cell Phone Survey on July 25, 2017.

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

The recent survey, in conjunction with the related survey from this past Spring, showed a mixed realization for the educational benefits of using student owned technology in the school. This policy revision will allow for those benefits to be utilized

during non-instructional periods and locations at all schools (i.e. before and after school including while utilizing district transportation). At the High School level, it is recommended that during a student's designated lunch period, students are allowed access to student owned technology in the cafeteria/commons area. In addition, increased attention will be given towards integrating opportunities for positive use and value for student owned technology 30 devices. Building administrators and school staff will continue to monitor and allow for student owned technology use in the classroom when approved by instructional staff or principal. The majority of administrators and district teachers stated there is a benefit to having students using electronic devices in the classroom. In researching existing policies and cross referencing them for electronic procedures and rules, it was discovered that Policy 5435 and 6633 closely align and should be combined into one policy. School Leadership worked collaboratively with Teaching and Learning and Information and Accountability to update policy 6633 Student Technology Acceptable Use (Attachment B) to align with survey results and feedback. It is recommended that policy 5435 Electronic Devices (Attachment D) be eliminated because all areas are now covered in policy 6633.

The school board approved revised Policy/Rule 6633 Student Technology Acceptable Use, which includes the elimination of Policy/Rule 5435 Electronic Devices, as a first reading on January 23, 2018. Administration recommends that the school board approve the revision of Policy/Rule 6633 and elimination of Policy 5435 as a second reading on February 27, 2018.”

Consent-Approve item XI-E – School Board Policies 1331, 1350, 1400, 1500, 1510, 2810, 3422, 3900, 6740 and 6741 submitted by Tamarra Coleman, excerpts follow:

“At the request of School board members Michael Falkofske and Rebecca Stevens, ten school board policies were placed on the July 25, 2017, regular school board meeting agenda for discussion.

During the July 25 discussion, there was unanimous consent to have the noted school board policies reviewed by legal counsel and then discussed at a board working session.

Attorney Shana Lewis reviewed the policies and offered recommendations which were presented to the board at a special meeting on October 16, 2017. Attorney Lewis, Mr. Hamdan, Chief Financial Officer, Mrs. Salo, Accounting Manager, and Mrs. Danielski, auditor, were present and responded to board questions. It was agreed that Attorney Lewis would incorporate additional changes requested by the board and the policies would be brought back for another review by the board which occurred at a special meeting on January 9, 2018.

The following ten policies were approved as a first reading at the January 23, 2018, regular meeting and it is recommended that these policies be approved as a second reading at the February 27, 2018, regular school board meeting: 1331 – Classification of Groups Using School District Facilities, 1350–Equipment Use by Community Groups, 1400 –Gifts, Grants and Bequests, 1500 –Solicitations/Fundraising, 1510 –Advertising/Promotions, 2810 –Incident Reporting, 3422 –Exclusivity

Agreements With Vendors, 3900 –Insurance Management, 6740 –Student Fund Raising Activities, and 6741–Raffles.”

Mr. Falkofske moved to approve the revised consent agenda. Mr. Kunich seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis presented Proposed Revision of School Board Policy 8860 – Citizen Advisory Committees submitted by Ms. Stevens, Mr. Falkofske, and Mrs. Coleman, excerpts follow:

“At the request of school board members Michael Falkofske and Rebecca Stevens, School Board policy 8860 – Citizen Advisory Committees was presented to the board for consideration at their January 23, 2018, meeting.

The majority of the discussion focused on the wording relating to minority community and student member recruitment. School board member, Mary Snyder, took notes during the January 23, 2018, meeting and has incorporated them into the proposed revised policy.

It is recommended that the school board approve the proposed revisions of School Board Policy 8600 – Citizen Advisory Committee as a first reading at the February 27, 2018, meeting and as a second reading at the March 27, 2018, meeting.”

Mr. Kunich moved to approve the proposed revisions of School Board Policy 8600 – Citizen Advisory Committee as a first reading. Mr. Wade seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced Mrs. Tatjana Bicanin, Director of Operations, and Mr. Eric Lequense, Research and Evaluation Manager, of Building Our Future. They gave a PowerPoint presentation which covered the following topics: Kenosha County collective impact, we belong to Strive Together, vision and mission, financial contributions, our roadmap, our principals, community engagement, shared goals and collaborative action, data driven: Kenosha County results, equity focus: school success, equity focus: high school completion, equity focus: post-secondary education and career preparation, get involved, and our team.

Dr. Savaglio-Jarvis introduced the Integrated Approach to Student Achievement – Part I. Mr. Kristopher Keckler, Chief Information Officer; Mr. Martin Pitts, Regional Coordinator of Leadership and Learning – Elementary; Mrs. Ursula Hamilton-Perry, Principal at Harvey Elementary; and Mr. Kurt Johnson, Principal at Jeffery Elementary gave a PowerPoint presentation which covered the following topics: mission, vision, strategic goals, core values, curriculum audit highlights, integrated approach to school achievement, framework for integrated approach to student achievement, KUSD ethnicity makeup (five years), data and sample analysis: Phonological Awareness Literacy Screener (PALS) and Wisconsin Forward, common review process, effective research-based instructional strategies, Wisconsin's model for effective Response to Intervention (RtI) system, KUSD's components of an effective RtI system, RtI/instructional practices, and continuous progress.

Members of the board and audience were asked to submit their feedback throughout the presentation via electronic or paper format.

Mr. Kunich moved to table agenda item XIII - C – School Year 2018-2019 Preliminary Enrollment Projections until the next regular board meeting. Mr. Wade seconded the motion. Unanimously approved.

Mr. Keckler presented ACT 59 Related Changes for KUSD Policies submitted by Mrs. Julie Housaman, Chief Academic Officer; Ms. Susan Valeri, Chief of School Leadership; Mr. Keckler; and Dr. Savaglio-Jarvis, excerpts follow:

“In the fall of 2017, Wisconsin approved and adopted the most recent biennial budget, Act 59, which contained several implications for local school districts and post-secondary participation. Most notably, this summary of proposed revisions relates to those areas regarding the newly created Early College Credit Program and minor references to the existing KUSD graduation requirements. The policies and rules presented for revision are:

- Policy and Rule 5240 - Accommodation of Private School and Home Based Educational Program Students (Updated);
- Policy and Rule 5260 - Open Enrollment – Full Time (Updated);
- Policy and Rule 5270 - Open Enrollment – Part Time (Reactivation);
- Policy and Rule 6434.2 - Youth Options Program (Elimination);
- Policy and Rule 6435 - WI Technical College Start College Now Program (Proposed);
- Policy and Rule 6440 - Course Options (Elimination);
- Policy and Rule 6450 - Early College Credit Program (Proposed);
- Policy and Rule 6454.1 - Criteria for Fourth and Eighth Grade Promotion (Elimination); and
- Policy and Rule 6456 - Graduation Requirements (Updated).

Administration recommends that the Board of Education review and approve the listed revisions as a first reading at the February 27, 2018 regular School Board meeting and a second reading at the March 27, 2018 regular School Board meeting Mr. Kunich presented the Donations to the District.”

Mr. Kunich moved to approve the listed revisions as a first reading. Mr. Wade seconded the motion. Unanimously approved.

Dr. Savaglio-Jarvis introduced Resolution No. 343 – Worker’s Compensation Reauthorization of Self-Insurance submitted by Mr. Hamdan and Dr. Savaglio-Jarvis, excerpts follow:

“On July 1, 2003, the District approved using Community Insurance Company for its Worker’s Compensation program. In order to establish the self-insured program a resolution was approved at the May 27, 2003, School Board Meeting, the May 23, 2006, School Board Meeting, the March 24, 2009, School Board Meeting, the March 27, 2012, and again at the March 24, 2015, School Board Meeting. The Wisconsin Administrative

Code requires each political subdivision to re-authorize their self-insurer status once every three years.

Administration recommends that the School Board approve Resolution No. 343 (attached) to continue the Worker's Compensation Self-Insured Program."

Mr. Kunich presented Resolution No. 343 – Worker's Compensation Reauthorization of Self – Compensation, which read as follows:

"WHEREAS, the Kenosha Unified School District is a qualified political subdivision of the State of Wisconsin; and

WHEREAS, the Wisconsin Worker's Compensation Act (Act) provides that employers covered by the Act either insure their liability with worker's compensation insurance carriers authorized to do business in Wisconsin, or to be exempted (self-insured) from insuring liabilities with a carrier and thereby assuming the responsibility for its own worker's compensation risk and payment; and

WHEREAS, the State and its political subdivisions may self-insure worker's compensation without a special order from the Department of Workforce Development (Department) if they agree to report faithfully all compensable injuries and agree to comply with the Act and rules of the Department; and

WHEREAS, the School Board at its February 27, 2018, meeting may approved the continuation of a self-insured worker's compensation program, in compliance with Wisconsin Administrative Code DWD 80.60(3); and

NOW, THEREFORE, BE IT RESOLVED that the School Board of Kenosha Unified School District does ordain as follows:

- (1) Provide for the continuation of a self-insured worker's compensation program that is currently in effect.
- (2) Authorize Jennifer Miller to forward certified copies of this resolution to the Worker's Compensation Division, Wisconsin Department of Workforce Development."

Mr. Kunich moved to approve Resolution No. 343 – Worker's Compensation Reauthorization of Self-Insurance. Mr. Falkofske seconded the motion. Unanimously approved.

Mrs. Coleman introduced the Minutes of two 1/9/18 Special Meetings and 2/13/18 Special Meeting; 1/9/18, 1/23/18 and 2/13/18 Executive Sessions, and 1/12/18 Regular Meeting.

Mr. Falkofske noted that the roll call vote in the second set of 1/9/18 special meeting minutes is incorrectly noted as "unanimously approved".

Mr. Falkofske moved to approve the Minutes of two 1/9/18 Special Meetings and 2/13/18 Special Meeting; 1/9/18, 1/23/18 and 2/13/18 Executive Sessions, and 1/12/18 Regular Meeting with the correction of the roll call vote to the second set of the 1/9/18. Mr. Kunich seconded the motion. Unanimously approved.

Mr. Falkofske presented the Donations to the District.

Mr. Falkofske moved to approve the Donations to the District. Mr. Kunich seconded the motion. Unanimously approved.

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

Meeting adjourned at 9:43 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD MARCH 13, 2018

A special meeting of the Kenosha Unified School Board was held on Tuesday, March 13, 2018, 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 5:12 P.M. with the following members present: Mr. Falkofske, Mr. Kunich, Mr. Wade, Mrs. Snyder, Mr. Garcia and Mrs. Coleman. Dr. Savaglio-Jarvis was also present. Ms. Stevens was absent.

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 Finding/Order by Independent Hearing Officer.

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

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

1. Review of Finding/Order by Independent Hearing Officer

Dr. Savaglio-Jarvis presented Board members with information relating to an expulsion.

Dr. Savaglio-Jarvis was excused at 5:17 P.M.

Mr. Kunich moved to approve the hearing officer's recommendation in regards to the expulsion presented. Mr. Falkofske seconded the motion. Unanimously approved.

Meeting adjourned at 5:21 P.M.

Stacy Schroeder Busby
School Board Secretary

Kenosha Unified School District
Kenosha, Wisconsin
Summary of Cash Receipts and Disbursements
March 27, 2018

CASH RECEIPTS	reference	total
February 2018 Wire Transfers-In, to Johnson Bank from:		
WI Department of Public Instruction	state aids register receipts	\$ 3,195,714.98
District Municipalities	tax settlement - February payment	23,987,732.75
Johnson Bank	account interest	339.73
US Treasury	interest refund - various bond issues	276,235.61
Bankcard Services (MyLunchMoney.com)	food services credit card receipts (net of fees)	147,565.74
Bankcard Services (Purple Pass)	fine arts ticket sales receipts (net of fees)	43,655.99
Bank (RevTrak)	district web store receipts (net of fees)	28,008.48
Retired & Active Leave Benefit Participants	premium reimbursements	36,721.76
HHS	head start grant	228,255.97
Various Sources	small miscellaneous grants / refunds / rebates	42,784.66
Total Incoming Wire Transfers		27,987,015.67

February 2018 Deposits to Johnson Bank - All Funds:

General operating and food services receipts	(excluding credit cards)	638,407.63
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TOTAL FEBRUARY CASH RECEIPTS

\$ 28,625,423.30

CASH DISBURSEMENTS	reference	total
February 2018 Wire Transfers-Out, from Johnson Bank to:		
<i>Payroll & Benefit wires</i>		
Individual Employee Bank Accounts	net payrolls by EFT (net of reversals)	\$ 7,398,871.78
WI Department of Revenue	state payroll taxes	476,149.20
WI Department of Revenue	state wage attachments	2,804.91
IRS	federal payroll taxes	2,512,033.31
Delta Dental	dental insurance premiums	254,120.72
Diversified Benefits Services	flexible spending account claims	25,613.76
Employee Trust Funds	wisconsin retirement system	2,210,581.36
NVA	vision insurance premiums	14,898.55
Various	TSA payments	317,881.42
<i>Subtotal</i>		13,212,955.01
<i>General Operating Wires</i>		
US Bank	purchasing card payment-individuals	172,974.13 *
Kenosha Area Business Alliance	LakeView lease payment	16,666.67
Johnson Bank	banking fees	1,385.42
Various	returned checks	61.00
<i>Subtotal</i>		191,087.22
Total Outgoing Wire Transfers		\$ 13,404,042.23

February 2018 Check Registers - All Funds:

Net payrolls by paper check	Register# 01004DP, 01005DP	\$ 9,661.10
General operating and food services	Check# 561164 thru Check# 562347 (net of void batches)	8,924,520.45
Total Check Registers		\$ 8,934,181.55

TOTAL FEBRUARY CASH DISBURSEMENTS

\$ 22,338,223.78

*See attached supplemental report for purchasing card transaction information

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

Billing Cycle Ending February 15, 2018

Merchant Name	Total
HOTEL	\$ 17,938.05
MENARDS KENOSHA WI	\$ 7,662.73
INDUSTRIAL CONTROLS	\$ 6,121.59
WW GRAINGER	\$ 5,407.46
AMAZON MKTPLACE PMTS	\$ 5,234.96
DANIELSONGROUP	\$ 4,823.00
RESTAURANTS & CATERING	\$ 4,689.32
MARK S PLUMBING PARTS	\$ 4,480.45
HIGHWAY C SVC	\$ 3,958.00
VEHICLE MAINT. & FUEL	\$ 3,702.50
ULINE *SHIP SUPPLIES	\$ 3,560.28
HAJOCA KENOSHA PC354	\$ 3,462.64
CONVERGINT	\$ 2,968.00
3654 INTERSTATE	\$ 2,922.51
HALLMAN LINDSAY PAINTS	\$ 2,647.63
TESOL INTERNATIONAL ASSOC	\$ 2,583.00
WISCONSIN STATE READING A	\$ 2,543.00
IN *A BEEP, LLC	\$ 2,445.28
SHAPE AMER-CNV	\$ 2,300.00
CHESTER ELECTRONIC SUPPLY	\$ 2,218.83
E-CONOLIGHT	\$ 2,158.86
BUILDERS HARDWARE	\$ 2,120.00
MAINSTAGE THEATRICAL	\$ 2,029.05
AIRLINE	\$ 1,937.80
FESTIVAL FOODS	\$ 1,780.05
MAXON EQUIPMENT	\$ 1,694.42
AMAZON.COM	\$ 1,556.61
SWEETWATER SOUND	\$ 1,556.00
VIKING ELECTRIC-CREDIT DE	\$ 1,547.23
EDU OUTREACH PARTNERSHIPS	\$ 1,500.00
GIA PUBLICATIONS IN	\$ 1,394.54
THE TRANE COMPANY	\$ 1,376.52
PAYPAL *WISCONSINED	\$ 1,350.00
META INC	\$ 1,328.00
SQ *LAKELANDCOM.COM	\$ 1,317.96
WASBO FOUNDATION INC	\$ 1,314.00
DECKER EQUIPMENT	\$ 1,238.47
JONES SCHOOL SUPPLY CO.,	\$ 1,225.05
RAYMOND GEDDES & COMPANY	\$ 1,200.00
L AND S ELECTRIC	\$ 1,102.00
JOHNSTONE SUPPLY	\$ 1,084.68
CONNEY SAFETY	\$ 1,081.23
STERICYCLE	\$ 1,051.42
HYDRO-FLO PRODUCTS INC	\$ 1,023.00
TCT*ANDERSON'S	\$ 1,020.95
IN *INNOVATIVE SCHOOLS NE	\$ 975.00
N C T M	\$ 972.00

DASH MEDICAL GLOVES	\$	966.00
BUREAU OF EDUCATION AND R	\$	956.00
AMAZON MKTPLACE PMTS WWW.	\$	941.79
PAYPAL *WISCONSINCO	\$	930.00
FIRST SUPPLY LLC #2033	\$	852.80
MAYFAIR RENT A CAR KENO	\$	846.80
PESI INC	\$	828.46
INNOVATIVE SCHOOLS	\$	775.00
WI SCHOOL COUNSELOR	\$	755.00
CLASS 1 AIR INC	\$	740.30
TROPHY DEPOT INC	\$	707.50
BATTERIES PLUS #0561	\$	700.10
SHIFFLER EQUIPMENT	\$	647.49
FASTENAL COMPANY01	\$	642.03
SPEEDY METALS - WEBSITE	\$	630.42
AUER STEEL - MILWAULKEE	\$	607.50
GFS STORE #1919	\$	600.52
SHERWIN WILLIAMS 703180	\$	583.77
VIKING ELECTRIC-MILWAUKEE	\$	581.42
MHE*MCGRRAW-HILL ECOMM	\$	561.88
AMAZON.COM AMZN.COM/BILL	\$	559.10
USPS.COM POSTAL STORE	\$	553.00
ZORO TOOLS INC	\$	552.44
SUMMIT RACING MAIL ORDER	\$	539.21
BETTY BRINN CHILDREN'S M	\$	535.00
QUALITYMATTERS	\$	525.00
OTC BRANDS, INC.	\$	523.09
MCMASTER-CARR	\$	515.49
BUYFIREALARMPARTS	\$	512.40
EB FINDING NEW WAYS T	\$	477.00
JOANN STORES #2468	\$	471.23
KMART 3088	\$	457.88
IN *CALIBER EQUIPMENT INC	\$	456.80
SWANK MOTION PICTURES IN	\$	446.00
GEMINI BUILDS IT	\$	440.00
IN *IMAGINE U, LLC	\$	437.25
WOODWORKERS HARDWARE - W	\$	424.10
NASSP PRODUCT & SERVICE	\$	420.00
PRIVATE LINES INC	\$	416.20
CDW GOVT #LLX1681	\$	410.70
TRANE SUPPLY-116407	\$	405.15
CRESTLINE SPECIALTIES	\$	403.81
J ROUSEK TOY CO INC	\$	403.20
IIRP	\$	400.00
IMPROVEMYHITTING.COM	\$	399.00
SN *WFSCA	\$	380.00
VIKING ELECTRIC - KENOSHA	\$	374.08
ASSOC SUPERV AND CURR	\$	370.70
NEOPOST USA	\$	344.00
PAT S SERVICES INC	\$	325.00
WASDA	\$	318.00
COSTCO WHSE #1198	\$	315.07
BEST BUY 00011916	\$	309.98
PP*EPROGASKETB	\$	309.28
POSITIVE PROMOTIONS INC	\$	306.58

SAMSClub #6331	\$	303.80
BILINGUAL DICTIONARIES	\$	294.75
NNA SERVICES LLC	\$	293.00
TOWN & COUNTRY GLASS INC	\$	288.52
ENTERPRISE RENT-A-CAR	\$	280.75
HOTELS.COM145205084086	\$	280.30
THE STUDER GROUP	\$	275.00
B&H PHOTO 800-606-6969	\$	272.70
MENARDS E-COMMERCE	\$	270.14
INK TECHNOLOGIES LLC	\$	270.00
HOLLAND SUPPLY INC	\$	265.80
LOWES #02560*	\$	254.39
AWSA	\$	238.00
AAA CLUB/INSUR 0470590R	\$	230.40
THE WEBSTaurant STORE	\$	229.40
IVIE ENTERPRISES INC	\$	229.21
WM SUPERCENTER #1167	\$	225.37
HOBBY LOBBY #350	\$	222.22
INSTITUTE FOR BRAIN POTEN	\$	222.00
PERFORM BIKE*CATALOG	\$	219.98
THE TIRE RACK	\$	219.80
BETTYMILLS	\$	219.24
GCI*MSCN-FRND-WB	\$	215.57
PAYPAL *KUSD PTA	\$	200.00
HARRINGTON INDUSTRIAL#46	\$	198.90
USPS PO 5676800171	\$	196.00
SQ *SCOTT'S SCREEN PRINTI	\$	195.00
PARTS PEOPLE COM INC	\$	189.95
CROWN TROPHY	\$	187.30
DOLLAR TREE	\$	187.05
JOHNSON CONTROLS SP	\$	181.11
SAMS CLUB #6331	\$	178.46
LITANIA SPORTS GROUP INC	\$	178.00
DRAPHIX/TEACHER DIRECT	\$	177.10
TOYSRUS-BABIESRUS.COM	\$	165.18
PAYPAL *WAFCS	\$	160.00
SQ *JUMPNJAX (BARBA	\$	160.00
EB CRITICAL MATH FOR	\$	159.00
AMER LIB ASSOC-IMIS	\$	156.00
WALMART.COM 8009666546	\$	153.73
FIRST BOOK	\$	150.50
PC *AMERICAN GIRL	\$	149.76
HITECH WIRELESS	\$	149.70
TLF*STROBBES FLOWER CART	\$	147.98
SP * LETSTICKTOGETHER	\$	143.65
HOERNEL LOCK & KEY INC-KE	\$	142.00
E BIKES	\$	140.70
PRAIRIE SIDE TRUE VALUE	\$	137.91
SAN-A-CARE	\$	133.11
MOBYMAX	\$	129.00
BUS MGMT DAILY	\$	125.90
SLIPDOCTORS	\$	125.00
AIELLO MIDTOWN FLORIST IN	\$	124.50
CA CEDAR PRODUCTS	\$	122.81
MCCOTTER ENERGY SERVICE L	\$	122.13

PHI DELTA KAPPA INTL INC	\$	120.00
OVERLY NIFTY LLC	\$	119.00
NATL CCL TEACHERS OF MATH	\$	117.00
USCELL 5669	\$	116.03
DISPLAYS2GO	\$	115.90
BARNES&NOBLE.COM-BN	\$	114.66
KRANZ INC	\$	113.94
LEARNING A-Z, LLC	\$	109.95
AD AGE SUBSCRIP	\$	109.00
PICK N SAVE #871	\$	102.12
EDUCATION WEEK	\$	97.00
LITTLE FLOWER YOGA	\$	95.00
REC PLEX SITE	\$	95.00
WAL-MART #1167	\$	93.46
STAPLES DIRECT	\$	93.15
WILLIAM V MACGILL & CO	\$	92.99
TRACKWRESTLING.COM	\$	92.70
WAL-MART #2668	\$	92.67
SUPERSHUTTLE EXECUCARWDC	\$	86.60
MONSTER JANITORIAL LLC	\$	85.56
KOHLER SERVICE PARTS	\$	85.00
MILTON HISTORICAL SOCIET	\$	81.00
CDW GOVT #LNF6757	\$	80.65
CDW GOVT #LNQ1258	\$	80.65
MENARDS RACINE WI	\$	75.74
CAROLINA BIOLOGIC SUPPLY	\$	72.85
PICK N SAVE #874	\$	71.40
PAYPAL *AVOOM INC	\$	68.97
WALMART.COM	\$	68.55
CLEANING STUFF	\$	65.29
BOOKS ARE FUN IVR	\$	62.20
AED SUPERSTORE	\$	61.97
NSG*GALETON GLOVES	\$	61.83
AIRGASS NORTH	\$	60.09
GOLF TEAM PRODUCTS	\$	60.00
COSN	\$	59.00
DK HARDWARE SUPPLY LLC	\$	58.14
TEACHERSPAYTEACHERS.COM	\$	58.00
FLOOR CLEANING EQUIPMENT	\$	56.63
1000BULBS.COM	\$	55.12
EB FLESFEST 2018	\$	55.00
OFFICEMAX/OFFICEDEPOT6358	\$	52.62
U.S. PLASTIC CORPORATION	\$	52.44
PIGGLY WIGGLY #004	\$	51.41
SUPER SPORTS FOOTWEAR	\$	51.00
KOHL'S #0212	\$	50.20
PIGGLY WIGGLY #209	\$	50.00
DANCEWEAR SOLUTIONS	\$	49.90
SUPER SPORTS FOOTWEAR ETC	\$	48.00
DELL SALES & SERVICE	\$	47.48
EDMENTUM, INC.	\$	45.10
MF ATHLETIC & PERFORM BE	\$	39.58
PASSION PLANNER	\$	37.00
APSTYLEBOOK.COM	\$	35.93
SQ *MARZANO RESEARCH LABO	\$	31.97

ADOBE SYSTEMS, INC.	\$	31.64
FARM & FLEET STURTEVANT	\$	31.47
SQ *MAGIC TAXI CAB OF NAS	\$	31.20
NAACP MEMBERSHIP	\$	30.00
OCULUS *9EVZUDJV52	\$	29.99
SMK*WUFOO.COM CHARGE	\$	29.95
TIME CLOCKS	\$	29.25
KENOSHA APPLIANCE PARTS I	\$	28.05
HARBOR FREIGHT TOOLS 358	\$	27.99
OFFICEMAX/DEPOT 6358	\$	25.99
SAMS CLUB #8184	\$	24.90
BNP*ENR/AR/NEWS/PS	\$	24.00
WALGREENS #3617	\$	23.80
EXPEDITIONARY LEARN	\$	22.87
METALS DEPOT	\$	22.31
SCHOOL NURSE SUPPLY INC	\$	21.65
OFFICEMAX/OFFICEDEPT#6869	\$	21.09
CODE ELECTRICAL CLASS	\$	20.00
WI DEPT OF FINANCIAL INST	\$	20.00
PAYPAL *KEANY ASSOC	\$	19.95
PRENTKE ROMICH	\$	19.95
SQ *JACK ANDREA	\$	19.95
PAYLESS SHOESO00050831	\$	18.99
PICK N SAVE #378	\$	15.88
PRICELINE*AIR TICKETS	\$	15.84
ZOOM.US	\$	14.99
SKILLSUSA ORG	\$	13.00
ALICE TRAINING INSTITUTE	\$	10.00
PIGGLY WIGGLY #344	\$	6.80
OFFICEMAX/OFFICEDEPOT6393	\$	6.32
ARO LOCK & DOOR	\$	6.00
USPS PO 5642800260	\$	5.50
PAYPAL *FUNBIENT LU	\$	(7.49)
GIH*GLOBALINDUSTRIALEQ	\$	(54.95)
ATLANTA LIGHT BULBS, INC	\$	(79.94)
UBER	\$	(109.42)
PAYPAL *ELLIOTTSNOW	\$	(174.99)
PBBS EQUIPMENT CORP	\$	(187.21)
H-D MUSEUM PHONE	\$	(270.00)
BESTBUYCOM805525474867	\$	(1,295.99)
US Bank Purchasing Card Payment - Individuals	\$	172,974.13

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

March 27, 2018

Administrative Recommendation

It is recommended that the February 2018 cash receipt deposits totaling \$638,407.63, and cash receipt wire transfers-in totaling \$27,987,015.67, be approved.

Check numbers 561164 through 562347 totaling \$8,924,520.45, and general operating wire transfers-out totaling \$191,087.22, are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that the February 2018 net payroll and benefit EFT batches totaling \$13,212,955.01, and net payroll check batches totaling \$9,661.10, be approved.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Tarik Hamdan
Chief Financial Officer

Lisa M. Salo, CPA
Accounting Manager

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Kenosha Unified School District
Kenosha, Wisconsin

March 27, 2018

**Proposed Revision of School Board Policy 8860 – Citizen Advisory
Committees**

At the request of school board members Michael Falkofske and Rebecca Stevens, School Board policy 8860 – Citizen Advisory Committees was presented to the board for consideration at their January 23, 2018, meeting.

The majority of the discussion focused on the wording relating to minority community and student member recruitment.

School board member, Mary Snyder, took notes during the January 23, 2018, meeting and has incorporated them into the proposed revised policy:

Third paragraph

- The word “the” was deleted;
- The word “community” was changed to “communities”;
- The words “and students” were added;
- The word “that” was removed;
- The words “minority students” were changed to “all community members”.

Fourth paragraph:

- The words “up to” in the last sentence were deleted.

Recommendation

At the February 27, 2018, regular school board meeting, revised Policy 8860 was approved as a first reading. It is recommended that the school board approve the proposed revisions of School Board Policy 8600 – Citizen Advisory Committee as a second reading at the March 27, 2018, meeting.

Tamarra Coleman
School Board President

Michael Falkofske
School Board Treasurer

Rebecca Stevens
School Board Member

POLICY 8860
CITIZEN ADVISORY COMMITTEES

The School Board recognizes that citizen advisory committees provide a method for the participation of the general public in matters of educational planning and school operation.

Citizen advisory committees shall be appointed by the School Board and/or Superintendent of Schools for specific purposes and shall be representative of the entire School District.

Members of ~~the~~ minority communities **and students** shall be actively recruited and encouraged to participate on citizen advisory committees to ensure ~~that the needs of minority students~~ **all community members** are being met.

The charge to citizen advisory committee members shall include the scope, time limit and responsibilities of their particular committee assignment. The Superintendent shall assign District personnel as resource persons to citizen advisory committees. The Board President shall appoint ~~up to~~ two Board members to all citizen advisory committees.

Citizen advisory committees shall be limited to making recommendations and suggestions for Board or administration consideration. No citizen committee shall be empowered to make decisions that are the legal responsibility of the Board or administration.

Public notice shall be given of citizen advisory committee meetings as required by state law and Board policy.

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: July 10, 2001
February 24, 2015
March 27, 2018

KENOSHA UNIFIED SCHOOL DISTRICT

March 27, 2018

ACT 59 Related Changes for KUSD Policies

In the fall of 2017, Wisconsin approved and adopted the most recent biennial budget, Act 59, which contained several implications for local school districts and post-secondary participation. Most notably, this summary of proposed revisions relates to those areas regarding the newly created Early College Credit Program and minor references to the existing KUSD graduation requirements. The Kenosha Unified Policies and rules presented for revision are:

- Policy and Rule 5240 Accommodation of Private School and Home Based Educational Program Students (Updated)
- Policy and Rule 5260 Open Enrollment – Full Time (Updated)
- Policy and Rule 5270 Open Enrollment – Part Time (Reactivation)
- Policy and Rule 6434.2 Youth Options Program (Elimination)
- Policy and Rule 6435 WI Technical College Start College Now Program (Proposed)
- Policy and Rule 6440 Course Options (Elimination)
- Policy and Rule 6450 Early College Credit Program (Proposed)
- Policy and Rule 6454.1 Criteria for Fourth and Eighth Grade Promotion (Elimination)
- Policy and Rule 6456 Graduation Requirements (Updated)

Policy and Rule 5240 Accommodation of Private School and Home Based Educational Program Students (Updated)

Updated new references as well as affirm the state requirement for annual publication of all educational options for all resident and interested school age students.

Policy and Rule 5260 Full Time Open Enrollment (Updated)

Updated reference to allow resident students who are enrolled in another district through the Full Time Open Enrollment program the option to enroll back in their resident district, up to two high school courses at a time. This option would only apply for academic purposes.

Policy and Rule 5270 Part Time Open Enrollment (Reactivation)

The previous Part Time Open Enrollment policy was removed less than two years ago due to the implementation of the recent Course Options program. Now, in a near reversal, the state of Wisconsin has re-enacted the Part Time Open Enrollment statute with a few updates and procedural steps related to local applications and processing. The majority of the “new” Part Time Open Enrollment policy is consistent with the previous KUSD policy, except now only applicable for just high school grade levels.

Policy and Rule 6434.2 Youth Options Program (Elimination)

Effective July 1, 2018, the Youth Options program will no longer exist. The opportunity for this enrollment option will transfer to the state law pertaining to the Wisconsin Technical Colleges, branded as the Start College Now Program and the Early College Credit Program for institutes of higher education (IHE).

Policy and Rule 6435 WI Technical College Start College Now Program (Proposed)

As Act 59 removed the Youth Options and Course Options programs and introduced the Early College Credit Program, it failed to address the existing participation option for post-secondary dual credit scenarios for the Wisconsin Technical Colleges. Due to this fact, the state technical colleges were forced to create their own newly branded program, Start College Now. The format, application, and participation procedures will have many similarities for high school students. Two main points are that a high school student will be limited to a maximum of 18 post-secondary credits and cannot have concurrent enrollment in the Start College Now Program and Early College Credit Program.

Policy and Rule 6440 Course Options (Elimination)

Effective July 1, 2018, the Course Options program will no longer exist. The opportunity for this enrollment option will transfer to the reactivation of the Part Time Open Enrollment policy.

Policy and Rule 6450 Early College Credit Program (Proposed)

The elimination of the Youth Options program coincides with the development and activation of the newly introduced Early College Credit Program. Starting July 1, 2018, this statewide program expands the option for post-secondary participation and credit attainment for students in grades 9-12 for both public and private schools. As mentioned above, a student is limited to obtaining a maximum of 18 post-secondary credits in both programs, and cannot be enrolled concurrently in both programs.

Policy and Rule 6454.1 Criteria for Fourth and Eighth Grade Promotion (Elimination)

The state of Wisconsin moved away from the WKCE assessment in 2013-14 and transitioned to a new set of accountability assessments. At the same time, the district has followed other criteria and practices related to grade progression, making this policy unnecessary and out dated, as it has been unchanged since 2002.

Policy and Rule 6456 Graduation Requirements (Updated)

The passing score on the state required Civics Exam has been raised from 60% to 65% for any student who has not previously passed it, effective September 1, 2017. The local Civics Exam is identical to the [Civics Exam required for U.S. citizenship](#). Students who have an Individualized Education Plan (IEP) in effect

must at least attempt the Civics Exam, but may only be exempt from obtaining the requirement to reach 65% if so stated in the IEP. The IEP team must determine the appropriateness of administering the state civics exam, as well as whether it is appropriate to require that the student pass the Civics Exam in order to graduate.

Communication of Changes

School boards are required under current law to annually publish a public notice, and post on their Internet site, a description of available educational options. The state approved changes from Act 59 have already been publically noticed and shared on the KUSD website prior to the January 31 deadline. School Leadership and Pupil Services will continue to work with building administrators, counselors, and other staff over the coming months to help share and explain these changes to best support the needs of all interested students and parents.

Administrative Recommendation:

At its February 27, 2018, regular meeting, the Board of Education reviewed and approved the listed revisions as a first reading. Administration recommends that the School Board approve the listed policies for a second reading at the March 27, 2018 regular School Board meeting:

- Policy and Rule 5240 Accommodation of Private School and Home Based Educational Program Students (Updated)
- Policy and Rule 5260 Open Enrollment – Full Time (Updated)
- Policy and Rule 5270 Open Enrollment – Part Time (Reactivation)
- Policy and Rule 6434.2 Youth Options Program (Elimination)
- Policy and Rule 6435 WI Technical College Start College Now Program (Proposed)
- Policy and Rule 6440 Course Options (Elimination)
- Policy and Rule 6450 Early College Credit Program (Proposed)
- Policy and Rule 6454.1 Criteria for Fourth and Eighth Grade Promotion (Elimination)
- Policy and Rule 6456 Graduation Requirements (Updated)

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Kristopher Keckler
Chief Information Officer

Sue Valeri
Chief of School leadership

Julie Housaman
Chief Academic Officer

POLICY 5240

ACCOMMODATION OF PRIVATE SCHOOL AND
HOME BASED EDUCATIONAL PROGRAM STUDENTS

The District shall accommodate parents/guardians who wish to have their children receive education in an alternative setting to a public school, including those participating in private schools or home-based private educational programs.

LEGAL REF.: Wisconsin Statutes

Sections	115.001(3g)	[Home-based private educational program definition]
	115.001(3r)	[Private school definition]
	115.28 (54m)	[Notice of educational options]
	118.133	[Participation in interscholastic athletics and extracurricular activities]
	118.145(3)	[Private school and home-based student enrollment in high school courses]
	118.15(4)	[Home based private educational program as - alternative to public or private school enrollment]
	118.153	[Attendance by pupils enrolled in a home-based private educational program]
	118.167	[Private school determination by state superintendent]
	118.55	[Early College Credit Program]
	120.13	[Broad School board powers to do all things reasonable to promote education of students]
	121.004(27)(e)	[Inclusion of private and home-based educational program students in membership report for state aid purposes]
	121.004(7)(em)	[Inclusion of pupils attending school outside or in his or her district shall be counted accordingly]

CROSS REF.: 5200, School Admissions
6435, Wisconsin Technical College Start College Now Program
6450, Early College Credit Program

AFFIRMED: December 28, 1990

REVISED: January 27, 1998
March 25, 2014
January 26, 2016

RULE 5240

ACCOMMODATING PRIVATE SCHOOL AND
HOME BASED EDUCATIONAL PROGRAM STUDENTS

To accommodate private school and home based educational program students, the District shall:

1. Provide assistance and information to parents/guardians who seek information on alternative educational programs, including private schools and home-based educational programs.
 - A. **Annually, KUSD will publish a public notice as well as post on electronic communications and resources the variety of all educational options applicable to school age pupils.**
2. Allow a student enrolled in a private school or home based educational program tribal school to enroll in not more than two courses during each school semester in a District high school provided the following conditions are met:
 - A. The student is eligible for high school admission,
 - B. The student resides in the Kenosha Unified School District, and
 - C. There is sufficient space in the classroom.
3. Allow a student enrolled in a home-based private educational program to enroll in not more than two courses during each school semester in a district school provided the following conditions are met:
 - A. The student is eligible for admission, and
 - B. There is sufficient space in the classroom.
4. Allow a student who resides in the district and is enrolled in a home-based private educational program to participate in interscholastic athletics and/or extracurricular activities in the district on the same basis and to the same extent that it permits students enrolled in the district to participate. The rules of the Wisconsin Interscholastic Athletic Association (WIAA) and other cocurricular activity regulatory entities will be followed where applicable when making decisions regarding student participation in a cocurricular in interscholastic athletics and other cocurricular activities. Upon request, the home-based educational program in which the student is enrolled shall provide the district with a written statement that the student meets the district's requirements for participation in interscholastic athletics based on age and academic disciplinary records.
5. Determine grade placement for students and number of credits for courses completed who transfer into a District school from a private school, tribal school or home-based private educational program primarily based on the student's mastery of the District's subject matter content standards. The school principal/designee shall evaluate the student's records to determine the amount of credit that will be granted for the alternative education experience. Evaluative criteria may include but is not limited to: grade transcripts, progress reports, portfolios of completed work, curriculum reviews, recommendations and assessments administered by the receiving school.

~~OPEN ENROLLMENT~~—FULL TIME OPEN ENROLLMENT

Nonresident Students Attending School in the District

A nonresident student residing within the State of Wisconsin may apply for full-time enrollment in a Kenosha Unified School District school under the public school open enrollment program in accordance with state law and established procedures. The district shall use the following criteria when accepting or rejecting a nonresident student's application for full-time enrollment:

1. The district shall consider the availability of space in the schools and classrooms within the district, student-teacher ratios including educational assistant ratios, and enrollment projections. Space availability decisions shall be made in accordance with district policies and procedures.
2. The district shall not enroll a student if that student was habitually truant during any semester of attendance from the nonresident school district in the current or previous school year.
3. The district shall not enroll a student during the term of the student's expulsion from another school district. Further, the district shall not enroll a student who has been expelled from another district during the preceding two school years or has disciplinary proceedings pending for endangering the health, safety, or property of others, conveying or causing to be conveyed any threat made to destroy any school property by means of explosives, or possessing a dangerous weapon while at school or under the supervision of a school authority. If any of these disciplinary actions occur after initial acceptance of the student and prior to the beginning of the school year in which the student first enrolls in the Kenosha Unified School District, the student's enrollment shall be denied.
4. A student with special education needs will be considered for enrollment only if the special education program or services described in the student's individual educational program (IEP) are currently available in the district and there is space available in the required program. When determining space availability, consideration shall be given to class size limits, teacher-student ratios and enrollment projections. If a nonresident student's IEP changes after the student begins attending school in the Kenosha Unified School district and the special education program or services required by the IEP are not available in the district or there is no space available in the special education program identified in the IEP, the district shall deny the student's continued enrollment in the district.
5. A student who has been screened for possible disability and need for special education by the student's resident district or who has been identified or reported as a student with a disability and need for special education, but not yet evaluated by an IEP Team in the resident district, shall be considered for enrollment only after the student's resident district completes the evaluation process. Upon completion of the IEP Team evaluation process, the district shall consider the open enrollment application as per item (4) above.

The Kenosha Unified School District shall give preference in accepting full-time open enrollment applications to the siblings of nonresident students already attending school in the district. If the district receives more nonresident student applications for a particular grade, program or school than there are available spaces, students will be accepted for enrollment on a random basis.

Once accepted for enrollment, the district shall assign the nonresident student to a school or program in accordance with district policies and procedures. The district shall give preference in attendance at a school, program, class or grade to resident students who live outside the school's attendance area.

Nonresident open enrollment students will not be required to reapply more than once, except:

- All nonresident open enrollment students attending elementary school in the District shall be required to reapply for enrollment prior to admission to middle school.
- All nonresident open enrollment students who come into the district on open enrollment at the middle school level will need to reapply for open enrollment at the high school level.

Student transportation shall be the responsibility of the student's parent(s)/guardian(s) or the adult student except as otherwise required by law.

Nonresident open enrollment students attending a school or program in the district have all the rights and privileges of resident students and are subject to the same rules and regulations as resident students.

Nonresident open enrollment students may have their enrollment terminated due to habitual truancy. The definitions and notifications for open enrolled habitual truant students will be consistent with those of resident students (KUSD Policy 5310). The resident school district of open enrolled students will also receive these notifications.

Nonresident students that attend a school that does not offer WIAA athletics will be assigned, on a lottery basis, a WIAA-eligible school for sports, extra-curricular activities and fine arts.

The school board shall guarantee open enrollment approval to currently attending Kenosha Unified pupils who submit a completed open enrollment application. Currently attending pupils will not impact the open enrollment space allocations approved by the board.

Resident Students Attending School Outside of the District

Any student residing in the Kenosha Unified School District shall be allowed to attend public school in another district on a full-time basis if the student has filed the appropriate application with that school district and has been accepted for enrollment.

The student's parent(s)/guardian(s) or the adult student shall be responsible for providing student transportation to and from the nonresident district.

A resident student attending school outside the district under open enrollment may **be allowed to enroll in Part Time Open Enrollment for up to two high school courses at a time in the resident district as outlined in the Part Time Open Enrollment Policy. However, a resident student attending school outside the district under open enrollment may not be allowed to take courses or participate in extracurricular activities in the resident district.**

POLICY 5260

~~OPEN ENROLLMENT~~ FULL TIME **OPEN ENROLLMENT**

Page 3

LEGAL REF.: Wisconsin Statutes

- Sections 118.13 [Pupil discrimination prohibited]
- 118.15 [Compulsory school attendance]
- 118.16 [School attendance enforcement]
- 118.51 [Full-time open enrollment]
- 118.52 [Part-time Open Enrollment]**
- 121.84 [Tuition waiver]

Chapter 115, Subchapter V (Students with disabilities program requirements)

CROSS REF.: 4351.1 Teaching Load

- 5110 Equal Educational Opportunities
- 5120 Student Enrollment Reporting
- 5200 School Admissions
- 5210 Entrance Age
- 5220 Nonresident Students (Excluding Open Enrollment)
- 5250 Emancipated Minors
- 5270 **Part Time** Open Enrollment —~~Part Time~~
- 5310 Student Attendance
- 5320 School Attendance Areas
- 5330 Assignment of Students to Schools

~~Special Education and Student Support~~ **Special Education Program and Procedure Manual** ~~Program and Procedure Manual for~~

AFFIRMED: January 27, 1998
May 27, 2008
January 25, 2011
February 28, 2013
January 27, 2015
January 26, 2016

POLICY 5270
PART TIME OPEN ENROLLMENT

A nonresident public high school student may apply for enrollment in a course(s) in the Kenosha Unified School District in accordance with state law and established procedures. The District shall use the same criteria for accepting and rejecting course applications for nonresident students as resident students. Preference shall be given in attendance in a course as follows:

- Resident students who are enrolled in and attending any school in the district;
- Resident students who are enrolled in a private school, tribal school, or home-based private educational program taking courses in the district;
- Resident students over the age of 20 who are taking courses on an audit basis or for credit toward graduation;
- Any remaining available spaces would be subject to Part Time Open Enrollment application.

If the District receives more nonresident student course applications than there are spaces available, determination of which students to accept shall be made on a random basis in accordance with established District procedures.

Student transportation shall be the responsibility of the nonresident student's parents(s)/guardian(s) or the adult student.

Nonresident open enrollment students attending courses in the District have all the rights and privileges of resident students and are subject to the same rules and regulations as resident students.

A nonresident student who wishes to attend a KUSD course must submit an application not later than six weeks prior to the date the course is scheduled to commence. The application will specify the course the student wishes to attend and may specify the school that is offering the course. No later than one week prior to the date the course is scheduled to commence, the resident and nonresident school boards are required to provide notifications regarding action taken on the application. The nonresident school board is required to notify the applicant and resident school board, in writing, whether the application has been accepted and the school at which the student may attend the course. The acceptance only applies for the upcoming course offering. If the nonresident school board rejects the application, it must include the reason(s) for the rejection in the notice.

The resident school board is required to notify the applicant and the nonresident school board, in writing, if the application has been rejected and the reason(s) for the rejection. The resident school board must also notify the applicant if they determine that the course to be taken at the nonresident school district does not satisfy high school graduation requirements of the resident district. However, this is not a basis for rejection of a course application.

A District high school student may apply for enrollment in a course(s) in another school district in accordance with state law. Students may not enroll in more than two courses at any time. The Kenosha Unified School District shall deny a student's enrollment in a course if it conflicts with the student's individual education program (IEP). The District shall also deny a resident student's enrollment in a course in another public school district if the cost would impose an undue financial burden on the District.

Transportation to and from the course(s) in another school district under the open enrollment program shall be the responsibility of the student's parents(s)/guardians(s) or the adult student.

If the resident or nonresident school board rejects an application for Part Time Open Enrollment, the student's parent or guardian may appeal the decision to the Wisconsin Department of Public Instruction within 30 days after the decision.

LEGAL REF.: Wisconsin Statutes

Sections 118.13 [Pupil discrimination prohibited]
118.145 (4) (Private school/parochial school participation in high school courses)
118.15 [Compulsory school attendance]
118.16 [School attendance enforcement]
118.51 [Full-time open enrollment]
118.52 [Part-time Open Enrollment]
121.84 [Tuition waiver]
Chapter 115, Subchapter V (Students with disabilities program requirements)

CROSS REF.: 4351.1 Teaching Load
5110 Equal Educational Opportunities
5120 Student Enrollment Reporting
5200 School Admissions
5210 Entrance Age
5220 Nonresident Students (Excluding Open Enrollment)
5250 Emancipated Minors
5260 Full Time Open Enrollment
5310 Student Attendance
5320 School Attendance Areas
5330 Assignment of Students to Schools
Special Education Program and Procedure Manual

AFFIRMED January 27, 1998

POLICY 6434.2
YOUTH OPTIONS PROGRAM

The Youth Options Program allows all Wisconsin public high school juniors and seniors who meet certain requirements to take postsecondary courses at a Wisconsin technical college system school, a University of Wisconsin system school, tribally controlled college or private, nonprofit institution of higher education in Wisconsin. Online courses offered by eligible postsecondary institution providers should be treated in the same manner as courses offered on a postsecondary institution campus. The Youth Options Program opens the door to greater learning opportunities for students who are considering a technical career, students wishing to begin college early or students who want to prepare to enter the workforce immediately after high school graduation. All freshman, sophomore and junior students enrolled in the District shall be informed of the Youth Options Program annually.

Decisions regarding comparability of courses, satisfaction of District graduation requirements and the awarding of high school credit for courses taken through the Youth Options Program are made in accordance with state law and established District procedures.

Through the Youth Options Program, students may receive both high school and postsecondary credit for successfully completed courses. District high schools grant a diploma to students who successfully complete District high school graduation requirements, regardless of whether the student satisfied all or any portion of the requirements through the Youth Options Program.

The School Board is responsible for the costs associated with students' enrollment in a technical college or higher education course under the Youth Options Program if the course is taken for high school credit and the course is not comparable to a course offered in the District. The District shall pay for no more than the equivalent of 18 postsecondary semester credits (4 ½ high school credits) per student through the Youth Options Program.

Students with a disability are encouraged to participate in the Youth Options Program. The School Board may, however, refuse to permit students with a disability to attend a technical college if the cost would impose an undue financial burden on the District as outlined in state law.

LEGAL REF.: Wisconsin Statutes

_____ Sections 118.13 [Student nondiscrimination]
_____ 118.33 [High school graduation standards]
_____ 118.55 [Youth Options Program]
_____ Wisconsin Administrative Code PI 40 [Youth Options Program rules]

CROSS REF.: 5110 Equal Educational Opportunity/Student Discrimination Complaint

_____ 5310 Student Attendance
_____ 6421 Programs for Students with Disabilities
_____ 6423 Talent Development Program
_____ 6426 Student Program and Curriculum Modifications
_____ 6456 Graduation Requirements
_____ Special Education Program and Procedure Manual

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: April 9, 2002

REVISED: August 24, 2004
May 24, 2005

RULE 6434.2

YOUTH OPTIONS PROGRAM GUIDELINES

All juniors and seniors who meet the program requirements defined by law are eligible to participate in the Youth Options Program. The student must:

- complete the 10th grade.
- apply to the postsecondary institution in the school semester prior to the one in which the student plans to attend the postsecondary course.
- complete the Wisconsin Department of Public Instruction (DPI) Youth Options Program Plan and Report Form (PT-8700A). This form will be used to notify the School Board, through a high school counselor, of the student's intent to enroll in an institution of higher education or a technical college under the Youth Options Program. The deadlines for filing the form are no later than March 1 for the fall semester and October 1 for the spring semester.

To attend a technical college, the student must be in good academic standing, have a disciplinary record acceptable to the technical college, and not be a child at risk per state definition.

The student's parent/guardian is responsible for satisfactory student attendance and compliance with the state compulsory school attendance law.

The Board or designee shall determine whether a postsecondary course is eligible for high school credit, how many high school credits may be awarded, and whether the course is comparable to a course offered in the District. Such decisions shall be made consistent with state law requirements and established by District procedures.

The Board shall pay an institution of higher education or technical college for any Youth Option Program course that is taken for high school credit and that is not comparable to a course offered in the District. All Youth Options course textbooks are the property of the District. The District requires that these books be returned upon completion of the Youth Options Program course or that the student pay a fee for retaining the book(s).

The student shall pay for the following:

- any postsecondary course taken at an institution of higher education or a technical college that is comparable to a course offered in the District.
- any postsecondary course that is taken beyond the 18 postsecondary credit (4 ½ high school credit) maximum. (An exception to this limit would be for students that are enrolled in a Kenosha Unified School District program that requires youth options program credits up to 21.)
- a postsecondary course that is taken for postsecondary credit only.
- incidental college fees (such as a parking permit).
- equipment, tools and supplies that will become the property of the student unless the Board agrees to loan such equipment to the student.
- a postsecondary course that is not approved by the Board or designee for high school credit.

If the student receives a failing grade or fails to complete a course (which includes dropping a course) for which the Board has made payment, the Board shall request reimbursement for all costs related to the course. Reimbursement shall be required from the parent/guardian or from the adult student. Failure to provide the requested reimbursement makes the student ineligible for further participation in the Youth Options Program.

~~RULE 6434.2~~

~~YOUTH OPTIONS PROGRAM GUIDELINES~~

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~~The parent/guardian or student is responsible for transportation between the school and the postsecondary institution. Transportation assistance is available from DPI for students who are eligible for free/reduced price meals under the federal school lunch program.~~

~~Transportation costs may only be reimbursed if the student is taking a postsecondary course for high school credit. The transportation reimbursement form is available from the high school guidance offices or from DPI and must be submitted to DPI no later than 30 days after the end of the school semester to which the claim pertains.~~

**POLICY 6435
START COLLEGE NOW PROGRAM**

The Start College Now Program is a post-secondary participation program sponsored by the Wisconsin Technical Colleges. This program is available to high school students in grades eleven and twelve who meet the program requirements and may be able to earn both high school and technical college credit. Students wishing to participate in the Start College Now Program may not be concurrently enrolled in the Wisconsin Early College Credit Program. Online courses offered by eligible technical college providers should be treated in the same manner as courses offered on a technical college campus. The Start College Now Program opens the door to greater learning opportunities for students wishing to begin college early or students who want to prepare to enter the workforce immediately after high school graduation. All students enrolled in grades ten and eleven in the district shall be informed of the Start College Now Program annually, prior to October 1 of the preceding school year.

Decisions regarding comparability of courses, satisfaction of district graduation requirements and the awarding of high school credit for courses taken through the Start College Now Program are made in accordance with state law and established district procedures.

Through the Start College Now Program, students may receive both high school and technical college credit for successfully completed courses. District high schools grant a diploma to students who successfully complete district high school graduation requirements, regardless of whether the student satisfied all or any portion of the requirements through the Start College Now Program.

The School Board is responsible for the pre-established costs associated with students' enrollment in a technical college course under the Start College Now Program if the course is taken for high school credit and the course is not comparable to a course offered in the district. The district shall pay its respective portion for no more than a maximum of 18 postsecondary credits per student through either the Start College Now Program or the Early College Credit Program.

LEGAL REF.:	Wisconsin Statutes	
	Sections 38.12(14)	[Attendance at Technical College]
	115.76(5)	[Children with disabilities]
	118.13	[Student nondiscrimination]
	118.33	[High school graduation standards]
	118.145 (4)	[Private school/parochial school participation in high school courses]
	118.51	[Full-time Open Enrollment]
	118.153(1)(a)	[Children at risk of not graduating high school]
	118.55	[Early College Credit Program]

CROSS REF.:	5110	Equal Educational Opportunity/Discrimination Complaint
	5260	Full Time Open Enrollment
	5310	Student Attendance
	6421	Services for Students with Disabilities

6423 Talent Development Program
6426 Student Program or Curriculum Modifications
6450 Early College Credit Program
6456 Graduation Requirements

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ADMINISTRATIVE REGULATIONS: None

AFFIRMED:

**RULE 6435
START COLLEGE NOW PROGRAM
PAGE 1**

All students in high school grades eleven and twelve and who meet the program requirements defined by law are eligible to participate in the Wisconsin Technical College Program “Start College Now”. The student must:

- complete the tenth grade.
- be in good academic standing.
- not be a child as defined as at-risk as defined by WI statute 118.153 (1)(a)
- complete the application for the Start College Now Program
- notify the school board of the district in which they are enrolled, through a high school counselor or designee, of the student’s intent to enroll in a Wisconsin Technical College. The deadlines for filing the form are no later than March 1 for the fall semester and October 1 for the spring semester. The notice shall include the titles of the courses in which the pupil intends to enroll, the number of credits of each course and shall specify whether they are taking the courses for high school and/or post-secondary credit.
- not be considered ineligible to participate in the program for failure to reimburse the district for a technical college of Early College Credit Program course they failed to complete or in which they received a failing grade.

The student’s parent/guardian is responsible for satisfactory student attendance and compliance with the state compulsory school attendance law. Nonresident open enrollment students attending courses in the District have all the rights and privileges of resident students and are subject to the same rules and regulations as resident students.

A student may not simultaneously participate in Start College Now courses and courses in institutions of higher education through the Early College Credit Program.

The board or designee shall determine whether a postsecondary course is eligible for high school credit, how many high school credits may be awarded, and whether the course is comparable to a course offered in the district. Such decisions shall be made consistent with state law requirements and established by district procedures. Students in grades eleven and twelve may be eligible to take technical college courses during the fall and spring semesters. Participation in the Start College Now Program and the Early College Credit Program is limited to a total of 18 post-secondary semester credits, though there is no annual or semester limits.

Admission and Notification

The technical college district board shall admit the pupil to the technical college if he or she meets the requirements and prerequisites of the course or courses for which he or she applied, except as follows:

- The district board may admit a pupil to a course only if there is space available in the course after admitting to the course all individuals applying for admission to the course who are not attending the technical college under the Start College Now Program.

**RULE 6435
START COLLEGE NOW PROGRAM
PAGE 2**

- The district board may reject an application from a pupil who has a record of disciplinary problems, as determined by the district board.
- If a child attends a technical college under the Start College Now Program, the technical college shall ensure that the child's educational program meets the high school graduation requirements. At least 30 days before the beginning of the technical college semester in which the pupil will be enrolled, the school board shall notify the pupil, in writing, if the requested course does not meet the high school graduation requirements and whether the course is comparable to a course offered in the school district. If the pupil disagrees with the school board's decision regarding comparability of courses or satisfaction of high school graduation requirements, the pupil may appeal the school board's decision to the state superintendent within 30 days after the decision. The state superintendent's decision is final and is not subject to review. The pupil is eligible to receive both high school and technical college credit for courses successfully completed at the technical college.
- A school board may refuse to permit a pupil to attend a technical college if the pupil is a child with a disability, as defined in Wisconsin statute 115.76 (5), and the school board determines that the cost to the school district would impose an undue financial burden on the school district.

Responsibility of Costs Between the District and the Technical College

For each pupil attending a technical college, the school board shall pay to the technical college district board, in two installments payable upon initial enrollment and at the end of the semester, for those courses taken for high school credit, an amount equal to the cost of tuition, course fees, and books that a pupil who is attending the technical college and who is a resident of this state would be charged, except that the school board is not responsible for payment for any courses that are comparable to courses offered in the school district. If a pupil who is attending a technical college is a child with a disability, as defined in Wisconsin statute 115.76 (5), the payment shall be adjusted to reflect the cost of any special services required for the pupil.

Responsibility of Pupil for Tuition and Fees

A pupil taking a course at a technical college for high school credit is responsible for the tuition and fees for the course if the school board has determined that the course is comparable to a course offered in the school district. A pupil would also be responsible for any fees for technical college courses that exceed the credit limit specified in the local policy and authorized by current Wisconsin statutes.

The parent/guardian or student is responsible for transportation between the school and the participating Start College Now Program. The parent or guardian of a pupil who is attending an institution of higher education or technical college and is taking a course for high school credit may apply to the state superintendent for reimbursement of the cost of transporting the

**RULE 6435
START COLLEGE NOW PROGRAM
PAGE 3**

pupil between the high school in which the pupil is enrolled and the institution of higher education or technical college that the pupil is attending if the pupil and the pupil's parent or guardian are unable to pay the cost of such transportation. The state superintendent shall determine the reimbursement amount and shall pay the amount. The state superintendent shall give preference to those pupils who satisfy the income eligibility criteria for a free or reduced-price lunch.

If a pupil receives a failing grade in a course, or fails to complete a course, at an institution of higher education or technical college for which the school board has made payment, the pupil's parent or guardian, or the pupil if he or she is an adult, shall reimburse the school board the amount paid on the pupil's behalf upon the school board's request. If a school board that requests reimbursement of a payment made is not reimbursed as requested, the pupil on whose behalf the payment was made is ineligible for any further participation in the program. A grade that constitutes a failing grade for a course offered in the school district constitutes a failing grade for a course taken at an institution of higher education or technical college.

COURSE OPTIONS ENROLLMENT

The district shall accommodate resident students who wish to participate in the Wisconsin Course Options Program. District resident students, and those accepted full time through Open Enrollment, may submit an application to an Institute of Higher Education (IHE), or other Department of Public Instruction (DPI) approved program. The Course Options program is not available to private school or home based students.

Through the Course Options Program, students may receive both high school and postsecondary credit for successfully completed courses. District high schools grant a diploma to students who successfully complete district high school graduation requirements, regardless of whether the student satisfied all or any portion of the requirements through the Course Options Program.

The School Board is responsible for the costs associated with student enrollments for any course under the Course Options Program. The district shall pay the educational institution a calculated amount in a manner determined by DPI. An IHE may charge a pupil, or the parent or guardian of a minor pupil, additional tuition and fees for attending a course at the IHE for postsecondary credit.

LEGAL REF.: Wisconsin Statutes

Sections 115.28(59)(a) (Academic and career planning)
118.13 (Student discrimination prohibited)
118.15 (Compulsory school attendance)
118.15(4) (Broad board power to do all things reasonable to promote
education of students)
118.16 (School attendance enforcement)
118.33 (High school graduation standards)
118.51 (Full time open enrollment)
118.52 (Course options)
121.004(7)(em) (Inclusion of pupils attending school outside or in his or
her district shall be counted accordingly)

CROSS REF.: 5110 Equal Education Opportunities

5120 Student Enrollment Reporting
5200 School Admissions
5210 Entrance Age
5260 Open Enrollment Full Time
5310 Student Attendance
5320 School Attendance Areas
6100 Mission, Principals, Goals, Results
6421 Programs for Students with Disabilities
6423 Talent Development Program
6426 Student Program and Curriculum Modifications
6434.2 Youth Options Program
6456 Graduation Requirements
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COURSE OPTIONS ENROLLMENT

All district resident students in grades K-12 by law are eligible to participate in the Course Options Program. The student and parent/guardian must submit an application (PI 8900) to the Institute of Higher Education (IHE) or other DPI approved educational institution no later than six weeks prior to the start of the requested course. A student may take up to two courses at any one time under Course Options, though there is no limit to the total number of courses in this program. The courses may be taken at different educational institutions at any time. Educational institutions are defined under the Course Options Program as:

- A public school in a nonresident school district;
- The University of Wisconsin System;
- A technical college;
- Nonprofit institutions of higher education;
- A tribal college;
- A charter school; and
- A nonprofit organization that has been approved by DPI.

To accommodate the Course Options Program for district resident students, and those enrolled full time through open enrollment, the district shall:

- Provide assistance and information to students and parents/guardians who seek information regarding the Wisconsin Course Options Program.
- Cover the related enrollment costs associated with the approved Course Options course for a calculated amount in a manner determined by DPI.
- Ensure that beginning no later than the 2017-18 school year, academic and career planning services are provided to pupils enrolled in grades 6-12.

A resident district must deny the application if the course conflicts with the student's individualized education plan. A resident district may deny the application if:

- The course does not satisfy a high school graduation requirement; or
- The course does not conform to or support a student's academic and career plan, if one exists.

The student's parent/guardian is responsible for satisfactory student attendance and compliance with the state compulsory school attendance law. It is also the responsibility of the student to ensure that their schedule can accommodate any participation in the Course Options Program. The student and parent/guardian are accountable for obtaining any related prerequisites or other requirements prior to participation.

The Board or designee shall determine whether a postsecondary course is eligible for high school credit and how many high school credits may be awarded. Course Options courses that result in high school credit will be factored into the high school GPA. Such decisions shall be made consistent with state law requirements and established by district procedures.

The parent/guardian or student is responsible for transportation between the school and the assigned educational institution. Transportation assistance is available from DPI for students who are eligible for free/reduced price meals under the federal school lunch program. Transportation costs may only be reimbursed if the student is taking a designated Course Options approved course. The transportation reimbursement form is available from DPI (oe.dpi.wi.gov) and must be submitted to DPI no later than July 15 for courses attended during the previous school year.

AFFIRMED: July 28, 2015
REVISED: October 27, 2015

**POLICY 6450
EARLY COLLEGE CREDIT PROGRAM**

The Early College Credit Program (ECCP) allows all Wisconsin public and private students in high school grades who meet certain requirements to take postsecondary courses at a University of Wisconsin system school, tribally controlled college or private, nonprofit institution of higher education (IHE) in Wisconsin. Online courses offered by eligible postsecondary institution providers should be treated in the same manner as courses offered on a postsecondary institution campus. The Early College Credit Program opens the door to greater learning opportunities for students wishing to begin college early or students who want to prepare to enter the workforce immediately after high school graduation. All students enrolled in grades eight through eleven in the district shall be informed of the Early College Credit Program annually, prior to October 1 of the preceding school year.

Decisions regarding comparability of courses, satisfaction of district graduation requirements and the awarding of high school credit for courses taken through the Early College Credit Program are made in accordance with state law and established district procedures.

Through the Early College Credit Program, students may receive both high school and postsecondary credit for successfully completed courses. District high schools grant a diploma to students who successfully complete district high school graduation requirements, regardless of whether the student satisfied all or any portion of the requirements through the Early College Credit Program.

The School Board is responsible for the pre-established costs associated with students' enrollment in a higher education course under the Early College Credit Program if the course is taken for high school credit and the course is not comparable to a course offered in the district. The district shall pay its respective portion for no more than a maximum of 18 postsecondary credits per student through either the Early College Credit Program or the Start College Now Program.

LEGAL REF.:	Wisconsin Statutes	
	Sections 118.13	[Student nondiscrimination]
	118.33	[High school graduation standards]
	118.145 (4)	[Private school/parochial school participation in high school courses]
	118.51	[Full-time Open Enrollment]
	118.55	[Early College Credit Program]

CROSS REF.: 5110 Equal Educational Opportunity/Discrimination Complaint
5260 Full Time Open Enrollment
5310 Student Attendance
6435 Start College Now Program
6421 Services for Students with Disabilities
6423 Talent Development Program
6426 Student Program or Curriculum Modifications
6456 Graduation Requirements

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ADMINISTRATIVE REGULATIONS: None

AFFIRMED:

**RULE 6450
EARLY COLLEGE CREDIT PROGRAM**

All students in high school grades and who meet the program requirements defined by law are eligible to participate in the Early College Credit Program. The student must:

- complete the 8th grade.
- apply to the institute of higher education (IHE) in the school semester prior to the one in which the student plans to attend the postsecondary course.
- notify the school board of the district in which they are enrolled, through a high school counselor or designee, of the student's intent to enroll in an institute of higher education. The deadlines for filing the form are no later than March 1 for the fall semester and October 1 for the spring semester. The notice shall include the titles of the courses in which the pupil intends to enroll, the number of credits of each course and shall specify whether they are taking the courses for high school and/or post-secondary credit.

The student's parent/guardian is responsible for satisfactory student attendance and compliance with the state compulsory school attendance law. Nonresident open enrollment students attending courses in the District have all the rights and privileges of resident students and are subject to the same rules and regulations as resident students.

The board or designee shall determine whether a postsecondary course is eligible for high school credit, how many high school credits may be awarded, and whether the course is comparable to a course offered in the district. Such decisions shall be made consistent with state law requirements and established by district procedures. Students in grades 9-12 may be eligible to take respective post-secondary courses during the fall, spring, and summer semesters. Participation in this program is limited to a total of 18 college credits, though there is no annual or semester limits.

Admission and Notification

The school board shall notify the pupil of its determinations, in writing, before the beginning of the semester in which the pupil will be enrolled. If the pupil disagrees with the school board's decision regarding comparability of courses, satisfaction of high school graduation requirements or the number of high school credits to be awarded, the pupil may appeal the school board's decision to the state superintendent within 30 days after the decision. The state superintendent's decision shall be final and is not subject to review.

If an institution of higher education admits a pupil, it shall notify the school board of the school district in which the pupil is enrolled, in writing, within 30 days after the beginning of classes at the institution of higher education. The notification shall include the course or courses in which the pupil is enrolled. If a pupil is not admitted to attend the course that he or she specified in the notice but is admitted to attend a different course, the pupil shall immediately notify the school board of the school district in which he or she is enrolled and the school board shall inform the pupil of its determinations regarding the course to which the pupil was admitted as soon as practicable.

Responsibility of Costs Between the District and the IHE

The school board in which a pupil attending an institution of higher education is enrolled shall be responsible for the following amount within 30 days after the end of the semester. The school board shall pay the institution of higher education, on behalf of the pupil, the following amount for any course that is taken for high school credit and that is not comparable to a course offered in the school district:

**RULE 6450
EARLY COLLEGE CREDIT PROGRAM
PAGE 2**

- If the pupil is taking a course for high school credit, regardless of whether the course is also taken for postsecondary credit, and if the course is not comparable to a course offered in the school district, 75 percent of the actual cost of tuition for the course.
- If the pupil takes a course under the ECCP at a high school in a school district or at a participating private school, the school board of the school district shall be responsible for the costs of books and other necessary materials for the course.
- If the pupil is taking a course for postsecondary credit and if the course is not comparable to a course offered in the school district, 25 percent of the actual cost of tuition for the course.

If a school board is required to pay, the tuition charged for each credit assigned to the course may not exceed the following:

- For an institution of higher education other than a University of Wisconsin college campus, one-third of the amount that would be charged for each credit assigned to the course to an individual who is a resident of this state and who is enrolled in the educational institution as an undergraduate student. Neither the institution of higher education nor the school board may charge any additional costs or fees to a pupil to attend a course.
- For an institution of higher education that is a University of Wisconsin college campus, one-half of the amounts that would be charged for each credit assigned to the course to an individual who is a resident of this state and who is enrolled in the college campus as an undergraduate student. Neither the college campus nor the school board may charge any additional costs or fees to a pupil to attend a course.
- For an institution of higher education, one-third of the amount that would be charged for each credit assigned to a similar course offered by the University of Wisconsin-Madison to an individual who is a resident of this state and who is enrolled at the University of Wisconsin-Madison as an undergraduate student. Neither the institution of higher education nor the school board may charge any additional costs or fees to a pupil to attend a course.

Within 30 days after the end of the semester, the school board shall pay the institution, on behalf of the pupil, the amount determined and shall submit an itemized report to the department of instruction of the amounts paid under this subdivision. The secretary of the department of workforce development shall, on behalf of the school board, pay to the department of public instruction the following amount:

- For a pupil who took a course for high school credit, 25 percent of the actual cost of tuition for the course. The department of public instruction shall reimburse the school board the amount received from the department of workforce development.
- For a pupil who took a course for postsecondary credit, 50 percent of the actual cost of tuition for the course. The department of public instruction shall reimburse the school board the amount received from the department of workforce development.
- If the appropriation in any fiscal year is insufficient to reimburse all school districts and all governing bodies eligible for the full amount of reimbursable tuition costs, the secretary of the department of workforce development shall notify the state superintendent, who shall prorate the amount of the payments under among eligible school districts and governing bodies.

Responsibility of Pupil for Tuition and Fees

A pupil taking a course at an institution of higher education for high school credit is not responsible for any portion of the tuition and fees for the course if the school board has determined that the course is not comparable to a course offered in the school district.

RULE 6450
EARLY COLLEGE CREDIT PROGRAM
PAGE 3

A pupil taking a course at an institution of higher education for high school credit is responsible for the tuition and fees for the course if the school board has determined that the course is comparable to a course offered in the school district.

A pupil taking a course at an institution of higher education only for postsecondary credit is responsible for 25 percent of the actual cost of tuition for the course. The school board shall establish a written policy governing the timing and method for recovering from the pupil or the pupil's parent or guardian the pupil's share of tuition.

The school board shall waive the pupil's responsibility for costs if the department determines that the cost of the course would pose an undue financial burden on the pupil's family.

The parent/guardian or student is responsible for transportation between the school and the participating Early College Credit postsecondary institution. The parent or guardian of a pupil who is attending an institution of higher education or technical college and is taking a course for high school credit may apply to the state superintendent for reimbursement of the cost of transporting the pupil between the high school in which the pupil is enrolled and the institution of higher education or technical college that the pupil is attending if the pupil and the pupil's parent or guardian are unable to pay the cost of such transportation. The state superintendent shall determine the reimbursement amount and shall pay the amount. The state superintendent shall give preference to those pupils who satisfy the income eligibility criteria for a free or reduced-price lunch.

If a pupil receives a failing grade in a course, or fails to complete a course, at an institution of higher education or technical college for which the school board has made payment, the pupil's parent or guardian, or the pupil if he or she is an adult, shall reimburse the school board the amount paid on the pupil's behalf upon the school board's request. If a school board that requests reimbursement of a payment made is not reimbursed as requested, the pupil on whose behalf the payment was made is ineligible for any further participation in the program. A grade that constitutes a failing grade for a course offered in the school district constitutes a failing grade for a course taken at an institution of higher education or technical college.

POLICY 6454.1
FOURTH AND EIGHTH GRADE PROMOTION

The District is committed to successfully educating all students to reach their fullest intellectual, academic, social/emotional and physical potential.

Beginning with the 2002—2003 school year, students shall meet established District criteria to be promoted from fourth to fifth grade and from eighth to ninth grade. The promotion criteria is designed to afford students several different ways to demonstrate their knowledge of subject matter. The criteria also provides flexibility so students with disabilities may continue to be included with their peers.

LEGAL REF.: ~~Wisconsin Statutes~~

~~Sections 118.13 [Student nondiscrimination]~~
~~118.145 [Admission to high school]~~
~~118.24(2)(a) [General supervision and management of the promotion of students]~~
~~118.30 [Student assessment]~~
~~118.33(6)(a)1 [Fourth and eighth grade promotion policy requirement]~~
~~120.12(2) [Board duty; advise regarding instruction and progress of students]~~
~~120.13 [Board power to do all things reasonable for cause of education]~~
~~Wisconsin Administrative Code~~
~~PI 16 [Testing of LEP students and students with disabilities]~~

CROSS REF.: ~~5110, Equal Educational Opportunities/Student Discrimination Complain~~

~~6100, District Vision~~
~~6110, Instructional Program Mission and Beliefs~~
~~6421, Programs for Students with Disabilities~~
~~6426, Student Program or Curriculum Modifications~~
~~6427, Individual and Remedial Services~~
~~6430, Instructional Arrangements (The Learning Situation)~~
~~6460, Testing Programs~~
~~6461, Parental Consent for Testing~~
~~Special Education Program and Procedure Manual~~

ADMINISTRATIVE REGULATIONS: ~~None~~

AFFIRMED: ~~July 23, 2002~~

RULE 6454.1

CRITERIA FOR FOURTH AND EIGHTH GRADE PROMOTION

Fourth Grade Promotion

1. Beginning in the fall of 2002, to be promoted from fourth grade, a student must have a score of "basic" or above on the Wisconsin Knowledge and Concepts Examination (WKCE) in each of the following areas: reading, language arts, English and mathematics.
2. If the student has not taken the WKCE or the student does not meet the WKCE score requirement, the school shall review that student's academic performance as measured by the report card grades. To be promoted from fourth grade, the student must have a cumulative grade point average (GPA) of 2.0 for the entire school year in each of the following subjects: reading, language arts/English, mathematics, science and social studies.
3. If the student does not meet either the WKCE or report card criteria, the school should determine whether the student has met any of the following intervening criteria. If the student meets any of these criteria, the school may promote the student from fourth grade.
 - a. Has the student previously been retained in a grade? How would a repeated retention impact the student's academic achievement?
 - b. Has the student successfully completed individualized educational program (IEP) or limited English proficient (LEP) plans?
 - c. Does the student have bilingual or English as a second language (ESL) issues that impact achievement?
4. If the student does not meet the criteria relative to the WKCE, report card grades or the other intervening factors, the school shall review the student's academic performance as measured by the district's content standards and benchmarks. To be promoted from fourth grade, the student must have a passing score on 5 of 7 reading/language arts standards and 6 of 8 math standards. A passing score is determined by the classroom teacher who covers the appropriate subject matter, but should be roughly equivalent to a score of "basic" or above on the WKCE.
5. If the student does not meet the criteria noted above, other evidence may be reviewed to help make promotion decisions. If the school feels that the student has adequately met any of these criteria, the student may be promoted from fourth grade.
 - a. Are there previous records indicating academic success?
 - b. Has the student successfully completed an alternative to summer school?
 - c. Has the student completed summer school with a grade of C or better in reading and math and shown academic growth through regular attendance.
 - d. Does the student have any physical or mental health issues that should be considered as impacting academic achievement?
 - e. Are there any out of district records that indicate academic success?
 - f. Are there any other sources of academic information that may benefit the student?
6. If a decision not to promote a student is made over the objections of the parent/guardian, the decision may be appealed to the Executive Director of K-8 Instruction, whose decision shall be final.

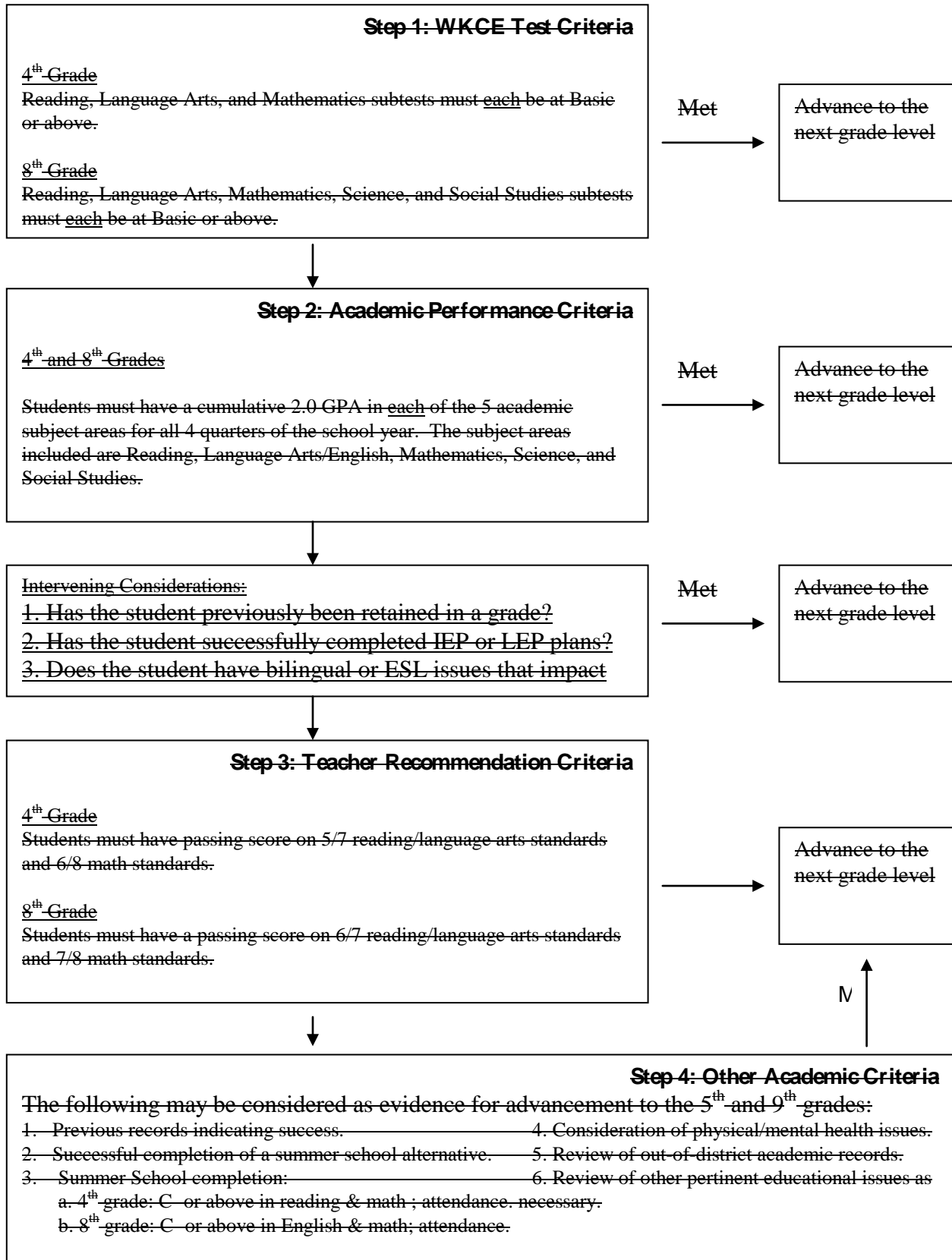
Eight Grade Promotion

1. Beginning in the fall of 2002, to be promoted from eighth grade, a student must have a score of "basic" or above on the WKCE in each of the following areas: reading, language arts, English, mathematics, science and social studies.

2. ~~If the student does not take the WKCE or the student does not meet the WKCE score requirement, the school shall review that student's academic performance as measured by the report card grades. To be promoted from eighth grade, the student must have a cumulative GPA of 2.0 for the entire school year in each of the following subjects: reading, language arts/English, mathematics, science and social studies.~~
3. ~~If the student does not meet either the WKCE or report card criteria, the school should determine whether the student has met any of the following intervening criteria. If the student meets any of these criteria, the school may promote the student from eighth grade.~~
 - ~~a. Has the student previously been retained in a grade? How would a repeated retention impact the student's academic achievement?~~
 - ~~b. Has the student successfully completed IEP or LEP plans?~~
 - ~~c. Does the student have bilingual or ESL issues that impact achievement?~~
4. ~~If the student does not meet the criteria relative to the WKCE, report card grades or the other intervening factors, the school shall review the student's academic performance as measured by the district's content standards and benchmarks. To be promoted from eighth grade, the student must have a passing score on 6 of 7 reading/language arts standards and 7 of 8 math standards. A passing score is determined by the classroom teacher who covers the appropriate subject matter, but should be roughly equivalent to a score of "basic" or above on the WKCE.~~
5. ~~If the student does not meet the criteria noted above, other evidence may be reviewed to help make promotion decisions. If the school feels that the student has adequately met any of these criteria, the student may be promoted from eighth grade.~~
 - ~~a. Are there previous records indicating academic success?~~
 - ~~b. Has the student successfully completed an alternative to summer school?~~
 - ~~c. Has the student completed summer school with a grade of C or better in English and math and shown academic growth through regular attendance.~~
 - ~~d. Does the student have any physical or mental health issues that should be considered as impacting academic achievement?~~
 - ~~e. Are there any out of district records that indicate academic success?~~
 - ~~f. Are there any other sources of academic information that may benefit the student?~~
6. ~~If a decision not to promote a student is made over the objections of the parent/guardian, the decision may be appealed to the Executive Director of K-8 Instruction, whose decision shall be final.~~

Each elementary school and middle school shall review the promotion criteria and procedures annually at the start of the school year with teachers, students and parents. During 4th quarter, elementary classroom teachers shall make the initial promotion decision based on WKCE scores and report card grades. If further decisions are required, a building team should be utilized. An elementary team comprised of the building principal, a counselor, and representative fourth grade teachers shall constitute the review board for promotion decisions from fourth grade. At the eighth grade level, a building review team should be utilized to make promotion decisions. A middle school team comprised of a building administrator, a counselor and representative eighth grade teachers shall constitute the review board for promotion decisions from eighth grade. Parents/guardians should be notified about the potential for non-promotion and summer school attendance no later than the end of the third academic quarter and preferably sooner. Final promotion decisions will be made following the recording of report card grades at the end of the second semester.

4th and 8th Grade Advancement Criteria



POLICY 6456
GRADUATION REQUIREMENTS

Academic credits shall be awarded for mastery of standards in grades nine through twelve. A student must earn 23.5 credits, as described in Rule 6456 to graduate from the Kenosha Unified School District and a student must also complete 10 hours of community service, successfully pass the state required civics exam with a score of ~~60~~**65**% or higher, and one of the following:

1. ~~Earn a score of basic or above in three of five subtests on the high school Wisconsin Knowledge and Concepts Exam (WKCE), or~~ **Reaching** a Readiness Level of “Close” or above on three of five subtests for the Grade 10 ACT Aspire or meeting the equivalent benchmarks on the **Grade 11** ACT Plus Writing **assessment**.
2. Earn a cumulative grade point average (GPA) of at least 1.5 on an unweighted scale through the seventh semester of high school; i.e., January of senior year
3. Meet one of the following test scores requirements:
 - a. ACT Assessment - 18 or above
 - b. SAT I Exam - 870 or above

OR

A student may receive a diploma by successfully completing an approved Individual Education Plan (IEP), Limited Language Plan (LLP), and/or Section 504 Plan that specifically defines any graduation requirement modifications.

KUSD students may obtain an online learning endorsement.

A student may complete the online learning endorsement through one of the following options:

1. Pass an online course (earned mark must appear on the transcript).
2. Pass a course with approved online components (as listed below in Section 6 of the credit requirements).

A credit deficient student who is at least 17 years of age who has been enrolled in a high school cohort group for more than three years (a student with a summer birthday would be able to take the exam with the spring testing group if they attended high school for more than three years with their peers) may also successfully complete the District Competency Graduation Requirements or a comparable program to earn a District diploma. In addition, a District diploma may be earned by a transfer student through an academic review of the student’s transcript by a building administrator.

The School Board may also grant a District high school diploma to students who have successfully completed the graduation requirements of the Wisconsin National Guard Challenge Academy. Challenge Academy students must reach content proficiency either by meeting the proficiency standards on the Challenge Academy content assessments or the KUSD competency diploma assessments.

All students shall be required to take a full schedule. Junior and senior year students may be allowed to have only one **non-academic** release at any time. Freshmen and sophomores release requests will require an administrative approval. In addition, four years of high school attendance shall be required unless early graduation is applied for and approved pursuant to established District procedures. Each regular school year a student is required to enroll in no less than six (6.0) credits. Students are eligible for early graduation when they have completed the requirements for receipt of a diploma.

POLICY 6456
GRADUATION REQUIREMENTS
PAGE 2

The Board may award a high school diploma to certain veterans, notwithstanding District and statutory high school graduation standards. To be awarded a diploma, a person must be at least 65 years of age, attended high school in the District or attended high school in Wisconsin and resides in the District, left high school before graduation to join the U.S. armed forces during a war period as defined in state law, and served on active duty under honorable conditions in the U.S. armed forces or in forces incorporated as part of the U.S. armed forces. War periods include, among others, World War II, the Korean Conflict, Vietnam War, and Persian Gulf War.

The Board may also award a high school diploma to a person who received a high school equivalency diploma after serving on active duty in the U.S. armed forces or in forces incorporated as part of the U.S. armed forces if the person meets the other conditions outlined in this paragraph and to a veteran who is deceased, but who, has satisfied the conditions outlined in this paragraph prior to death.

LEGAL REF.: Wisconsin Statutes

Sections	115.787	[Individualized education programs]
	115.915	[Availability of program services and modifications]
	118.15(1)(b)-(cm)	[Compulsory School Attendance]
	118.153	[Children at risk of not graduating from high school]
	118.30	[Pupil assessment]
	118.33	[High school graduation standards; criteria for promotion]
	118.35	[Programs for gifted and talented pupils]
	118.52(3)(d)2	[Course Options]
	118.55	[Youth Options Program] Early College Credit Program
	120.13	[School Board Powers]
	120.13(37)	[Board power to Awarding high school-issue] diplomas to veterans]
	121.02(1)(p)	[School district standard; graduation requirements]
	PI 18	Wisconsin Administrative Code [High school graduation standards]
	PI 40	[Determining and awarding high school credit for Youth Options Program courses]

CROSS REF.: 5110, Equal Educational Opportunity/Discrimination Complaint
5118.1, Promotion
5120, Student Enrollment Reporting
5240, Accommodation of Private School and Home-Based Private Education Program Students
5260, Open Enrollment – Full Time
5270, Open Enrollment – Part Time
5310, Student Attendance
6423, Talent Development Program
~~6434.2, Youth Options Program~~
6435 TBD Wisconsin Technical College Dual Credit Program
~~6440, Course Options Enrollment~~
6450, Early College Credit Program
6460, Testing /Assessment
Special Education Program and Procedure Manual

POLICY 6456
GRADUATION REQUIREMENTS
PAGE 3

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: August 13, 1991

REVISED: August 22, 1995
May 28, 1996
July 30, 1996
September 11, 1996
June 17, 1997
June 9, 1998
August 11, 1998
September 14, 1999
October 23, 2001
May 27, 2003
November 22, 2005
August 26, 2008
November 25, 2008
April 26, 2011
April 23, 2012
July 28, 2015
October 25, 2016

RULE 6456
GRADUATION REQUIREMENTS

A. Credit Requirements and distinctions

1. Specific Credits Required out of 23.5.

ENGLISH	4 credits
SOCIAL STUDIES	3 credits* 1 credit - U.S. History 1 credit - World History * ½ credit U.S. Government & Politics ½ credit Behavioral Science
MATHEMATICS	3 credits
SCIENCE	3 credits
PHYSICAL EDUCATION	1.5 credits**
HEALTH	0.5 credit
CONSUMER EDUCATION	0.5 credit***
ELECTIVES	8.0 credits
CIVICS EXAM	Successfully pass the state required civics exam with a score of 60 65% or above.
COMMUNITY/SERVICE LEARNING	Required of all students – 10 Service Hours
DIPLOMA WITH SERVICE DISTINCTION	100 Service Hours
DIPLOMA WITH HONORS DISTINCTION	4 Advanced Placement credits
ONLINE LEARNING ENDORSEMENT	Pass an online course or pass a course with a high quality online component.
<p>* Note: Students selecting the Advanced Placement U.S. Government and Politics option will be required to satisfactorily complete the entire course. Failure to do so will require students to take either U.S. Government and Politics or U.S. Government and Politics – Honors in order to satisfy the requirement. In the instance where a student successfully completes one credit of AP Government and Politics and has completed one credit of U.S. History and one credit of World History, the student has met the required 3 credits of social studies for graduation. Students planning on attending an institution of higher education are encouraged to take a behavioral science course.</p> <p>Note: Economics can be applied towards satisfying the consumer education requirement.</p> <p>**Unless exempted pursuant to Wisconsin Statutes, exemption shall be granted for medical reasons upon presentation of a physician's statement. Students excused from physical education for all four years of high school for medical reasons shall be required to makeup ½ credit in another elective subject for each semester excused from physical education.</p> <p>***Waived for students who successfully complete ½ credit Honors Economics, ½ credit Economics, 1 credit Advanced Placement Economics, or 1 credit Marketing.</p>	

2. The District will provide access to honors, advanced placement, and post-secondary courses in accordance with state law requirements.
3. Summer school credit is awarded on the basis of one-half (0.5) credit for each class successfully completed based on standards. Prior approval by the principal is required to earn credit for summer school courses taken outside of the District.
4. Credit deficient students who are at least 17 years of age who have been in a high school cohort group for more than three years (a student with a summer birthday would be able to take the exam with the spring testing group if they attended high school for more than three years with their peers) and are current residents of the District may be issued a District diploma if they satisfy the following Competency Graduation Requirements.
 - a. Are enrolled members of a District cohort group, which means that students must have been enrolled members of a particular Kenosha Unified School District graduating class. Eligible students must have been enrolled in the District prior to the end of their cohort year graduation date. Non-KUSD cohort students 18 yrs of age or older whose graduation year has expired will not be eligible to participate in the program.
 - b. Score at or above the fourth stanine on all predetermined subtests including core areas of the District's adopted standardized achievement tests.
 - c. Demonstrate competency in writing, which can be accomplished by **reaching a Readiness Level of "Close" or above on three of five subtests for the Grade 10 ACT Aspire** ~~scoring at a level 4.0 or higher on the WKCE writing~~ assessment or ACT Aspire/ACT Plus Writing Equivalent or scoring at a level 3.0 or higher on the WorkKeys writing assessment.
 - d. Complete consumer education/economics, health, government and politics, or approved comparable courses.
 - e. Meet employability standards in one of the following ways:
 1. Successful employment for a six-month period of time and can provide validation; or
 2. Meet an employability component established by the District in the form of a work readiness portfolio.
 - f. Students will be required to assume any associated costs for the administration and scoring of District adopted standardized assessments.
5. Students who have successfully completed the graduation requirements of the Wisconsin National Guard Challenge Academy, including reaching proficiency on assessed content, may earn a District diploma. Challenge Academy students must reach content proficiency either by meeting the proficiency standards on the Challenge Academy content assessments or the KUSD competency diploma assessments.
6. Standards of a Quality Online Learning Course:

A high quality online course is defined as a structured learning environment that utilizes technology, consistently and regularly (lasting 10 hours or more) throughout the course. Students do not need to take a completely virtual course. Each building administration will maintain and communicate a list of courses that aligns to this expectation. Students have multiple options to complete this endorsement within or outside of their primary assigned school.

An online component involves the use of a variety of media. This includes Intranet and Internet based tools and resources as delivery methods for the following: instruction, research, assessment,

communication, and collaboration.

RULE 6456
GRADUATION REQUIREMENTS
PAGE 3

An online course/learning management system should be utilized to promote an understanding of progress monitoring systems, support universal learning opportunities, and facilitate the management of online experiences.

7. Accelerated/alternative high school credit attainment is an option for high school students aged 16 and above who may earn high school credit based upon satisfactory completion of individual portions of a District or state-approved criterion referenced test at 85 percent mastery or on norm referenced tests at the 4th stanine or above, normed at 12th grade, 7th month, independent of length of time required; completion of performance-based assignments, and attainment of minimum required credits.

B. Early Graduation:

To be considered for early graduation, the student and the parent/guardian shall submit a written request to the principal no later than the end of the first marking period of the school year in which the student plans to graduate early.

The student's course of study, earned grades in such courses, grade point average, and other performance indicators shall be made part of the student's transcript.

- C. Students enrolled in a middle school who complete high school courses may be awarded high school credit toward the overall district credit requirement, but not for the credit specified in WI State Statutes.
- D. A student may receive a diploma by successfully completing an approved Individual Education Plan (IEP), Limited Language Plan (LLP), and/or Section 504 Plan that specifically defines any graduation requirement modifications.

RULE 6456
GRADUATION REQUIREMENTS
Page 4

Specific 23.5 credits are required, 10 hours of community service, civics exam **score of 65% or higher**

or
→

Students who successfully complete an IEP, LLP, and/or 504 Plan that specifically defines any graduation requirement modifications.

Met
→

Diploma

and ↓

High School WKCE/ACT Aspire/ACT/WorkKeys:
3 out of 5 subtests at basic/close or above:
or meeting the equivalent benchmarks on the ACT Plus Writing

Met
→

Diploma

or ↓

GPA: 1.5 or above on an unweighted scale through the seventh semester; i.e., January of senior year

Met
→

Diploma

or ↓

Other Tests:

1. ACT Assessment: 18 or above
2. SAT I Exam: 870 or above

Met
→

Diploma

or ↓

Exceptions:

1. Complete District Competency Graduation Requirements
or
2. Complete Wisconsin National Guard Challenge Academy,
including demonstration of content proficiency
or
3. Qualifying veterans

Met
→

Diploma

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KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

March 27, 2018

2018- 2019 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 2018-19.

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 several years have been placed back in the general fund for other district expenditures.

Major Maintenance Plan Information:

The 2018-19 capital projects plan is provided as Attachment A to this report. The plan is a continuation of the overall major maintenance plan initiated 17 years ago, and the energy savings project program started 15 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 17 years.

In last year's report, we noted that for a 6 year period we will be using almost all of the major maintenance funds at Bullen, Lance, Tremper and Bradford. This will be the second year of that 6-year plan, and the funds will be split between the second year of the project at Bullen and Lance and the first year of the project at

Tremper. 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. Performing the major maintenance work at these schools at the same time that the majority of the building is being retrofitted with new mechanical systems, lighting and ceilings is proving to be a very efficient and economical way to accomplish a number of pressing maintenance and renovation needs.

Food Service Project:

Traditionally, we have used this report as a means to inform the PFE Committee and School Board of other capital facility improvement projects funded by sources outside of the Facilities Department budget. This year, we are proposing a project in the Central Kitchen at the Educational Support Center to upgrade the ventilation system, improve task lighting, and replace all of the lighting with LED fixtures. In addition the ceiling will be replaced since large sections of the ceiling, which is over 30 years old, will need to be removed to support the ventilation project. This project will be funded by the Food Service budget, Fund 50. We have recently received proposals for the design work, and the design effort will commence soon. It is a little early to provide a firm construction estimate, but we are working under the parameter of a not to exceed budget of \$450,000.

Planning, Facilities, and Equipment Committee:

This report was presented at the March 13, 2018, meeting of the Planning, Facilities, and Equipment Committee and the committee voted unanimously to forward this report to the Board for consideration.

Administration Recommendation:

Administration recommends Board approval of the 2018-19 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 2018-19 CAPITAL PROJECTS PLAN

MAJOR MAINTENANCE PROJECTS:

Bullen and Lance Middle School Improvements Project:

The bulk of the work performed at Bullen and Lance last year and this coming year 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 are being funded by the major maintenance budget. Examples of items that are being performed over the two year period 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 Improvements Project:

The Tremper energy efficiency project at Tremper will be a three year project starting over spring break this year. The major maintenance scope is widespread and will improve the condition, functionality, and aesthetics in almost every area of the building. The major maintenance scope includes the following major elements:

- Major upgrade to the auditorium including new seating, carpeting, ceilings, wall sound panels, and sound system.
- Creation of a new culinary, FCS and sewing classrooms on the south end of the school by the other Career and Technical Education classrooms.
- Renovation of the library to make one common space instead of three separate rooms.
- Asbestos abatement and new flooring in large portions of the school.
- Replacement of the 50 plus year old science casework.

- The major maintenance budget will fund a portion of the new main entrance to the school, namely the aspects of the design that improve school safety including offices for the School Resource Officer and the Attendance Office at the new main entrance.
- A life safety code related problem regarding egress from the pool deck will be resolved by creating an exit path from the pool deck without having to exit through the shower rooms.

Kenosha Unified School District

March 27, 2018

Regular School Board Meeting

School Board Policy 5431 – Student Dress Code

At the direction of the School Board President in response to request from school board members, a special meeting took place on February 13, 2018, to discuss School Board Policy 5431 – Student Dress Code. Discussion seemed to focus on leggings/yoga pants, tank tops and see-through clothing.

It was decided to have board members utilize a Google document to submit suggested changes by the end of the day on February 27, 2018, with a subsequent special meeting to discuss the suggested changes. The link was sent to school board members on February 14, 2018, February 22, 2018, and February 26, 2018. Three board members submitted changes.

At a special board meeting on March 21, 2018, discussion took place on the suggested changes submitted by Board members via the Google document. Below are the items receiving consensus from the Board regarding revisions. In addition to the changes suggested by the Board, the Office of Communications reviewed the policy/rule for grammar and punctuation, as well as proper placement of items within the list that already existed. The changes made do not affect the intent of the policy as previously written. For the purpose of this report, GU will precede grammatical updates.

Policy

- GU: Removed district name because it is the district's policy
- GU: Capitalized and added board to Board of Education
- GU: Cleaned up the language in the third paragraph to make it easier to read and understand, the meaning/intent was not changed
- GU: Added revised date

Rule

- GU: Cleaned up first paragraph by placing gang-related items in the appropriate list, the meaning/intent was not changed
- GU: Cleaned up first paragraph by placing statement regarding inappropriate pictures/sayings in the appropriate list, the meaning/intent was not changed
- GU: Adjusted reference to parents/guardians in the first paragraph
- Add to last paragraph of rule "Students will not be called out for a dress code violation in front of students or staff."
- Add to last paragraph of rule "Dress code violations will be addressed privately with the student."
- Add to last paragraph of rule "Student will not be sent home for dress code violations."
- GU: Last paragraph cleaned up reference to and/or his/her designee as used in other policies

Bottoms

- GU: Removed reference to bottoms because it is in the bottoms list
- GU: Added should
- GU: Adjusted holes and/or rips to be the same throughout the lists and changed must not to cannot, the meaning/intent was not changed

- GU: Adjusted the undergarments line for readability
- GU: Adjusted the waistline item to be the same throughout the lists, the meaning/intent was not changed
- Change the rule to read as “Dresses, skirts, skorts, shorts and pants should be at least mid-thigh length and cover all private body parts at all times.” (Addition of “and pants,” change “must” to “should,” and addition of “and cover all private body parts.”)
 - GU: Leggings and yoga pants were added to this list
- Change the rule to read as “Leggings and yoga pants may be worn as bottoms.” (Remove “not” and “however, leggings may be worn beneath dresses, skirts, skorts, shorts and tunics.”)
 - GU: This line was removed because the policy does not state what may be worn, but rather includes only what rules apply to apparel that is allowed – they now exist in the bullet above with other approved items

Tops

- GU: Removed reference to tops because it is in the tops list
- GU: Added must fit appropriately to align with the bottoms requirement above
- GU: Moved up the clean and appropriate repair statement to align with the bottoms section and reflect the same terms, the content/intent did not change
- GU: Adjusted the waistline item to be the same throughout the lists, the meaning/intent was not changed
- GU: Adjusted the private body parts to align with Board request and bottoms section above
- GU: Adjusted the undergarments line for readability and to align with bottoms section above
- Change the rule to read as “Sleeveless shirts are acceptable if the straps are one inch in width. Body parts and undergarments must be covered at all times.” (Remove “they reach edge of shoulder and arm opening cannot be excessive.”)
 - GU: Moved the body part statement to a line of its own because that statement applies to all tops, not just tank tops
- Remove “Students may not wear tank tops.”

Footwear

- GU: Removed reference to shoes because it is in the footwear section, the meaning/intent was not changed

Student ID Cards

- GU: This item was moved to a section of its own for clarity purposes, the meaning/intent was not changed
- GU: Removed the word level because it is not needed, the meaning/intent was not changed
- GU: Added the word cards for specificity, the meaning/intent was not changed
- GU: Added e.g. to the list of examples
- Remove “High school level students must have an ID in their possession at all times and have them easily accessible during all school activities (academic, extra-curricular, co-curricular).”
- Change the rule to read as “Middle and high school students will be required to wear their student identification cards (ID) during the school day and have them easily accessible during all school activities (e.g. academic, extra-curricular, co-curricular).”

Inappropriate Attire and Student ID Cards

- GU: This section was renamed “Additional guidelines” to better suit the items outlined
- GU: Placed gang-related items in this list, the meaning/intent was not changed

- GU: Moved the statement regarding inappropriate pictures/sayings to this list, the meaning/intent was not changed
- GU: Cleaned up the statement regarding clothing as weapons, the meaning/intent was not changed
- Change the rule to read as “Hoods, hats, caps, bandanas, sweatbands, skullcaps, plastic hair bags, hair nets or do rags are not allowed to be worn within the building.” (Addition of “to be worn”)
- GU: Added e.g. to the grooming examples and corrected the spelling of picks
- Change the rule to read as “Outerwear, including coats, hats, gloves/mittens and scarves, may not be worn inside unless a student is going to his/her locker or classroom after coming from or going outside, or with administrative approval.” (Addition of “student is going to or from the locker after coming/going out of doors or”)
 - GU: Cleaned up for clarity and added classroom for elementary students
- GU: Added e.g. to the face coverings examples
- GU: Adjusted high school backpack statement to align with the elementary and middle school line
- GU: Removed level from the elementary and middle school backpack line
- GU: Removed references to IDs because they now reside in their own section

Attachment A is the current version of Policy/Rule 5431, Attachment B contains the revisions submitted by Board members via the Google document and Attachment C contains the proposed revisions that Board members were in consensus of at the March 21, 2018, special meeting, as well as grammatical changes made by the Office of Communications for clarity purposes.

Recommendation

It is recommended that the Board approve the revisions to Policy/Rule 5431 – Student Dress Code as contained in Attachment C as a first and second reading at the March 27, 2018, Regular School Board meeting with the understanding that changes regarding student ID cards will be effective for the 2018/19 school year.

Tamarra Coleman
School Board President

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

**POLICY 5431
STUDENT DRESS CODE**

The Kenosha Unified School District Board is committed to providing students with an educational environment that is safe and conducive to learning.

The District retains the right to monitor and take action when student attire presents a health or safety hazard, or disrupts the educational environment.

All exceptions to this policy and rule, based on religious beliefs or medical conditions, requested by the parent or guardian must be documented and approved by the Superintendent/designee.

LEGAL REF.: Wisconsin Statutes

Sections: 118.001 Duties and powers of school boards; construction of statutes
20.13(1)(a) School board powers
First Amendment, U.S. Constitution

CROSS REF.: 5431.1 School Uniforms
5438 Gangs and Gang-Related Activities

AFFIRMED: August 13, 1991

REVISED: January 11, 1994
September 9, 1997
May 22, 2007
September 22, 2009
October 26, 2010
December 17, 2013
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RULE 5431
STUDENT DRESS CODE

All students are expected to exemplify appropriate hygiene and dress standards in a manner that projects an appropriate image for the student, school, and District. The District shall not require specific brands of clothing. No student shall be permitted to wear any clothing which is normally identified with a gang or gang-related activity (including gang-related colors if for purposes of gang identification), or clothing that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity, illegal drugs, bigoted epithets, harassment/hate messages, or messages of hostility toward race, ethnicity, religion, or sexual orientation. If there is a disagreement between students and/or parents and the staff regarding the appropriateness of clothing, the principal will make the final determination.

Bottoms

- Bottoms may not be see-through
- Must fit appropriately and not drag on the floor;
- Must be at the waist and appropriately fastened with belts when needed;
- Must be clean and in appropriate repair, holes and rips, below mid-thigh are permissible but rips or holes above mid-thigh must not show skin.
- Under clothing must be covered; and the waist must be covered at all times
- Dresses, skirts, skorts, and shorts must be at least mid-thigh length at all times
- Leggings and yoga pants may not be worn as bottoms; however, leggings may be worn beneath dresses, skirts, skorts, shorts and tunics

Tops

- Tops may not be see-through
- Must be long enough to cover waistline, no skin showing between bottoms and tops when seated or standing;
- Must cover chest and undergarments at all times
- Sleeveless shirts are acceptable if they reach edge of shoulder and arm opening cannot be excessive
- Students may not wear tank tops
- Tops must be clean and in appropriate repair with no holes or tears; and must fit appropriately

Footwear

- Athletic shoes, laced shoes, shoe boots, loafers, dress shoes, or sandals (are permissible)
- Shoes must be secured on the feet
- No house slippers are allowed
- Elementary: shoes must have a strap around heel (no flip-flops)

Inappropriate attire and Student ID Cards:

- Pajamas, undershirts or undergarments may not be worn as outerwear;
- Attire that may be considered weapons, including but not limited to chain belts or wallet chains will not be allowed;
- Jewelry, piercing, tattoos or similar artifacts that are obscene or may cause disruptions to the educational environment are prohibited;

**RULE 5431
STUDENT DRESS CODE
Page 2**

Hoods, hats, caps, bandanas, sweatbands, skullcaps, plastic hair bags, hair nets, or do rags are not allowed within the building;

Grooming items (hair pics, combs, etc.) may not be worn in the hair

No outerwear: coats, hats, gloves/mittens, scarves may not be worn inside unless there is administrative approval

Face coverings; (sunglasses, masks, etc.) may not be worn in building

Backpacks may be used at high school level during the school day;

Elementary and middle level students may not use backpacks during the school day without administrative approval

High school level students must have an ID in their possession at all times and have them easily accessible during all school activities (academic, extra-curricular, co-curricular).

Middle level students will be required to wear student identification (I.D.'s) during the school day and have them easily accessible during all school activities (academic, extra-curricular, co-curricular).

It shall be left to the discretion of the principal/designee whether or not a student is in compliance with the student dress code policy. Students who violate the policy for school attire will put on clothing that is appropriate or contact parent or guardian to bring in appropriate clothing. The principal/designee may call a conference with the parent/guardian, students and counselor to assist with compliance. Refusal and/or repeated violations of school attire policy may lead to further disciplinary action.

- **POLICY 5431**

STUDENT DRESS CODE

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RULE 5431 STUDENT DRESS CODE

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GK: School IDs must be visible for all middle school and high school students for safety reasons and to ensure no one unauthorized is in the school. Beginning in School Year 2018-19, IDs must be visible in middle and high school for entry. ~~201~~

Bottoms

Bottoms may not be see-through

Must fit appropriately and not drag on the floor;

Must be at the waist and appropriately fastened with belts when needed;

Must be clean and in appropriate repair, holes and rips, below mid-thigh are permissible but rips or holes above mid-thigh must not show skin.

Under clothing must be covered; and the waist must be covered at all times

Dresses, skirts, skorts, and shorts must be at least mid-thigh length at all times. ~~GK: f~~

~~Except when~~ RS: Dresses, skirts, skorts and shorts must cover all *private body parts at all times. (*private body parts include, chest, gluteus-maximus, genitals)

Leggings and yoga pants may ~~DW-not~~ be worn as bottoms; however, ~~DW~~ leggings and yoga pants must not be translucent or transparent. ~~may be worn beneath dresses, skirts, skorts, shorts and tunics~~

GK: Yoga pants and leggings may be worn as long as they are covered by a top, skirt, skort or shorts

Leggings that are not skin tight do not need to be covered.

RS: Leggings and yoga pants may be worn as long as they are not see through.

Tops

Tops may not be see-through

Must be long enough to cover waistline, no skin showing between bottoms and tops when seated or standing;
Must cover chest and undergarments at all times
Sleeveless shirts are acceptable if they reach edge of shoulder and arm opening cannot be excessive **RS: Sleeveless tops are acceptable if the straps are one inch in thickness and the arm openings are not excessive to reveal underwear or *private body parts.(*chest) Remove tank tops as this would cover all sleeveless shirts.**

~~Students may not wear tank tops, however~~

~~Tank tops~~

~~Tank~~

~~tops~~

Tops must be clean and in appropriate repair with no holes or tears; and must fit appropriately

DW: Tank tops may be worn as long as the shoulder straps are at least one inch wide.

Footwear

Athletic shoes, laced shoes, shoe boots, loafers, dress shoes, or sandals (are permissible)

Shoes must be secured on the feet

No house slippers are allowed

Elementary: shoes must have a strap around heel (no flip-flops)

Inappropriate attire and Student ID Cards:

Pajamas, **RS: Pajamas may be worn on school spirit days.**

~~undershirts or underwear garments may not be worn as outerwear;~~

Attire that may be considered weapons, including but not limited to chain belts or wallet chains will not be allowed;

Jewelry, piercing, tattoos or similar artifacts that are obscene or may cause disruptions to the educational environment are prohibited

Hoods, hats, caps, bandanas, sweatbands, skullcaps, plastic hair bags, hair nets, or do rags are not allowed **DW: to be worn within the building;**

Grooming items (hair pics, combs, etc.) may not be worn in the hair

No outerwear: coats, hats, gloves/mittens, scarves may not be worn inside unless

DW: student is going to or from their locker after coming/going out of doors or there is administrative approval

Face coverings; (sunglasses, masks, etc.) may not be worn in building
 Backpacks may be used at high school level during the school day;
 Elementary and middle level students may not use backpacks during the school day without administrative approval
 High school level students must **GK:Have a visible ID at all times.**~~Show an~~ have an ID in their possession at all times and have them easily accessible during all school activities (academic, extra-curricular, co-curricular).
 Middle level students will be required to wear student identification (I.D.'s) during the school day and have them easily accessible during all school activities (academic, extra-curricular, co-curricular).

It shall be left to the discretion of the principal/designee whether or not a student is in compliance with the student dress code policy. Students who violate the policy for school attire will put on clothing that is appropriate or contact parent or guardian to bring in appropriate clothing. The principal/designee may call a conference with the parent/guardian, students and counselor to assist with compliance. Refusal and/or repeated violations of school attire policy may lead to further disciplinary action.

- DW: As a footnote to the leggings/yoga pants, I would like to see something about color. I would prefer that they be dark in color--black brown navy blue purple etc. I do not believe that wearing multicolored, white yellow bright green, etc would ~~decrease~~ INCREASE the comfort, ~~but~~ would avoid drawing attention. Students should dress ~~to~~ for success/ learn rather than express.
- DW: Any negative comments about STUDENTS ATTIRE THAT IS **NEGATIVE** Demeanor OR OTHERWISE HURTFUL OR SUGGESTIVE ~~will be dealt with~~ AS COVERED UNDER OUR BULLYING POLICY.
- RS: I don't believe it is necessary to state leggings can only be one color or without patterns
- as long as they are not see through.
- RS: "Students in Middle and High school must wear their own ID having it visible to staff. ~~and and IDs~~
- ~~Students will not be called out for dress code violations in front of other students or staff. Should a student need to be addressed regarding the dress code policy it will be done in private. Parents will be notified of the dress code violation and asked to bring clothing to in~~
- Students will not be called out for a dress code violation in front of students or staff. Dress code violations will be addressed privately with the student. In the event of a dress code violation, Parents/Guardians will be notified and asked to bring appropriate clothing to school for the student to change into. If the parent is not available school staff will offer alternative clothing for the student to wear. If the student chooses not to take the alternative clothing the student will not be able to return to class and will be assigned to an area in school which is not in the general public area, such as a meeting room, where the student can do their class assignments, eat lunch and study. Students will not be sent home for dress code violations. The parent/guardian will be notified of the student's

choice, a copy of school board policy will be sent to the parent/guardian via email/mail with the areas of non-compliance highlighted. Parents/Guardians will be asked over the phone or in person to review the dress code with their child and make sure the child returns to school the following day dressed appropriately according to district dress code policy.

-
- Uniforms are at the discretion of each school within the district and must be approved by the school board at a regular meeting of the school board. Should a school decide to switch to mandatory or voluntary uniforms a school based committee must be formed. The Principal will be the committee chair and will invite parents, students, teachers, and administrators, to join the exploratory committee. The committee will design a parent survey to see if they are interested in having uniforms for their children. High school students will also be surveyed to see if they are interested in wearing uniforms. Results from the survey for mandatory uniforms must have at least a 70% positive interest level for the committee to continue exploring implementation of a mandatory uniform dress code for their school, however, should a school choose to offer a voluntary opportunity for students to wear uniforms, the committee may continue the committee work to design a voluntary uniform school policy to be brought to the board for approval. The committee must work within the current school board dress code policy while designing a school uniform policy.

Form an ad hoc committee to review add input as suggested by Tom Duncan in the VOP he wrote. ~~From~~

~~From~~

Kenosha Unified School District
Kenosha, Wisconsin

School Board Policies
Rules and Regulations

POLICY 5431
 STUDENT DRESS CODE

The ~~Kenosha Unified School District~~ **Board of Education** is committed to providing students with an educational environment that is safe and conducive to learning.

The ~~district~~ retains the right to monitor and take action when student attire presents a health or safety hazard, or disrupts the educational environment.

Parents/guardians may request an exception to this policy and/or rule based on religious beliefs or medical conditions. Such exceptions must be submitted to the superintendent and/or his/her designee for consideration and documentation. All exceptions to this policy and rule, based on religious beliefs or medical conditions, requested by the parent or guardian must be documented and approved by the Superintendent/designee.

LEGAL REF.: Wisconsin Statutes

Sections: 118.001 Duties and powers of school boards; construction of statutes
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All students are expected to exemplify appropriate hygiene and dress standards in a manner that projects an appropriate image for the student, school, and ~~the~~ District. The district shall not require specific brands of clothing. ~~No student shall be permitted to wear any clothing which is normally identified with a gang or gang-related activity (including gang-related colors if for purposes of gang identification), or clothing that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity, illegal drugs, bigoted epithets, harassment/hate messages, or messages of hostility toward race, ethnicity, religion, or sexual orientation.~~ If there is a disagreement between students and/or parents/**guardians** and ~~the~~ the staff regarding the appropriateness of clothing, the principal will make the final determination.

Bottoms:

- ~~Bottoms may~~ **May** not be see-through
- Must fit appropriately and **may** not drag on the floor;
- Must be at the waist and appropriately fastened with belts when needed;
- Must be clean and in appropriate repair – ~~;~~holes and/or rips; below mid-thigh are permissible, but ~~rips or holes~~**holes and/or rips** above mid-thigh ~~must cannot~~ show skin-
- **Must cover Undergarments clothing must be covered at all times**
- ~~;~~and ~~the~~**Must cover the waistline, no skin may show between bottoms and tops when seated or standing must be covered at all times**
- Dresses, **leggings**, skirts, skorts, and shorts, **pants and yoga pants must** should be at least mid-thigh length **and cover all private body parts** at all times
- ~~Leggings and yoga pants may not be worn as bottoms; however, leggings may be worn beneath dresses, skirts, skorts, shorts and tunics~~

Tops:

- ~~Tops may~~ **May** not be see-through
- **Must fit appropriately**
- **Must be clean and in appropriate repair with no holes or tears**
- Must be long enough to cover **the** waistline, no skin **may** showing between bottoms and tops when seated or standing;
- Must cover **all private body parts at all times**~~chest~~
- ~~and a~~**Must cover** undergarments at all times
- ~~Sleeveless shirts~~**Tank tops** are acceptable if they reach edge of shoulder and arm opening cannot be excessive **straps are at least one inch in width**
- ~~Students may not wear tank tops~~
- ~~Tops must be clean and in appropriate repair with no holes or tears; and must fit appropriately~~

Footwear:

- Athletic shoes, laced shoes, shoe boots, loafers, dress shoes; or sandals (are permissible)
- ~~Shoes m~~**Must** be secured on the feet
- No house slippers are allowed
- Elementary: shoes must have a strap around heel (no flip-flops)

Student ID cards:

- Middle **and high school**~~level~~ students will be required to wear their student identification **cards** (I-D-~~s~~) during the school day and have them easily accessible during all school activities (**e.g.**

RULE 5431
STUDENT DRESS CODE
Page 2

academic, extra-curricular, co-curricular).

~~Inappropriate attire~~ **Additional guidelines:** and Student ID Cards:

- **Clothing representing gangs or gang-related activity, including gang-related colors if for purposes of gang identification, may not be worn**
- **Clothing that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity, illegal drugs, bigoted epithets, harassment/hate messages, or messages of hostility toward race, ethnicity, religion or sexual orientation may not be worn**
- Pajamas, undershirts or undergarments may not be worn as outerwear;
- Attire that may be considered a weapons ~~, including but not limited to chain belts or wallet chains will not be~~ **is not allowed (e.g. chain belts, wallet chains, etc.);**
- Jewelry, piercing, tattoos or similar artifacts that are obscene or may cause disruptions to the educational environment are prohibited;
- Hoods, hats, caps, bandanas, sweatbands, skullcaps, plastic hair bags, hair nets, or do-rags ~~are not allowed~~ **may not be worn** within the building;
- Grooming items (e.g. hair picks, combs, etc.) may not be worn in the hair
- ~~No~~ **Outerwear, including** coats, hats, gloves/mittens **and** scarves, may not be worn inside unless **a student is going to his/her locker or classroom after coming from or going outside, or there is with** administrative approval
- Face coverings; (e.g. sunglasses, masks, etc.) may not be worn in building
- **High school students may use B**backpacks ~~may be used at high school level~~ during the school day;
- Elementary and middle ~~school level~~ students may not use backpacks during the school day without administrative approval

~~High school level students must have an ID in their possession at all times and have them easily accessible during all school activities (academic, extra-curricular, co-curricular).~~

- ~~Middle and high school level students will be required to wear their student identification (I.D.'s) during the school day and have them easily accessible during all school activities (academic, extra-curricular, co-curricular).~~

It shall be left to the discretion of the principal **and/or his/her** designee whether or not a student is in compliance with the student dress code policy. **Students will not be called out for a dress code violation in front of students or staff. Dress code violations will be addressed privately with students.** Students who violate the policy for school attire will put on clothing that is appropriate or contact a parent/~~or~~ guardian to bring ~~them~~ appropriate clothing. The principal/designee may call a conference with the parent/guardian, students and counselor to assist with compliance. Refusal and/or repeated violations of school attire policy may lead to further disciplinary action. **Students will not be sent home for dress code violations.**

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

March 27, 2018

ADOPTION OF INSTRUCTIONAL MATERIALS

Background and Rationale

Kenosha Unified School District School Board Policy 6300, Curriculum Development and Improvement, outlines the five phases of the curriculum development cycle (Appendix A). The policy states, “In Phase 3 the curriculum design team will determine the curriculum resources and professional learning needs that are critical to advance the curriculum development process to Phase 4.” Teacher teams, under the leadership of content coordinators from the Office of Teaching and Learning, recently completed Phase 3 of the curriculum development cycle for the following courses:

- Health: kindergarten through grade 12
- Science: grade 6, grade 7, grade 8, Biology, Chemistry, Conceptual Physics, Matter and Energy, and Earth Science
- Social studies: grade 6, grade 7, and grade 10 World History

Philosophical Statements

HEALTH

The Kenosha Unified School District Office of Athletics/Physical Education’s philosophy is to develop students’ physical, social, emotional, and mental wellness by developing students’ knowledge, skills, and attitudes in order to promote and provide a foundation for lifelong practices. Physical education and health education play an integral role in a comprehensive kindergarten through grade 12 curriculum. Students will learn the importance of being physically literate, the components of fitness, and how to make positive decisions to achieve and maintain total health and wellness.

SCIENCE

Kenosha Unified School District science teachers believe that all students must have high quality opportunities to learn the practices, core ideas, and concepts of science from early

childhood education through graduation. Science instruction must integrate technology, mathematics, and engineering. Effective instruction in the practices, core ideas, and concepts of science provides students with sufficient skills and knowledge to:

- Demonstrate success in the classroom.
- Appreciate the significance and usefulness of science.
- Gather information using scientific processes.
- Use critical reasoning to construct explanations and solve problems.
- Communicate findings and solutions through speaking, writing, and creating presentations.

In order to achieve success with the practices, core ideas, and concepts of science, Kenosha Unified School District science students will engage in collaborative, inquiry-based investigations through questioning, modeling, analyzing data, applying mathematics, solving problems, and constructing evidence-based explanations. Students will graduate ready to continue learning beyond the school setting, enter careers of their choice, and engage in public discussions of science-related issues.

SOCIAL STUDIES

The social studies teachers of Kenosha Unified believe all students should be afforded the opportunity to express themselves in a diverse community supported by a foundation based in equity. They view social studies instruction as an integral and essential part of the students' learning experience and think it can increase critical thinking skills which foster lifelong learning. Teachers believe their focus on tolerance, acceptance, and perspective will prepare all students to thrive in a society of mixed systems, beliefs, and experiences.

In order to demonstrate success, Kenosha Unified social studies students will value and maintain diversity, civility, and individuality while determining their role in society. They will analyze primary sources and contextualize information while using the content to improve higher order thinking and problem-solving skills. They will also learn from the experiences and cultures of others and grow to accept the differences existing in a multicultural society. The goal of social studies teachers is to graduate students who are good citizens who will positively impact society.

Instructional Materials Review Process

HEALTH

The review process for instructional materials began in August 2017. The review team was comprised of seven health teachers (Appendix B). The team expressed interest in utilizing online-based resources that provide up to date information on modern health topics and concerns.

On October 5, 2017, the bid responses to the Request for Proposal were opened and reviewed. It was determined that none of the vendors responding to the RFP had resources that would remain current over the span of the adoption. The curriculum review team opted to purchase class sets of Chromebooks for each high school classroom. The health curriculum writing design team developed the curriculum in alignment with the National Health Education Standards. The Chromebooks will provide students access to resources that support the district curriculum. The curriculum content reflects the best practices outlined in the Centers for Disease Control's Health Education Curriculum Analysis Tool.

SCIENCE

The instructional materials review process for science began in August 2017. The review process was explained to all middle school and high school science teachers at the annual welcome back district science meetings on August 30, 2017. Teachers were invited to express their interest in serving on the Secondary Science Curriculum Resource Review Team, and ideas were gathered for high quality resources to review. The Secondary Science Curriculum Resource Review Team (Appendix C) was assembled during September 2017 and October 2017 with input from building principals and was designed to allow representation from all district middle schools and high schools.

A Request for Proposal (RFP) was created in partnership with the Kenosha Unified School District Office of Finance. Responses to the RFP were opened and reviewed on October 4, 2017. Four qualifying vendors were invited to present their curriculum resources to the Secondary Science Curriculum Resource Review Team on November 29, 2017, and December 11, 2017. The curriculum resource samples were made available for community review from January 8 through 12, 2018, and from January 16 through 19, 2018. Appendix D contains the evaluation tools used by the review team and community members. The Secondary Science Curriculum Resource Review Team met to review and process information from the vendor presentations and community feedback on January 4, 2018, and January 31, 2018.

As a result of the in-depth review process described in this report, Houghton Mifflin Harcourt's Science Dimensions was selected as the core instructional program for the middle school and high school courses under review. Science Dimensions were developed to support and align with the Next Generation Science Standards (NGSS). The Science Dimensions curriculum resources blend digital experiences with hands-on lessons. Student facing material is available in both hard copy and digital platforms.

SOCIAL STUDIES

The instructional review process for social studies began in August 2017 when the secondary teachers were informed world history would be the district's adoption focus for the upcoming year. Teachers and administrators were encouraged to express interest in being part of the process if they so desired. An RFP was created in partnership with the Office of Finance. Responses to the RFP were opened and reviewed on October 4, 2017. Materials were requested from four vendors; and the review team (Appendix E) was brought in on November 7, 2017, to determine the viability of their resources with district curriculum.

The review team selected three vendors to provide a full presentation to the extended design team (Appendix E). Access to the online resources and teacher materials was provided at each presentation. The team collected data during each presentation using a rubric (Appendix F). This same rubric was provided to the public to provide feedback during the community review periods, scheduled from January 8 through 12, 2018, and January 16 through 19, 2018. The completed rubric results were an integral component in the selection of the world history and geography resources.

As a result of the review process, it is recommended that McGraw-Hill is selected as the provider of materials for Kenosha's sixth, seventh, and tenth grade world history and geography programs. The materials received the highest evaluation by the Office of Special Education and Student Support, the Office of Language Acquisition, the design team, and the public. These materials, combined with the rich curriculum, will provide the best opportunity to educate all students in Kenosha Unified secondary schools.

Instructional Materials

The Purchase/Contract Rationale forms (found in Appendices G, H and I) provide cost information for health, science and social studies purchases.

Content	Grade Level	Vendor	Cost
Health	9-12	Paragon Development Systems, Inc. and CDW – Government	\$ 69,978.44
Science	6-11	Houghton Mifflin Harcourt	\$1,326,202.48
Social Studies – World History and Geography	6,7 and 10	McGraw Hill	\$ 437,725.76
Total Request			\$1,833,906.50

NEW MATERIAL BENEFITS

Health. There is tremendous benefit to the new instructional tool the health curriculum will utilize. Each student will have access to a computer during class to supplement instruction. This will allow students to obtain up-to-date content in relation to the standards-based instruction. Furthermore, educators will be able to teach students the skills necessary to access valid information to support their learning experiences. Each teacher will utilize Google Classroom for his/her individual class sections. This will streamline the collection of data on student progress towards mastery of the standards-based assessments.

Additionally, this will provide data for the teaching staff to have collaborative discussions in regard to practice and assessments. Common assessments will be utilized for each secondary health class. Health instructors will be provided opportunities to reflect on their student data to improve instruction moving forward during building and district content meeting time. This will also provide a consistent mechanism to identify students for enrichment or intervention activities that support the day-to-day instruction.

Science. Houghton Mifflin Harcourt Science Dimensions is a brand new science curriculum that was designed for, not just aligned to, the NGSS. These curriculum resources powerfully develop college and career readiness with 100 percent alignment to the NGSS, embedded performance expectations, and a consistent pedagogical framework that spans the grade levels.

- The Science Dimensions resources immerse students in continuous, active participation and exploration.
- Each lesson is activity-driven and organized by the 5E Instructional Model (engage, explore, explain, elaborate, and evaluate).
- Each lesson starts with a phenomenon, discrepant event, or problem to solve. Students gather and record evidence to support their conclusions and solutions.
- The Science Dimensions resources are robustly differentiated to make learning content accessible to students of various academic and language proficiency levels.
- Teachers and students will receive print and online interactive teaching and learning materials.
- The curriculum includes lab and safety handbooks, virtual field trips powered by Google Expeditions, science videos and simulations, career-focused materials, a digital assessment system, and professional development videos.

Social Studies. McGraw Hill World History/Geography materials offer the perfect mix of print materials and dynamic digital resources. Students will have engaging opportunities to immerse themselves in learning while addressing the new Wisconsin state standards. With all of

the materials available on any device, students and teachers will have increased access to materials which will make learning and preparing much easier. The resources will empower learning for all students by:

- Building understanding through analyzing primary sources and document-based questions.
- Providing essential and guiding questions supported by reading strategies and vocabulary-building lessons.
- Use of the My Notes tool for improving writing around critical concepts and evidence-based approaches.
- Engaging all students in historical analysis and critical thinking activities while extending the content through the various online special features.

Implementation

HEALTH

Purchase of Chromebooks to support the newly developed health curriculum will allow teachers to identify relevant materials to support the health curriculum standards. The coordinator of athletics, physical education, health and recreation will develop specific trainings and support throughout the school year.

DATE	TOPIC	AUDIENCE	PROVIDER
June 2018-August 2018	Curriculum team leader preparation for implementation	Curriculum design team and district health teachers	Coordinator of athletics/physical education
August 2018	Implementation and training	Health teachers	Coordinator of athletics/physical education and curriculum design team
September 2018	Implementation check-in Review Unit 1— District Content Meeting	Health teachers	Coordinator of athletics/physical education and building content team leaders
September 2018-December 2019	Data analysis as a tool to improve student achievement	Health teachers	Coordinator of athletics/physical education and building content team leaders

DATE	TOPIC	AUDIENCE	PROVIDER
January 2019-May 2020	Semester 2 implementation and improvement	Health teachers	Coordinator of athletics/physical education and curriculum design team

SCIENCE

Purchase of the Science Dimensions curriculum resources in April 2018 will allow teachers online access to materials before leaving for the summer. It will also allow curriculum teams to make the necessary adjustments to documents in order to have a smooth start to the 2018-19 school year. Planning is in progress for an August rollout, with workshops presented by professional developers from Houghton Mifflin Harcourt. Class visits and small group coaching sessions facilitated by Houghton Mifflin Harcourt staff and the Kenosha Unified School District coordinator of science will take place throughout the 2018-19 school year.

DATE	TOPIC	AUDIENCE	PROVIDER
August 2018	Implementing the curriculum and accessing the online resources	Middle school and high school science teachers: large group and grade level/course groups	Coordinator of science and Houghton Mifflin Harcourt professional development staff
September 2018-October 2018	Implementation check in	Building-level science groups	Coordinator of science
October 2018	Introduction to small group coaching	Middle school and high school science teachers: large group and grade level/course groups	Coordinator of science and Houghton Mifflin Harcourt professional development staff
October 2018-May 2019	Small group coaching	Middle school and high school science teachers	Coordinator of science and Houghton Mifflin Harcourt professional development staff

SOCIAL STUDIES

Purchase of the McGraw Hill social studies curriculum resources in April 2018 will allow teachers to access the materials and begin planning prior to leaving for the summer. It will also allow the design team to make the necessary adjustments to documents in order to have a smooth

start to the 2018-19 school year. McGraw Hill will work with the district to coordinate professional learning opportunities, and the Kenosha Unified coordinator of social studies will develop specific trainings and support throughout the school year.

DATE	TOPIC	AUDIENCE	PROVIDER
August 2018	Implementing the curriculum and accessing the online resources	Middle school and high school social studies teachers: large group and grade level/course groups	McGraw Hill professional development staff
September 2018-October 2018	Implementation checkin	Building-level social studies groups	Coordinator of social studies
October 2018	Introduction to small group coaching	Middle school and high school world history/geography teachers: large group and grade level/course groups	Coordinator of social studies and McGraw Hill professional development staff
October 2018-May 2019	Small group coaching	Middle school and high school world history/geography teachers	Coordinator of social studies and McGraw Hill professional development staff

Phases 4 and 5

PHASE 4

Secondary health, science, and social studies teachers will begin Phase 4 of the curriculum development process in September 2018. Throughout the school year, the respective coordinators of athletics/physical education, science, and social studies will work with lead teachers, instructional coaches, and principals to monitor the impact of the new instructional resources. The Phase 4 work will include:

- Assessing student progress using district common assessments.
- Planning and activating the ongoing program evaluation design.
- Collecting teacher feedback.

PHASE 5

Phase 5 of the curriculum review cycle will be conducted from September 2019 through June 2022. Phase 5 work includes monitoring the use of the curriculum with the following processes:

- Analyzing student work on end-of-unit assessments.
- Analyzing state assessment results.
- Reviewing data to determine the extent to which curriculum alignment is present.
- Reviewing and updating curriculum guides and assessments as necessary.
- Continuing professional learning and monitoring impact.
- Evaluating the improvements made.

Recommendation

At its March 13, 2018, meeting the Curriculum/Program Standing Committee voted to forward this recommendation to purchase the curriculum resources for health, science, and social studies to the Board of Education for consideration. It is recommended that the Board of Education approve this request to purchase these resources.

Content	Grade Level	Vendor	Cost
Health	9-12	Paragon Development Systems, Inc. and CDW – Government	\$ 69,978.44
Science	6-11	Houghton Mifflin Harcourt	\$1,326,202.48*
Social Studies – World History and Geography	6,7 and 10	McGraw Hill	\$ 437,725.76
Total Request			\$1,833,906.50

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Bryan Mogensen
Coordinator of Athletics/Physical Education

Mrs. Julie Housaman
Chief Academic Officer

Ms. Christine Pratt
Coordinator of Science

Mr. Che Kearby
Coordinator of Social Studies

POLICY 6300

CURRICULUM DEVELOPMENT AND IMPROVEMENT

A prekindergarten through twelfth grade curriculum shall be established and maintained in accordance with state law, the needs of society, the local community, and the individual student.

The District's academic content standards adopted by the School Board shall serve as the basis for all curriculum and instructional program development in the District.

A cyclical curriculum development process for all fields of study will provide a comprehensive evaluation of course content, an inclusive curriculum development process, a thoughtful implementation, revisions based on data, and time for program effectiveness to be realized. The cyclical curriculum development process includes five phases encompassing seven years of work. In Phase 3 the curriculum design team will determine the curriculum resources and professional learning needs that are critical to advance the curriculum development process to Phase 4. A budget assumption will be brought to the school board for approval annually during Phase 3.

Recommendation for additions or deletions to the established curriculum shall be reviewed by the Assistant Superintendent of Teaching and Learning and provided to the Superintendent of Schools and School Board for approval.

LEGAL REF: Wisconsin Statutes

- Sections 118.01 (Instructional program goal requirements)
- 118.30 (Academic standards and assessment requirements)
- 120.13 (Board power to do all things reasonable for the cause of education)
- 121.02(1)(k) & (L) (Rules implementing curriculum state standard)
- Wisconsin Administrative Code
- PI 8.01(2)(k) & (l) Rules implementing curriculum program standards

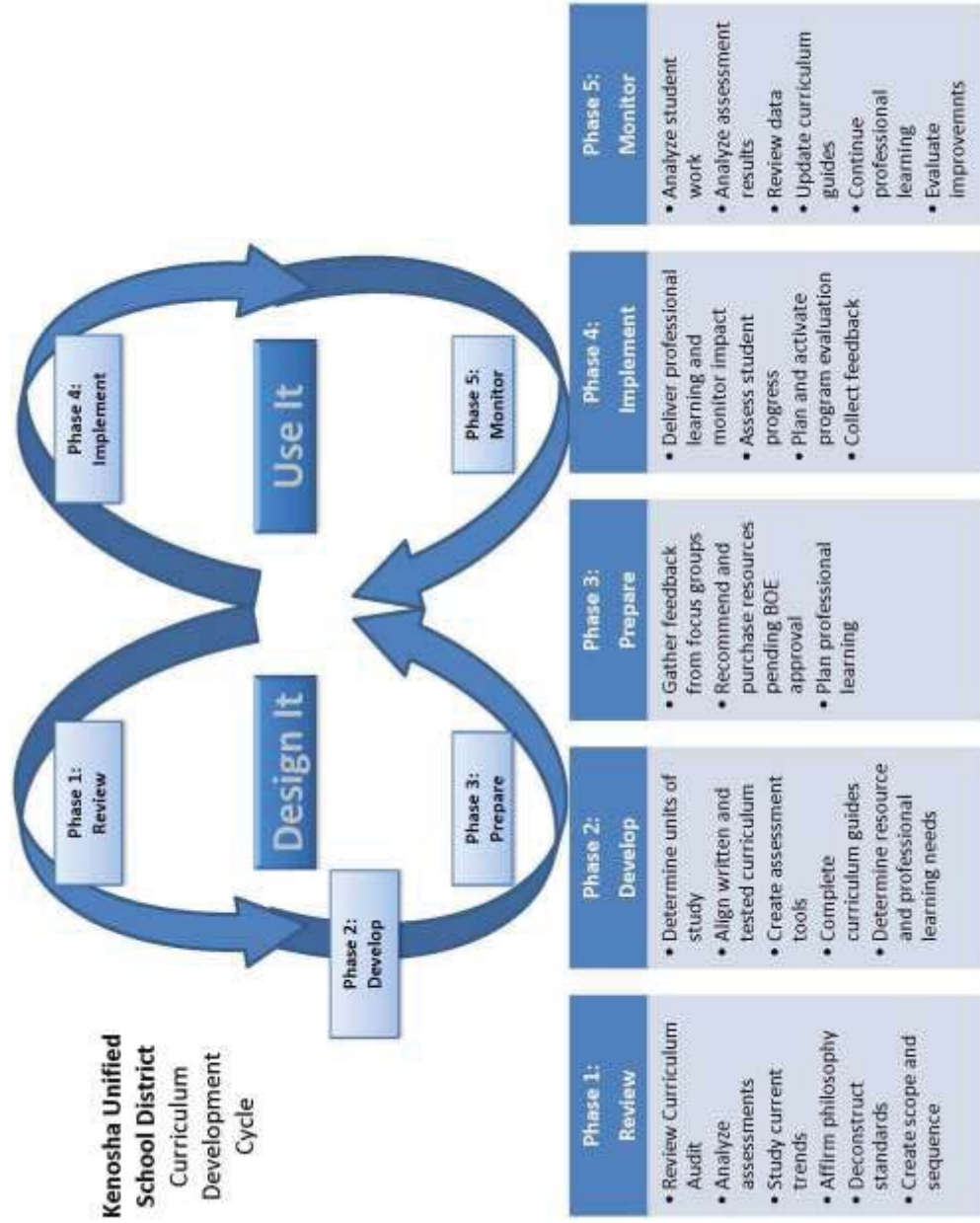
CROSS REF:

- 6100, Mission, Vision, Core Values and Strategic Directions
- 6310, Elementary School Curriculum
- 6610, Selection of Instructional Materials
- 6620, Library Resources
- Board-Adopted Academic Standards
- District Learning and Content Standards

AFFIRMED: September 24, 1991

REVISED: November 8, 1994
 October 13, 1998
 January 29, 2002
 December 20, 2011
 June 25, 2013
 December 15, 2015

RULE 6300
 CURRICULUM DEVELOPMENT AND IMPROVEMENT



APPENDIX B

HEALTH REVIEW AND CURRICULUM DESIGN TEAM

TEAM MEMBER	SCHOOL
Alan, Caris	Harborside Academy
Damrow, Jessica	Reuther Central High School
Garin, Jennifer	LakeView Technology Academy
Kresse, Paul	Indian Trail High School and Academy
Menor, Brandon	Bradford High School
Valeri, Jackie	Tremper High School
Wilhelmson, John	Tremper High School

SECONDARY SCIENCE CURRICULUM RESOURCE REVIEW TEAM

TEAM MEMBER	SCHOOL
Akina, Susan	Bradford High School
Beere, Vanessa	Mahone Middle School
Bielewicz, Kimberly	Lincoln Middle School
Casy, Carrie	Lance Middle School
Cetera, James	Mahone Middle School
DeGrave, Mara	Washington Middle School
Eiben, Garrett	Tremper High School
Englund, Ernie	Bradford High School
Flox, Sheila	Lance Middle School
Frankson, Erin	Tremper High School
Friery, John	Bradford High School
Gerdes, Tamara	Mahone Middle School
Heuser, Kristine	Lance Middle School
Keckler, Stacey	Lincoln Middle School
Kruprecki, William	Indian Trail High School and Academy
Langer, Mark	Indian Trail High School and Academy
Lehman, Erinne	Lincoln Middle School
Massicotte-Kollar, Christina	Indian Trail High School and Academy
Preston, Suzanne	Bullen Middle School
Rasch, Sabrina	Washington Middle School
Taylor, Valerie	Tremper High School
Thomas, Nichole	Reuther Central High School
Whyte, Pamela	Lance Middle School
Witt, Mary	Washington Middle School

Secondary Science Curriculum Resource Review

Monday, December 11, 2017: Course/Grade You Teach _____

BEFORE THE PRESENTATION

What questions do you want answered? What are your “look fors” in new curriculum resources?

DURING THE PRESENTATION

1. What are the STRENGTHS of the curriculum resources being presented?
2. What are the WEAKNESSES of the curriculum resources being presented?

3. If adopted, what OPPORTUNITIES for increasing student achievement in science will these resources provide?

4. If adopted, what CHALLENGES will these resources cause?

AFTER THE PRESENTATION

Rate the resource: Circle your choice

3 -- Outstanding

2 -- Good Enough

1 -- Reservations

0 -- No

I'm still wondering about...

Secondary Science Curriculum Resource Review

Your Name: _____ Today's Date: _____

Are you a parent? _____ If yes, which school? _____

Please use one sheet per resource reviewed.

Resource Reviewed (Circle One):

Middle School Amplify

Middle School HMH

Middle School IQWST

HMH Biology

HMH Earth Science

Active Chemistry

Active Physics

Active Earth Science (Earth Comm)

Active Physical Science

1. What are the STRENGTHS of the curriculum resources?
2. What are the WEAKNESSES of the curriculum resources?
3. If adopted, what OPPORTUNITIES for increasing student achievement in science will these resources provide?
4. If adopted, what CHALLENGES will these resources cause?

TITLE OF RESOURCE _____ **PUBLISHER** _____

The Wisconsin Department of Public Instruction and Wisconsin Society for Science Teachers prepared this rubric for educator teams to use to evaluate science education textbooks or other **large-scale** sets of instructional resources. It could also be used to guide adaptation of current sets of resources and determine **professional development** needs. Because the criteria is aligned to the [Next Generation Science Standards](#) and the [NRC Framework for K-12 Science Education](#), a **comprehensive understanding** of these documents, including the progressions of learning detailed in them, **must** be in place prior to using this tool. Groups should adapt this tool based on local needs and vision.

The NRC Framework clearly emphasizes the following shifts in science education that should be present in instructional resources:

- 1) **Three-dimensional learning** – students engage in science and engineering practices to learn content, while relating and understanding that content through the lens of crosscutting concepts.
- 2) **Explaining phenomena and designing solutions** – students investigate the world around them to explain phenomena and use their scientific understanding to design solutions to problems.
- 3) **Engineering design and the nature of science** – students do authentic work of scientists and engineers, explicitly seeing themselves in those roles and understanding what that entails.
- 4) **Coherent learning progressions** – within a grade and from K-12, three-dimensional learning builds on past experience, avoiding redundancy and building connections across disciplines.
- 5) **Connections to English/language arts and mathematics** – students’ learning reflects real-world contexts as it explicitly uses practices and understandings from mathematics and English/language arts.

DPI recommends the following elements of a textbook/instructional resources review process using this tool:

- Teams reviewing texts could include teachers, administrators, community members, Institute of Higher Education (IHE) representatives, and students.
- If they do not have one, schools should establish a vision for students’ science education to ensure that instructional resources selected align with this vision.
- Teams should collaboratively review a series of lessons or units, then review another set of lessons, checking for consistent quality throughout instructional resources. Team members should use these lessons/units to provide examples and evidence for analysis in each category (row).
- No material will meet all of these Next Generation criteria, so **it is important to consider the characteristics holistically, not as checklists**. Therefore, before you evaluate, you will need to consider which among these categories are your **non-negotiables**.
- In the end, teams will want to evaluate instructional resources based on where the majority of alignment evidence falls. The final analysis, written on the last page of this document, should include **claims** for how well these instructional resources align with the school’s vision and standards, and whether the team wants to consider them for adoption. The team should provide **evidence** and **reasoning** in relation to that consideration, continually **relating it back to the district’s K-12 vision for science education**.
 - A sample statement within the final analysis might be: “To engage students and empower them to make science-based decisions in their life after formal schooling, they need to investigate and make sense of real-world phenomena at a deep level. In these instructional resources, students do that in the investigations noted on pages 30, 72, 112, and 152 of the reviewed resource. This type of work appears to be a consistent element of these instructional resources.”
 - Crafting statements like the above sample in relation to all relevant portions of your vision for science education will support decision-making about instructional resources adoption.

This evaluation tool draws heavily from the [EQuIP rubric](#) and [PEEC alignment](#) tools, developed by [Achieve](#).

Characteristic	Desired Characteristic	Example or Evidence of the Desired Characteristic	Additional Comments
A) Approach to Phenomena	<ul style="list-style-type: none"> • Learning is organized around essential questions and investigating meaningful phenomena within a storyline. • Students have opportunities to design investigations and build evidence for scientific models that explain phenomena. • The primary goals are making sense of the world and solving problems, not covering content. • Students have opportunities to initiate explorations linked to what they think is important, what they wonder about, and what is happening in their local context. 		
B) Three Dimensional	<ul style="list-style-type: none"> • Students engage in multiple scientific and engineering practices (no longer “a scientific method”) to learn about the world around them and solve problems. • Learning is framed by crosscutting concepts (cross-disciplinary science ideas). • A blend in practices, disciplinary core ideas, and crosscutting concepts is evident in how material is presented, not just what students are asked to do. 		

C) Crosscutting Concepts	<ul style="list-style-type: none"> • As an integral part of their work, students make sense of and ask questions of phenomena across disciplines using the lens of crosscutting concepts. • Crosscutting concepts frame scientific inquiry and illustrate connections across scientific disciplines, with consistent, explicit use of that language (i.e., cause and effect, scale, systems, etc.). 		
D) Clear Learning Objectives Linked to Essential Questions	<ul style="list-style-type: none"> • Multiple lessons work together towards objectives/enduring understandings that include practices, core ideas, and crosscutting concepts. Performance expectations inform objectives. • Lessons include essential and additional questions that prompt sense-making of phenomena and means for doing so. • Students understand how objectives and questions connect to big ideas of the unit. 		
E) Clear Progression Across and Within Grades with Focused Content	<ul style="list-style-type: none"> • There is a clear progression of disciplinary core ideas, practices, and crosscutting concepts within a grade and from grade to grade. • Instructional resources focus on narrow, coherent, and developmentally appropriate sets of content at each grade level, supporting a vertical progression of conceptual understanding. • Information is scientifically accurate. 		

F) Teacher Supports	<ul style="list-style-type: none"> • Embedded professional development provides tailored supports at ES, MS, and HS, such as additional content background information, learning progressions, coherent storylines, and guidance on conducting three-dimensional investigations. • Supports research-based instructional practice. • Student preconceptions are identified with guidance for how to work with them. • Specifies materials to be used; provides quality, durable equipment if kit-based. Potential safety concerns are listed and explained. 		
G) Dialogue and Communication, Links to CCSS ELA	<ul style="list-style-type: none"> • Supports for structured whole-class and small group communication and dialogue are part of every lesson and investigation. • Notebooking supports are provided. • Investigations ask students to formally and informally present and defend their claims with evidence, attending to audience and using proper vocabulary. • Argumentation is an expectation. 		

H) Links to CCSS Math	<ul style="list-style-type: none"> • Students create and evaluate mathematical models in their explanations and understanding of scientific phenomena. • Instructional resources focus on a conceptual understanding of simulations and models, allowing for students to manipulate, evaluate, and create such models through computational thinking. • Students create, interpret, use, and evaluate graphical displays of data, ensuring accurate explanations. 		
I) Engineering	<ul style="list-style-type: none"> • Students engage in engineering design (defining problems with criteria and constraints, designing and testing solutions, etc.) to solve meaningful problems. • Engineering work extends and deepens student understanding of science content and practice, and students see how science and engineering function together. 		
J) Nature of Science and Diversity of Perspective	<ul style="list-style-type: none"> • The nature of science is embedded throughout student learning from a current and historical context. • Instructional resources connect students to the content and practice of actual scientists and engineers, including current and past work by a diverse group of scientists and engineers. Students see people like themselves. • Students are given real-world opportunities to work like scientists and engineers, emphasizing that STEM fields require perseverance and a growth mindset. 		

K) Differentiation: Meet Needs of All Learners	<ul style="list-style-type: none"> ● Instructional resources include specific strategies for engaging and supporting <i>all</i> students. ● Students consistently have multiple pathways/modalities for showing their understanding of concepts, and have choices in learning that allow them to connect to meaningful aspects of their culture and community. ● Instructional resources emphasize high standards for learning and the products that represent learning. ● Connecting to and supporting diverse interests and learning needs are infused throughout, including other languages and reading levels. ● Spanish language materials available 		
L) Formative Assessment	<ul style="list-style-type: none"> ● Provide structured supports for ongoing assessments linking to practices, core ideas, and crosscutting concepts, with guidance for using the data to determine next steps. ● Provide specific strategies for how to support students struggling with concepts and skills. ● Comes in several formats, related to learning objectives and progressions, with examples of how students might demonstrate proficiency in multiple modes. 		

M) Summative Assessment	<ul style="list-style-type: none"> ● Emphasizes authentic assessments such as portfolios, projects, performance tasks, and hands-on work, where the line between assessment and typical learning activities is blurred. ● Allows for student work across the three dimensions, not just working with each separately. ● Includes differentiated assessment options with multiple means for expressing understanding. ● Provides quality rubrics that emphasize a true progression of learning, not relying on such categories as sometimes, never, or always to differentiate levels of learning. 		
N) Technology and Instructional Resources Connections	<ul style="list-style-type: none"> ● Instructional resources guide students' use of technological tools for research, data collection and analysis, modeling, collaboration, communication, etc. ● Technology tools and connections support depth of learning and other benefits that could not be accomplished otherwise. ● Students have opportunities to determine when and how to best use technology tools. 		

SOCIAL STUDIES

Review Team

TEAM MEMBER	SCHOOL
Aquino, Nicole	Bullen Middle School
Arbinger, Joseph	Lincoln Middle School
Baratta, Amy	Bullen Middle School
Burns, Douglas	Mahone Middle School
Hahn, Ashley	Mahone Middle School
Krueger, Jennifer	Mahone Middle School
Massouh, Jameel Badih	Indian Trail High School and Academy
McKim, Sean	Tremper High School
Meyer, Jessica	Lincoln Middle School
Orth, Michael	Tremper High School
Quirk, Shawn	Washington Middle School
Schuler, Julie	Lincoln Middle School
Vidas, Michael	Indian Trail High School and Academy

Design Team

TEAM MEMBER	SCHOOL
Aquino, Nicole	Bullen Middle School
Arbringer, Joseph	Lincoln Middle School
Baratta, Amy	Bullen Middle School
Fischer, Kimmarie	Bradford High School
Geyer, Christine	Lincoln Middle School
Hahn, Ashley	Mahone Middle School
Johnson, Clifford	Tremper High School
Kotz, Maria	Indian Trail High School and Academy
Makowka, Michael	Lance Middle School
Massouh, Jameel Badih	Indian Trail High School and Academy
McKim, Sean	Tremper High School
Meyer, Jessica	Lincoln Middle School
Orth, Michael	Tremper High School
Ortiz, Pablo	LakeView Technology Academy
Owens, Paula	Lance Middle School
Pendleton, Julie	Lance Middle School
Quirk, Shawn	Washington Middle School
Repta, Rosanne	Indian Trail High School and Academy

TEAM MEMBER	SCHOOL
Smith, Gretchen	Mahone Middle School
Traske, Robert	Bullen Middle School
Vidas, Michael	Indian Trail High School and Academy
Winger, Megan	Bradford High School

Grade Level _____

Today's date _____

	HMH	Pearson	McGraw	
4=Excellent 3=Good/Adequate 2=Partial evidence, could be better 1=Very inadequate 0=No evidence of criteria being met				
<i>Content</i>				
<ul style="list-style-type: none"> Content is current, accurate and inclusive. 				
<ul style="list-style-type: none"> The degree to which the instructional material is able to communicate the essential elements of the standards to students. 				
<ul style="list-style-type: none"> Content is grade-level appropriate. 				
<ul style="list-style-type: none"> Readability is on grade level. 				
<ul style="list-style-type: none"> Critical thinking skills are developed. 				
Total for Content section				
<i>Work Teachers Do</i>				
<ul style="list-style-type: none"> Activates prior knowledge: What suggested strategies are provided to alert teacher to common student misconceptions, help frame instruction? 				
<ul style="list-style-type: none"> Provides content support: What level of essential information is included for teacher to succeed, provide resources for teacher to learn more? 				
<ul style="list-style-type: none"> Suggests ways to differentiate instruction: What specific strategies are provided to adapt or modify instruction for various subgroups, including English language learners, special education, gifted and talented? 				
<ul style="list-style-type: none"> Specific English Language Learner support is provided. (examples?) 				
<ul style="list-style-type: none"> Resources to reach all learners are provided—differentiated materials? 				
<hr/> <ul style="list-style-type: none"> User friendly <hr/>				
<ul style="list-style-type: none"> Total for Work Teachers Do section 				

4=Excellent 3=Good/Adequate 2=Partial evidence, could be better 1=Very inadequate 0=No evidence of criteria being met				
<i>Work Students Do</i>				
<ul style="list-style-type: none"> Student tasks and assignments: What is the quantity, quality, relationship with content standards, and level of interest for the student? 				
<ul style="list-style-type: none"> Sequencing of the material: Is it logical, internally consistent, and understandable by the student? 				
<ul style="list-style-type: none"> Reading strategies and reading skills are taught, practiced, and applied. 				
<ul style="list-style-type: none"> Comprehension is reviewed frequently. 				
<ul style="list-style-type: none"> Lesson summaries are provided 				
<ul style="list-style-type: none"> Strategies for learning and remembering vocabulary words are provided. 				
Total for Work Students Do section				
<i>Assessments</i>				
<ul style="list-style-type: none"> Variety (formative, summative, performance, objective, writing assignments, research projects) 				
<ul style="list-style-type: none"> Are two versions of each assessment available? 				
<ul style="list-style-type: none"> Alignment to content standards (the degree to which they measure understanding and mastery of key concepts) 				
<ul style="list-style-type: none"> Grading guides (rubrics, model answers) 				
<ul style="list-style-type: none"> Informing instruction (provides suggestions to teachers on how to interpret student performance as a guide to further instruction) 				
Total for Assessments section				
<i>Other Criteria</i>				
SUPPLEMENTAL MATERIALS: <ul style="list-style-type: none"> What ancillary materials come with the program? 				
<ul style="list-style-type: none"> Technology is available to support teachers and students 				
<ul style="list-style-type: none"> What is available for students online? 				
Total for Other Criteria section				

4=Excellent 3=Good/Adequate 2=Partial evidence, could be better 1=Very inadequate 0=No evidence of criteria being met				
<ul style="list-style-type: none"> How many subsequent years of consumable materials will be included? 				
<ul style="list-style-type: none"> Technology is available to support teachers and students (unit videos, test generators, e-books, lesson planners, audio CDs, etc.). 				
<ul style="list-style-type: none"> What is available for students online? 				
<ul style="list-style-type: none"> Clickers—are materials made for them? 				
<ul style="list-style-type: none"> What training for technology is available? 				
SUPPORT <ul style="list-style-type: none"> What inservice training is available? What about post-sales support? Future follow-up training available? 				
Total for Other Criteria section				

Total for each section for each publisher

	Publisher			
Section				
Content				
Work Teachers Do				
Work Students Do				
Assessments				
Other Criteria				

Overall recommendation of a book _____

Explain your answer.

Your signature _____

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: Paragon Development Systems, Inc. and CDW - Government

Purchased Good/Program: Chromebook 11 G5 EE with Google License and Charging Carts

Start Date/Date Needed: May 1, 2018

1. PURPOSE – What is the purpose of the proposed purchase?

The purchase of these materials will allow health education students to have continual access to up to date and credible information that supports the standards based curriculum.

2. FUNDING – What is the total cost of purchase and the funding source?

The quote for materials purchased is \$69,978.44, and the funding source is the Teaching and Learning budget. The purchase includes 7 sets class sets of 35 Chromebook Computers, and 7 charging carts to house them in the classrooms.

3. REQUEST FOR PROPOSAL (RFP) – indicate if an RFP has been completed

YES ☒ NO ☐ If no, please request an RFP packet

4. EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?

- A. These computers will support the content taught within the health curriculum.
- B. Provide a tool for each student to access credible resources to support their learning.
- C. Provide a tool for teachers to accurately track and support student achievement to continually improve their instruction.

5. START DATE – When is the anticipated start date?

May 1, 2018

Your response does not establish approval of either a contract or a purchase order.

Appropriate Leadership Signature *John Hrusman* Date 3-8-18

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: Houghton Mifflin Harcourt

Purchased Good/Program: HMH Science Dimensions for Grades 6-11 Science

Start Date/Date Needed: May 1, 2018

1. PURPOSE – What is the purpose of the proposed purchase?

The purchase of these materials will provide science instructional materials aligned to the district's science standards for grades 6-8, biology, chemistry, conceptual physics, matter and energy, and earth science.

2. FUNDING – What is the total cost of purchase and the funding source?

The quote for materials and services is approximately \$1.1 million, and the funding source is the Teaching and Learning budget. The purchase includes: teacher materials, student textbooks, licenses for digital content, and training for instructional staff.

3. REQUEST FOR PROPOSAL (RFP) – indicate if an RFP has been completed

YES ☒ NO ☐ If no, please request an RFP packet

4. EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?

- A. Support the content teaching standards outlined in the district science curriculum.
- B. Provide resources to support all learners' needs (e.g., students learning a second language, special education students, students needing scaffolded support above or below grade level, etc.).

5. START DATE – When is the anticipated start date?

August 28, 2018

Your response does not establish approval of either a contract or a purchase order.

Appropriate Leadership Signature *Julie Moore* Date 3-5-18

PURCHASE/CONTRACT RATIONALE

Per School Board Policy 3420, please complete the following to be attached to your purchase order/contract. Additional information may be required and presented before the District's School Board for approval. Your submission must allow for adequate time for the Board to approve.

Vendor: McGraw Hill

Purchased Good/Program: McGraw Hill Networks Grades 6, 7, and 10

Start Date/Date Needed: May 1, 2018

1. PURPOSE – What is the purpose of the proposed purchase?

The purchase of these materials will provide social studies instructional materials aligned to the district's social studies standards for grades 6, 7, and 10 covering world history and geography.

2. FUNDING – What is the total cost of purchase and the funding source?

The quote for materials and services is approximately \$390,000; and the funding source is the Teaching and Learning budget. The purchase includes: teacher materials, student textbooks, licenses for digital content, and training for instructional staff.

3. REQUEST FOR PROPOSAL (RFP) – indicate if an RFP has been completed

YES ☒ NO ☐ If no, please request an RFP packet

4. EDUCATIONAL OUTCOME – What is the educational outcome of this purchase?

- A. Support the content teaching standards outlined in the district social studies curriculum.
- B. Provide resources to support all learners' needs (e.g., students learning a second language, special education students, students needing scaffolded support above or below grade level, etc.).

5. START DATE – When is the anticipated start date?

May 1, 2018

Your response does not establish approval of either a contract or a purchase order.

Appropriate Leadership Signature *Julie Annamora* **Date** 3-8-18

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

March 27, 2018

School Year 2018-19 Preliminary Enrollment Projections

Each year, the Office of Educational Accountability develops enrollment projections for Kenosha Unified School District (KUSD) as required by School Board Policy 7210, which states the following:

“Enrollment forecasts shall be prepared under the direction of the Superintendent of Schools, utilizing local, regional, state and national information. This information shall be used in planning school facilities and in making decisions regarding such matters as school admissions and assignment of students to schools that reflect the diversity of the District.”

Preliminary enrollment projections for School Years 2018-19, 2019-20 and 2020-21 are being submitted to the Personnel/Policy Committee utilizing enrollment trends, birth rates, and cohort survival rates.

Please note that the enrollment projections reflect the actual number of students projected to enroll in KUSD and do not represent funding or state aid related FTE (full time equivalency) used for budgetary purposes.

Summary

- The preliminary projections include all students in grades PK-12. This includes students in the following categories: Regular Education, Special Education, ESL, Enrichment Program, HeadStart, Charter Schools, Special Schools, and 4-Year-Old Kindergarten.
- Appendix A illustrates actual student enrollment by building for the past two (2) years and projected enrollment for the next three (3) years. For staffing purposes, enrollment is disaggregated by pre-kindergarten and K-12.
- Appendix B is a comparison of the SY 2017-18 from the Official Third Friday count and the projected SY 2018-19 enrollments for each building. Both individual grade levels and each school list variances as compared.
- Appendix C is a grade level enrollment comparison of the previous seventeen (17) years of actual student enrollment, together with preliminary projections for the next three years. The projected enrollment for SY 2018-19 is 21,329 students, a decrease of 326 from the SY 2017-18 Official Third Friday Pupil Count (21,655).
- The projections indicate that student enrollment at the elementary level will be 8,750, a decrease of 219 students when compared to this school year. This decrease represents the cumulative effects of the declining birthrate (Appendix D). This can be seen mainly in grade 3 (Appendix C).

- The projected middle school enrollment is 3,737 students, a slight increase of 15 students when compared to this school year. The declining birth rate is expected to affect the middle school cluster beginning in SY 2021-22.
- At the high school level, the projected enrollment of 6,155 students is down 104 students from this school year. This decrease is due to the smaller grade 9 cohort groups of the last three years. This smaller cohort size is expected to continue for the next several years (Appendix C).
- The total enrollment counts for Special Schools are expected to decrease slightly by 18 students in SY 2018-19 with a total of 2,687 students. The recent KTEC expansion to a second campus is now complete. Therefore, the increases realized in the past few years are not expected and a stabilization should occur.
- The following methods are used to calculate the enrollment projections:
 - Pre-kindergarten projected enrollments are calculated using a “*Birth-to-4K Survival Rate Method*”, comparing the number of infant births to preschool enrollment of the same cohort group. Due to the universal expansion of the 4-year-old kindergarten program in SY 2013-14, participation, based on birth rates, increased from 50% in 2012-13 to an average of 67% in the past five years. This 67% participation rate was used for the 2018-19 projections.
 - Kindergarten projected enrollments are calculated using a “*Birth-to-Kindergarten Survival Rate Method*”, with enrollment distributed to schools based on ratios from the past three years. An 86% participation rate was used for the 2018-19 projections.
 - Projections for grades 1 through 5, and 7 and 8 are calculated by using the “*Grade Progression Ratio Method*”, which moves students diagonally from one grade level to the next.
 - Projections for grades 6 and 9 are calculated by applying the “*Cohort Survival Rate Method*”. At grade 6 in the traditional middle schools and grade 9 at the comprehensive high schools, enrollment is distributed based on the ratios from the past three school years.
 - Projections for grades 10 through 12 are calculated by using the “*Grade Progression Ratio Method*”, which moves students diagonally from one grade level to the next. Adjustments are made to the projections by applying the “*Cohort Survival Rate Method*”, which uses trended grade progression ratios from one grade to the next that are attributed to migration trends, transfers to and from private schools, transfers between schools in the district, new residential developments, and dropout, graduation, and retention rates.

The School Year 2018-19 Preliminary Enrollment Projections is an informational report:

District administration will use these enrollment projections for the Preliminary Staff Allocations coordinated by Human Resources, and the enrollment projections will be periodically reviewed and possibly updated as the school year progresses.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mr. Kristopher Keckler
Chief Information Officer

Renee Blise
Research Coordinator

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Integrated Approach to Student Achievement Part 2

Provide excellent, challenging
learning opportunities and
experiences that prepare each
student for success.

March 27, 2018



AGENDA

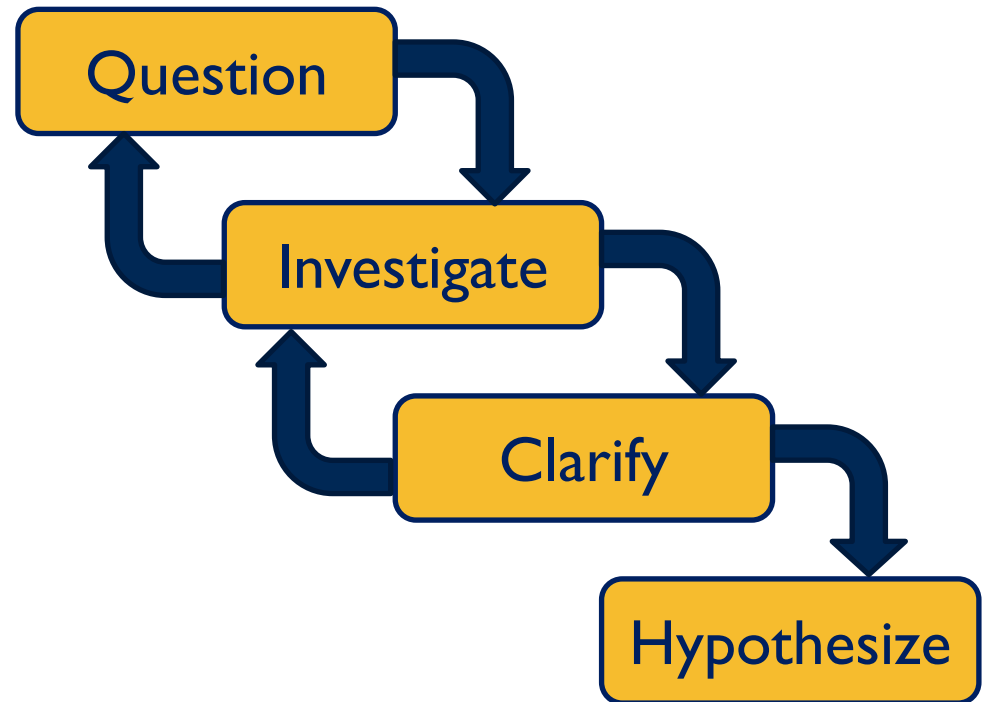
- Data Inquiry Process
- Rtl-Balanced Assessments
- Continuous Progress



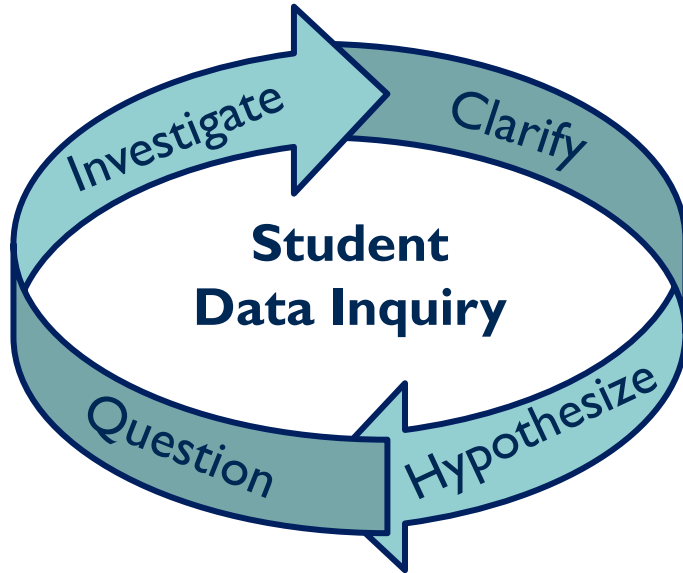
Data Inquiry Process

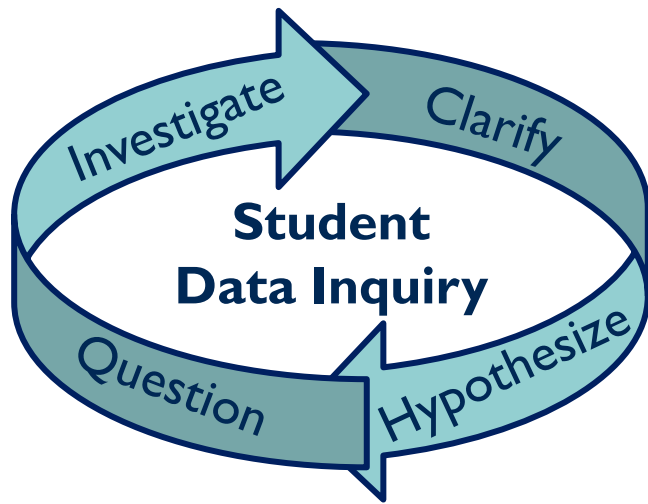
The data inquiry process...

- Always begins with a meaningful question
- Guides teams in intentional data work by providing focus
- Can be applied to any data question
- Leads to identifying possible root causes



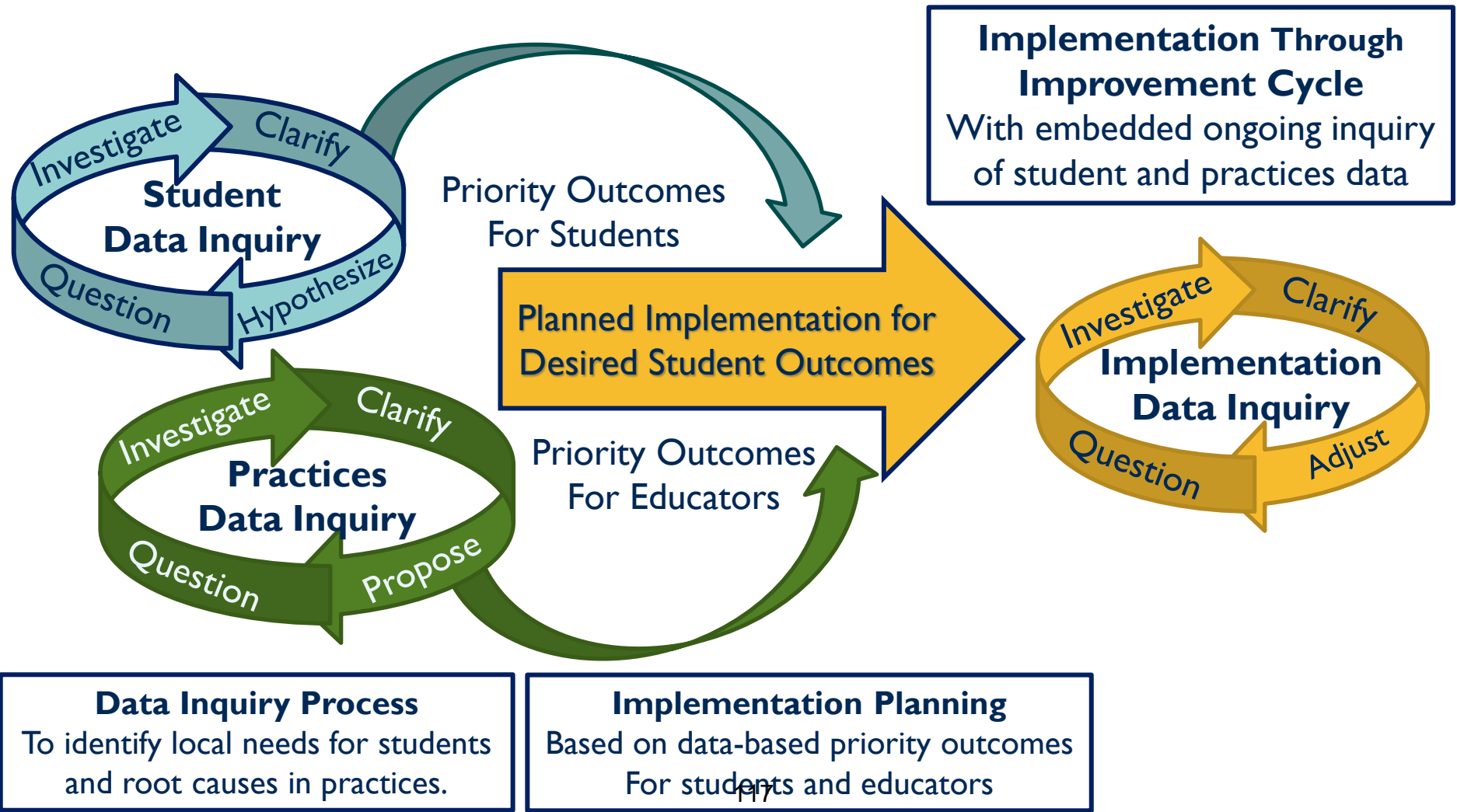
Data Inquiry Process





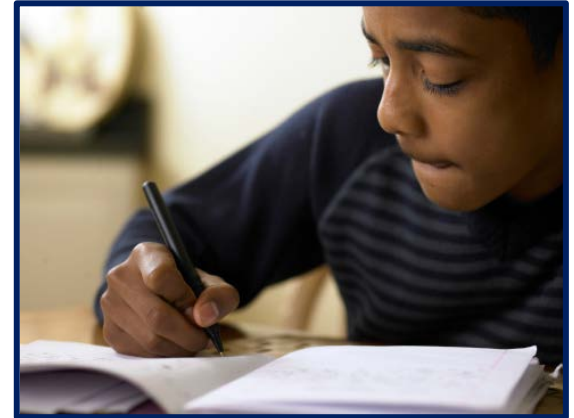
Examples of Hypothesis of Practice	Example Question for Practices Inquiry
Perhaps we are not differentiating for struggling learners in language arts.	To what degree are we differentiating our instruction, work assignments and resources in language arts classes?
Our data may have improved because we moved more EL and SPED students into core literacy classrooms with co-teaching.	What was the nature of the co-teaching training that was provided; and what are the roles the teachers have been playing in the classroom?
We have not had any professional development in connecting college readiness standards to our courses.	What has been the focus of teachers' professional development in the last three years -- and to what degree has it been focused on CCR standards?

Data Inquiry Process for Continuous Improvement



Rtl-Balanced Assessment

- **How do we identify students for continued progress?**
 - Educators use reliable and valid assessment tools to accurately assess student learning outcomes.
 - **Wisconsin Forward (grades 3-8, 10)**
 - State Accountability Assessment
 - **ACT (grade 11)**
 - State Accountability Assessment
 - **ACT Aspire (grades 9 & 10)**
 - District Accountability Assessment
 - May be added to State Accountability in 2017-18



Rtl-Balanced Assessment

- **Measure of Academic Progress (MAP)**
 - District Accountability Assessment (grades 2-10)
 - Staff/District accountability assessment
- **Assessments for academics**
 - Common assessments (formative and summative)
 - School accountability assessment

Continuous Progress

- Comprehensive Needs Assessment
 - Captures a current picture and understanding of what **is** and **has been** occurring at the school.
 - The gap **between** the present state (what is) and a **desired** state (what should be).
 - It helps the school understand the subjects and skills for which teaching and learning need to be improved.

Continuous Progress-Timeline

- How do we move from our current state to a desired state?
- Comprehensive Needs Assessment Cycle
 - Assessment
 - Collaborate
 - Provide interventions-Rtl
 - Cycle repeats

Continuous Progress-Timeline

- **Summer**
 - Load data for school wide achievement template plans (all schools)
 - Collaborate with staff on data contained with the school wide achievement plan
 - Finalize student learning goals
 - Literacy
 - Math
 - Culture

Continuous Progress-Timeline

- **Quarter I**
 - September 15 school wide achievement plans due to school leadership
 - Administer PALS Assessment (grades K4 to 2)
 - Administer MAP Assessment (grades 2-10)

Continuous Progress-Timeline

- **Quarter 2**
 - ACCESS Assessment (ELLs grades K-12)
 - ACT Aspire Assessment (TBD)
 - Analyze and review student learning benchmarks from school wide achievement plans
 - Monitor student growth
 - Staff survey (January)
 - Take demographic snapshot of data points (January)

Continuous Progress-Timeline

- **Quarter 3**
 - Distribute parent and student surveys
 - DLM Assessment (grades 3-11)
 - Wisconsin Forward Assessment (grades 3-8, 10)
 - ACT Testing (grade 11)
 - WorkKeys (grade 11)
 - Distribute youth risk-behavior survey (grades 9-12)

Continuous Progress-Timeline

- **Quarter 4**
 - PALS spring assessment (grades K4-2)
 - MAP spring assessment (grades 2-10)
 - ACT Aspire assessment (grades 9-10)
 - Analyze and review benchmarks from school wide achievement plans
 - Monitor student growth



**Kenosha Unified School District
Kenosha, Wisconsin**

March 27, 2018

NEW COURSE PROPOSALS: CAREER AND TECHNICAL EDUCATION

Background

Two new course proposals are being submitted in the area of Career and Technical Education. The proposals will support the introduction of Industry 4.0 manufacturing certification to Kenosha high schools. Introduction to Mechatronics and Introduction to Industrial Control Systems courses will provide students an opportunity to explore, develop knowledge, and build upon the skills needed in advanced manufacturing.

In the Introduction to Mechatronics course students will understand what technicians do in the workplace and how industry utilizes mechatronics in advanced manufacturing.

The Industrial Control Systems course introduces the basic concepts of industrial computer-controlled systems. Students will explore various types of programming using robots and programmable logic controllers.

A budget assumption request to purchase the equipment essential to the instruction of both courses is provided in this report (Appendix A).

Courses

COURSE	SCHOOL	APPENDIX
Introduction to Mechatronics	To be determined	B
Industrial Control Systems	To be determined	C

Recommendation

Administration recommends that the School Board approve the proposal to add Introduction to Mechatronics and Introduction to Industrial Control to the course catalogue.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Mrs. Julie Housaman
Chief Academic Officer

Mrs. Cheryl Kothe
Coordinator of Career and Technical Education

BUDGET ASSUMPTION SUMMARY - EXPENDITURE**Title:** Equipment for Industry 4.0 Courses**Budget Year:** 2018- 2019**Department:** Career and Technical
Education (CTE)**Budget Manager:** Cheryl Kothe**REQUEST**

This request is to purchase one classroom set of equipment for Introduction to Mechatronics (\$54,416.00) and another set of equipment for Industrial Control Solutions (\$59,924.00). Each set of equipment will be rotated between Bradford, Indian Trail and Tremper. The equipment is mobile and the modules can be staggered at each school without impacting student learning.

RATIONALE/ INSTRUCTIONAL FOCUS

As the fourth industrial revolution, commonly referred to as Industry 4.0, emerges, the skills required by individuals employed in the industrial sector will change significantly. More than ever before, industrial equipment will be electronically monitored, controlled, interconnected, and networked, creating massive amounts of data to be used in analysis, process control, and improvement. As a result, success in the industrial sector will now require the comprehension of multiple industrial operations, smart sensors, and smart devices used to monitor and control production operations, industrial automation, control systems, networking, network security, mobile and internet data communication, and data analytics.

The advent of Industry 4.0 creates exciting opportunities for students entering a variety of career pathways, including, but not limited to, advanced manufacturing, information technology, industrial design, robotics, industrial maintenance, machining, tool and die, and data and image analytics.

IMPACT

Introduction to Mechatronics will provide students with an understanding of what technicians do in the workplace and how industry utilizes mechatronics in advanced manufacturing.

Industrial Control Systems introduces students to basic concepts of industrial computer-controlled systems. Students will explore various types of programming using robots and programmable logic controllers.

These are the first two courses in a series of four designed for high school level students. Students who complete all four courses are able to earn an Introduction to Industry 4.0 certificate.

BUDGET ASSUMPTION		
Object Level	Descriptive	Amount
100's	Salaries	\$0
200's	Fringes	\$0
300's	Purchased Services	\$0
400's	Non-Capital Objects	\$114,430.00
500's	Capital Objects	\$0
	TOTAL *	\$114,430.00

***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
Enter Funding Sources
Request for new funding for the CTE program



Matt Kirchner
 LAB Midwest LLC
 10235 N. Port Washington Rd.
 Mequon, WI 53092
 414.534.1500
mkirchner@labmidwest.com

Quote #: XXXXX

Proposed NC3 Industry 4.0 Certification
December 26, 2017

<u>Model #</u>	<u>Description</u>	<u>Quantity</u>	<u>Price Each</u>	<u>Total Price</u>
Course #1				
95-MSB2AB	<p>Skill Boss Smart Factory - Allen-Bradley</p> <p>Either 95-MSB1 or 95-MSB2AB are required for MSSC's CPT+ Certification to assess manufacturing skills in the fields of Safety, Quality, Production Processes, and Maintenance Awareness. Requires 120V/60Hz/1ph electrical, 33934 Hand Tool Package, and compressed air. Recommended 82-610 Mobile Technology Workstation or equivalent.</p> <p>Includes: (1) Allen-Bradley 850 PLC; (1) Allen-Bradley Variable Frequency Drive; (3) Ethernet Ports; (1) Operator Station, (1) Parts Feeder, (1) Aluminum Work Surface with Handles, (1) Pick and Place Robotic System, (1) Maintenance and Installation Guide, (1) Performance Skills Manual, (1) Instructor Guide.</p>	1	\$ 17,850.00	\$ 17,850.00
33934	<p>Hand Tool Package - Skill Boss</p> <p>Adds to 95-MSB1 Skill Boss and 95-MSB2AB Skill Boss Smart Factory - Allen-Bradley.</p> <p>Includes: Mini Grease Gun, Assorted Wrenches, Hose Cutter, Shim Kit, Screwdrivers, Dial Indicator, Tension Tester, Level, Rule, Extension Bar, Ruler, Micrometer, Tape Measure, Feeler Gauge, Dial Calipers, and Multimeter.</p>	1	\$ 1,366.00	\$ 1,366.00

990-MES1	<p>Portable Measurement Tools Learning System (Quality Assurance) Recommended table 82-610 Mobile Technology Workstation or equivalent. Requires PC; see amatrol.com/support for PC requirements. 2-student learning system supplied.</p> <p>Includes: (1) 91-400 Measurement Tools Level 1; (1) 91-401 Measurement Tools Level 2; (1) 91-410-B Digital Caliper; (1) 91-202 Parts Package; (1) 91-501 Data Management Software; (1) Mobile Carrying Case with Workstation Mounting Panel; (1) M19149 Student Curriculum - Interactive PC-Based Multimedia; (1) C19149 Instructor's Guide; (1) D19149 Installation Guide; (1) H19149 Student Reference Guide.</p>	1	\$	4,941.00	\$	4,941.00
990-PN1	<p>Portable Pneumatic Learning System Requires 120V/60Hz/1ph electrical (when used with PC), compressed air supply, and 41221 Hand Tool Package. Recommended table 82-610 Mobile Technology Workstation or equivalent. For PC requirements, see amatrol.com/support.</p> <p>Includes: (1) Portable Console; (1) Loose Components Kit; (1) Hose Kit; (1) M11139 Student Curriculum - Interactive PC-Based Multimedia; (1) C11139 Instructor's Guide; (1) D11139 Installation Guide; (1) H11139 Student Reference Guide.</p>	1	\$	7,500.00	\$	7,500.00
41221	<p>Hand Tool Package - Pneumatic Systems Adds to 85-IP, 950-PT1, 990-PN1 and 96-PNE2 Learning Systems.</p> <p>Includes: (1) 16" Hand Box, (1) Strap Wrench; (1) Combination Wrench; (1) Screwdriver Set, (1) Feeler Gauge; (1) Grease; (1) Magnifier; (1) Oil; (1) Pick Set; (1) Can; (1) Spanner Wrench; (1) Tweezers, (1) Adjustable Wrench; (1) Syringe.</p>	1	\$	580.00	\$	580.00
990-BH1	<p>Portable Basic Hydraulics Learning System Requires 16395 Hydraulic Oil, 100-240V/50-60Hz/1ph electrical and PC. See amatrol.com/support for PC requirements. Recommended table 82-610 Mobile Technology Workstation or equivalent.</p> <p>Includes: (1) Portable Console; (3) Pressure Gauges; (1) Needle Valve; (2) Check Valves; (1) Flowmeter; (1) Flow Control Valve; (1) Pressure Reducing Valve; (1) Sequence Valve; (1) Relief Valve; (1) Directional Control Valve; (2) Bore Cylinders; (1) Hydraulic Power Supply; (1) Hydraulic Hose and Fittings Package; (1) M19144 Student Curriculum - Interactive PC-Based Multimedia; (1) C19144 Instructor's Guide; (1) D19144 Installation Guide; D19145 Installation Guide; (1) H19144 Student Reference Guide.</p>	1	\$	12,652.00	\$	12,652.00

16395	Hydraulic Oil 5 Gallon	0	\$	200.00	\$	-
990-ACDC1	Portable AC / DC Electrical Learning System Requires 100-240V/50-60Hz/1ph electrical and PC. For PC requirements, see amatrol.com/support . Recommended table 82-610 Mobile Technology Workstation or equivalent. Includes: (1) Portable Console; (1) Power Cord; (1) Output Component Set; (1) Input Component Set; (1) Transformer Module; (1) Capacitor/Inductor Set; (1) Mobile Carrying Case with Workstation Mounting Panel; (1) M11133 Student Curriculum - Interactive PC-Based Multimedia; (1) C11133 Instructor's Guide; (1) D11133 Installation Guide; (1) H11133 Student Reference Guide.	1	\$	5,300.00	\$	5,300.00
990-EC1	Portable Electric Relay Control Learning System Requires 100-240V/50-60Hz/1ph electrical, Compressed Air and PC. See amatrol.com/support for PC requirements. Recommended table 82-610 Mobile Technology Workstation or equivalent. Includes: (1) Portable Console; (1) Power Cord; (1) Lead Set; (1) M11132 Student Curriculum - Interactive PC-Based Multimedia; (1) C11132 Instructor's Guide; (1) D11132 Installation Guide; (1) H11132 Student Reference Guide.	1	\$	4,227.00	\$	4,227.00

Course #1 Sub-Total					\$	54,416.00
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Course #2

870-PTAB82	Tabletop Mechatronics Learning System - AB Micro820 Requires (1) 87-TMS series (stations 1-3) Tabletop Mechatronics Station and PC with Ethernet. For PC requirements, see amatrol.com/support . Includes: (1) Allen-Bradley Micro820 Programmable Controller, (12) DC Inputs, (4) Analog Inputs, (7) Relay Outputs, (1) Analog Output, (1) DIN Rail Mount, (1) EtherNet/IP port, (1) Ethernet Communications Cable, (1) RS232/485 port, (1) Connected Components Workbench (CCW) Software DVD; (1) M25050 Student Curriculum - Interactive PC-Based Multimedia; (1) C25050 Instructor's Guide; (1) D25050 Installation Guide; (1) H25050 Student Reference Guide.	3	Included	\$	-
96-ROB1A	Robotics 1 Learning System Requires 100-240V/50-60Hz/1ph electrical and PC; see amatrol.com/support for PC requirements. 2-student learning system supplied. Includes: (1) 880-RA21B Pegasus Servo Robot ; (1) 88-200-1 Mobile Workstation ; (1) 88-P1 Parts Set ; (1) 88-F1 Feeder; (1) 88-A6 3 Parts Bins; (1) 88-A7 Manual Push button; (1) 88-A8 Indicator Light; (1) MB761 Student Curriculum - Interactive PC-Based Multimedia; (1) CB761 Instructor's Guide; (1) DB761 Installation Guide; (1) HB761 Student Reference Guide.	1	Included	\$	-
96-ROB2B	Robotics 2 Smart Factory Learning System Requires 96-ROB1 and PC; see amatrol.com/support for PC requirements. 2-student learning system supplied. Includes: (1) 88-A1-A Operator Station; (1) 88-A2 Inspection Station; (1) 88-A3 Assembly Station; (1) 88-A9 Sensor for 88-F1 Feeder; (1) Student Curriculum - Interactive PC-Based Multimedia; (1) Instructor's Guide; (1) Installation Guide; (1) Student Reference Guide.	1	Included	\$	-

88-RSS1	<p>Pegasus Robotics Simulation Learning System - 1 Seat License</p> <p>Windows based simulation for 1 user. For PC requirements, see amatrol.com/support. Runs stand-alone and interfaces to Pegasus robots 880-RA21B or higher. For additional seats, use model 14554 on multi-seat pricing.</p> <p>Includes: robot workcell generator, program development module, simulation module, virtual teach pendant, coordinate display module; (1) B11130 Student Learning Activity Packet; (1) T11130 View Only CD; (1) C11130 Instructor's Guide; (1) D11130 Installation Guide; (1) H11130 Student Reference Guide.</p>	6	Included	\$	-
87-TENAB82	<p>Tabletop Mechatronics Smart Factory Ethernet Learning System – AB Micro820</p> <p>Adds to the 870-PTAB82 Tabletop Mechatronics to provide Ethernet communications. Requires (2) 870-PTAB82 Learning Systems; (1) 87-TMS1, (1) 87-TMS2 and/or (1) 87-TMS3 Station; and PC. For PC requirements, see amatrol.com/support.</p> <p>Includes: (1) 16-port Unmanaged Ethernet Switch; (1) 8-Port Managed Ethernet Switch; (1) Cabling Set; (1) Ethernet Hardware Set; (1) Student Curriculum - Interactive PC-Based Multimedia; (1) Instructor's Guide; (1) Installation Guide; (1) Student Reference Guide.</p>	1	Included	\$	-
87-TMS1	<p>Inventory Station - Tabletop Mechatronics</p> <p>Requires (1) 870-PT or 87-PE series Tabletop Mechatronics Learning System, 100-240V/50-60Hz/1ph electrical and compressed air. Requires 88-200-1 Mobile Technology Workstation for use with the 87-TMS4 Robotic Station or 82-610 or equivalent without 87-TMS4 use.</p> <p>Includes: (1) Tabletop Slotted Surface Workstation; (1) PLC Simulator and Electrical Distribution Operator Station; (1) 24 VDC power supply; (1) Powered Feed Module; (1) 2-axis Pick and Place Robot with vacuum pickup; (1) vacuum generator; (1) vacuum sensor; (3) Actuator Position Sensors; (1) storage bin (1) Parts Set; (1) Pneumatic filter/regulator module; (1) Electro-Pneumatic Valve Manifold.</p>	1	Included	\$	-

990-SN1	Portable Electronic Sensors Learning System Requires 100-240V/50-60Hz/1ph electrical and PC; see amatrol.com/support for PC requirements. Recommended table 82-610 Mobile Technology Workstation or equivalent.	1	Included	\$	-
	Includes: (1) Portable Console; (1) Power Supply; (1) Slide Base Assembly; (1) Target Holder Assembly; (1) Magnetic Reed Sensor; (1) Inductive Proximity Sensor; (1) Capacitive Proximity Sensor; (1) Switch Mount Adapter; (1) Target Set; (1) Photoelectric Switch Assembly; (1) Output Indicator and Lead Set; (1) M11142 Student Curriculum - Interactive PC-Based Multimedia; (1) C11142 Instructor's Guide; (1) D11142 Installation Guide; (1) H11142 Student Reference Guide.				
96-CNC1D	CNC Machines 1 Learning System (Micromill) Requires 120V/60Hz/1ph electrical, PC and raw materials (94-RM2 and 94-RM3). See www.amatrol.com/support for PC requirements. Recommended table 82-610 or equivalent. 2-student learning system supplied.	1	Included	\$	-
	Includes: (1) 94-CNC-M60 Denford Micromill IST CNC Milling Machine (1) 15700-D Tooling Package and vise for CNC Milling Machine; (1) MB705D Student Curriculum - Interactive PC-Based Multimedia; (1) CB705D Instructor's Guide; (1) DB705D Installation Guide; (1) HB705D Student Reference Guide.				

Course #2 Sub-Total	\$ 59,924.00
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COURSE CHANGE PROPOSAL

Completed forms must be returned to the chief academic officer by October 1 to be considered for board approval.

Date Initiated: 2/9/18 Administrator Name: Cheryl Kothe

Department and School: Technology & Engineering

Course Name: Introduction to Mechatronics

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: Current: 0.50 Check if honors: ☐

Recommended Prerequisites (if any):

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

As the fourth industrial revolution, commonly referred to as Industry 4.0, emerges, the skills required by individuals employed in the industrial sector will change significantly. More than ever before, industrial equipment will be electronically monitored, controlled, interconnected, and networked, creating massive amounts of data to be used in analysis, process control, and improvement. As a result, success in the industrial sector will now require the comprehension of multiple industrial operations, smart sensors, and smart devices used to monitor and control production operations, industrial automation, control systems, networking, network security, mobile and internet data communication, and data analytics.

The advent of Industry 4.0 creates exciting opportunities for students entering a variety of career pathways, including, but not limited to, advanced manufacturing, information technology, industrial design, robotics, industrial maintenance, machining, tool and die, and data and image analytics.

Proposed Course Description: In three or four sentences, write a course overview.

In this course, students are introduced to microprocessor controlled electromechanical systems. The student examines how individual components work and how they are integrated into simple systems. Upon completion of the course, students will understand what technicians do in the workplace and how industry utilizes mechatronics in advanced manufacturing.

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. (Attach additional documents as needed.)

See attached document.

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: \$0
- B. Textbooks/Kits: \$2,100 e-learning (Teaching and Learning budget) /\$55,000 equipment shared by three schools (budget assumption request for new funds)
- C. Supplementary: 40 hours curriculum planning time: \$2,244 (Perkins Grant)
- D. Facilities/Space: \$0
- E. Professional Learning: \$2,244 (Perkins Grant)



Gateway Technical College

10-664-110 Introduction to Mechatronics

Course Outcome Summary

Course Information

Description	In this course, learners are introduced to microprocessor controlled electromechanical systems. The learner examines how individual components work, and how they are integrated into simple systems. Upon completion of the course, learners will understand what technicians do in the workplace and how industry utilizes Mechatronics in advanced manufacturing.
Career Cluster	Science, Technology, Engineering and Mathematics
Instructional Level	Associate Degree
Total Credits	2.00
Total Hours	54.00

Types of Instruction

Instruction Type	Credits/Hours
Lecture, Presentation, Discussion	1.0/18.0
In-Class Lab	1.0/36.0

Developed By	Mr. Greg Chapman, B.S.M.E.T. Mr. Pat Hoppe, M.S. Dr. Nancy Chapko
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Core Abilities

1. Act responsibly
2. Communicate clearly and effectively
3. Demonstrate essential computer skills
4. Demonstrate essential mathematical skills
5. Develop job-seeking skills
6. Respect self and others as members of a diverse society
7. Think critically and creatively
8. Value Learning
9. Work cooperatively

Program Outcomes

1. Apply state and national safety rules to the manufacturing systems environment.
2. Analyze automation within a complex manufacturing system.
3. Manage advanced manufacturing systems for operational efficiency and cost control.
4. Analyze technical specifications for implementation of manufacturing systems, modules, and components.
5. Use a PID control system to achieve a desired outcome in a manufacturing outcome.
6. Integrate industrial robotic systems into manufacturing processes.
7. Apply electronic principles to devices within a complex manufacturing systems.

Course Competencies

1. Examine the basic principles of advanced manufacturing.

Domain Cognitive Level Analyzing

Linked Core Abilities

Communicate clearly and effectively
 Demonstrate essential computer skills
 Demonstrate essential mathematical skills
 Respect self and others as members of a diverse society
 Value Learning

Linked Program Outcomes

Analyze automation within a complex manufacturing system.
 Manage advanced manufacturing systems for operational efficiency and cost control.
 Analyze technical specifications for implementation of manufacturing systems, modules, and components.
 Apply electronic principles to devices within a complex manufacturing systems.

2. Adhere to basic safety in the manufacturing environment.

Domain Affective Level Organizing

Linked Core Abilities

Communicate clearly and effectively
 Respect self and others as members of a diverse society

Linked Program Outcomes

Apply state and national safety rules to the manufacturing systems environment.
 Integrate industrial robotic systems into manufacturing processes.
 Apply electronic principles to devices within a complex manufacturing systems.

3. Interpret prints and drawings.

Domain Cognitive Level Applying

Linked Core Abilities

Communicate clearly and effectively
 Demonstrate essential mathematical skills
 Develop job-seeking skills
 Think critically and creatively
 Value Learning

Linked Program Outcomes

Analyze automation within a complex manufacturing system.
 Analyze technical specifications for implementation of manufacturing systems, modules, and components.

4. Investigate the principles of mechanical energy.*Domain Cognitive Level Analyzing***Linked Core Abilities**

Act responsibly
 Demonstrate essential mathematical skills
 Develop job-seeking skills
 Work cooperatively

Linked Program Outcomes

Apply state and national safety rules to the manufacturing systems environment.
 Analyze technical specifications for implementation of manufacturing systems, modules, and components.
 Integrate industrial robotic systems into manufacturing processes.
 Apply electronic principles to devices within a complex manufacturing systems.

5. Investigate the components of mechanical drives.*Domain Cognitive Level Analyzing***Linked Core Abilities**

Demonstrate essential mathematical skills
 Develop job-seeking skills
 Respect self and others as members of a diverse society
 Think critically and creatively
 Value Learning
 Work cooperatively

Linked Program Outcomes

Analyze automation within a complex manufacturing system.
 Manage advanced manufacturing systems for operational efficiency and cost control.
 Integrate industrial robotic systems into manufacturing processes.
 Apply electronic principles to devices within a complex manufacturing systems.

6. Examine components of fluid power.*Domain Cognitive Level Analyzing***Linked Core Abilities**

Act responsibly
 Demonstrate essential mathematical skills
 Think critically and creatively
 Value Learning
 Work cooperatively

Linked Program Outcomes

Apply state and national safety rules to the manufacturing systems environment.
 Analyze automation within a complex manufacturing system.
 Manage advanced manufacturing systems for operational efficiency and cost control.
 Analyze technical specifications for implementation of manufacturing systems, modules, and components.
 Use a PID control system to achieve a desired outcome in a manufacturing outcome.
 Apply electronic principles to devices within a complex manufacturing systems.

7. Explore basic electricity, AC/DC.*Domain Cognitive Level Applying***Linked Core Abilities**

Act responsibly
 Communicate clearly and effectively
 Demonstrate essential computer skills
 Demonstrate essential mathematical skills
 Develop job-seeking skills
 Respect self and others as members of a diverse society

Think critically and creatively
 Value Learning
 Work cooperatively

Linked Program Outcomes

Apply state and national safety rules to the manufacturing systems environment.
 Analyze automation within a complex manufacturing system.
 Manage advanced manufacturing systems for operational efficiency and cost control.
 Analyze technical specifications for implementation of manufacturing systems, modules, and components.
 Use a PID control system to achieve a desired outcome in a manufacturing outcome.
 Integrate industrial robotic systems into manufacturing processes.
 Apply electronic principles to devices within a complex manufacturing systems.

8. Analyze the operation of electrical relay control.

Domain Cognitive Level Analyzing

Linked Core Abilities

Act responsibly
 Communicate clearly and effectively
 Demonstrate essential computer skills
 Demonstrate essential mathematical skills
 Think critically and creatively
 Value Learning
 Work cooperatively

Linked Program Outcomes

Apply state and national safety rules to the manufacturing systems environment.
 Analyze automation within a complex manufacturing system.
 Manage advanced manufacturing systems for operational efficiency and cost control.
 Analyze technical specifications for implementation of manufacturing systems, modules, and components.
 Use a PID control system to achieve a desired outcome in a manufacturing outcome.
 Integrate industrial robotic systems into manufacturing processes.
 Apply electronic principles to devices within a complex manufacturing systems.

Course #1

- **606-xxx: Introduction to Mechatronic Systems (2 Gateway Technical College credits)** - Designed to introduce students to basic concepts of automation and manufacturing processes.
Course consists of 65 hours of instruction and lab experiences, including a basic introduction to the following topics:

SUBTOPIC 1: PRINCIPLES OF MECHATRONICS 1**1-1 INTRODUCTION TO ADVANCED MANUFACTURING**

OBJECTIVE 1	Define manufacturing and identify three types of manufactured products
OBJECTIVE 2	Define advanced manufacturing and identify three examples
OBJECTIVE 3	Describe the history of manufacturing
OBJECTIVE 4	Identify the three characteristics common in all advanced manufacturing plants
OBJECTIVE 5	Describe the role of manufacturing in product design

1-2 MANUFACTURING METRICS

OBJECTIVE 1	Describe the five critical performance objectives for manufacturing
OBJECTIVE 2	Define Productivity and List its Measures
OBJECTIVE 3	Describe how to calculate employee productivity
OBJECTIVE 4	Describe how to calculate employee efficiency
OBJECTIVE 5	Describe how to calculate machine hour's productivity
OBJECTIVE 6	Describe how to calculate value added per employee

1-3 ADVANCED MANUFACTURING PLANT ORGANIZATION

OBJECTIVE 1	Describe the six functional areas of an advanced manufacturing plant
OBJECTIVE 2	Describe the four basic production layout formats
OBJECTIVE 3	Describe the state of advanced manufacturing
OBJECTIVE 4	Explain the organizational structure of a typical manufacturing plant
OBJECTIVE 5	Identify key roles and responsibilities of advanced manufacturing employees
OBJECTIVE 6	Describe the interrelationship of the departments and roles

1-4 PRINCIPLES OF MATERIALS

OBJECTIVE 1	Define a ferrous metal and explain its importance
OBJECTIVE 2	Define a non-ferrous metal and explain its importance
OBJECTIVE 3	Define plastics and explain its importance
OBJECTIVE 4	Define ceramics and explain its importance
OBJECTIVE 5	Define advanced materials and explain their importance

1-5 PRINCIPLES OF MANUFACTURING PROCESSES

OBJECTIVE 1	Describe types of assembly
OBJECTIVE 2	Describe types of metal separation processes
OBJECTIVE 3	Describe types of forming processes
OBJECTIVE 4	Describe types of heat treating processes
OBJECTIVE 5	Describe types of finishing processes
OBJECTIVE 6	Describe types of material handling processes
OBJECTIVE 7	Describe types of inspection processes
OBJECTIVE 8	Describe types of material storage methods

1-6 TECHNOLOGY AND ADVANCED MANUFACTURING

OBJECTIVE 1	Identify the impacts of computers and automation on advanced manufacturing
OBJECTIVE 2	Describe the function of a CNC machine
OBJECTIVE 3	Describe the function of a PLC
OBJECTIVE 4	Define automation and explain its benefits
OBJECTIVE 5	Identify two types of robots
OBJECTIVE 6	Explain the use of software in advanced manufacturing
OBJECTIVE 7	Define and identify the benefits of the types of software used in advanced manufacturing: CAD, CAM, and CIM
OBJECTIVE 8	Define mechatronics and explain its benefits
OBJECTIVE 9	Describe the use of new technologies in Advanced Manufacturing

SUBTOPIC 2: MACHINE SAFETY 1

2-1 SAFETY RESPONSIBILITIES

OBJECTIVE 1	Define workplace health and safety and explain its importance
OBJECTIVE 2	Describe the importance of safety policies
OBJECTIVE 3	Describe the results of unsafe behavior
OBJECTIVE 4	Describe the purpose of OSHA
OBJECTIVE 5	Describe the purpose of the Environmental Protection Agency
OBJECTIVE 6	Describe the purpose of NIOSH, EPCRA, and State Safety Agencies
OBJECTIVE 7	Describe the safety responsibilities within a company
OBJECTIVE 8	Describe how to locate safety regulations and policies

2-2 PRACTICING SAFETY IN THE WORKPLACE

OBJECTIVE 1	Explain How to Create a Culture of Safety in the Workplace
OBJECTIVE 2	Define an Injury and Identify Common Causes
OBJECTIVE 3	Define an Accident and Identify Common Causes
OBJECTIVE 4	Define Personal Protective Equipment
OBJECTIVE 5	Identify Seven Types of Personal Protective Equipment
OBJECTIVE 6	Describe an Employer's PPE Responsibilities
OBJECTIVE 7	Describe How to Identify Hazards in the Workplace
OBJECTIVE 8	Describe 11 Types of Hazards Found in the Workplace

2-3 TYPES OF PPE

OBJECTIVE 1	Describe the types of Head PPE
OBJECTIVE 2	Describe the types of Eye PPE
OBJECTIVE 3	Describe the types of Ear PPE
OBJECTIVE 4	Describe the types of Hand and Arm PPE
OBJECTIVE 5	Describe the types of Foot PPE
OBJECTIVE 6	Describe the types of Respiratory PPE
OBJECTIVE 7	Describe the types of Body PPE

2-4 MACHINE SAFETY

OBJECTIVE 1	Describe the machine operator clothing safety guidelines
OBJECTIVE 2	Describe the machine operation safety guidelines
OBJECTIVE 3	Describe the types of machine guards
OBJECTIVE 4	Describe the operation of machine interlocks
OBJECTIVE 5	Describe the function of a lockout/ tagout system
OBJECTIVE 6	Describe how to perform an electrical lockout/ tagout

2-5 TOOL AND MATERIAL HANDLING SAFETY

OBJECTIVE 1	Describe types of hand tools and power tools
OBJECTIVE 2	Describe the hand tool safety guidelines
OBJECTIVE 3	Describe the portable power tool safety guidelines
OBJECTIVE 4	Describe the compressed gas safety guidelines
OBJECTIVE 5	Describe the metal handling safety guidelines
OBJECTIVE 6	Describe manual methods of material movement
OBJECTIVE 7	Describe the basic hoist and crane safety guidelines
OBJECTIVE 8	Describe the basic forklift safety rules

2-6 FIRE AND ELECTRICAL SAFETY

OBJECTIVE 1	Describe the four types of fire
OBJECTIVE 3	Describe fire safety guidelines
OBJECTIVE 4	Describe the operation of fire extinguishers
OBJECTIVE 5	Describe how to use a fire extinguisher
OBJECTIVE 6	Describe how to select a fire extinguisher for a fire type
OBJECTIVE 7	Describe the types of electrical hazards
OBJECTIVE 8	Describe electrical safety guidelines

2-7 HAZARDOUS MATERIALS STANDARDS

OBJECTIVE 1	Describe three categories of Hazardous Materials
OBJECTIVE 2	Define the GHS and HCS Hazard Communication Standards
OBJECTIVE 3	Define a Safety Data Sheet and explain its use
OBJECTIVE 4	Describe the NFPA and ACA Hazardous Material Identification Systems
OBJECTIVE 5	Describe the DOT Hazardous Material Identification System

2-8 HAZARDOUS MATERIAL HANDLING AND STORAGE

OBJECTIVE 1	Describe the guidelines for handling hazardous material
OBJECTIVE 2	Describe the guidelines for storing hazardous material
OBJECTIVE 3	Describe the guidelines for shipping and receiving hazardous materials
OBJECTIVE 4	Describe how to store lubricants
OBJECTIVE 5	Describe how to dispose of spent lubricants

2-9 WORK AREA SAFETY

OBJECTIVE 1	Describe the elements of a safe workplace
OBJECTIVE 2	Describe guidelines for work area housekeeping safety
OBJECTIVE 3	Describe guidelines for walkway and exit safety
OBJECTIVE 4	Describe the guidelines for platform work safety
OBJECTIVE 5	Describe the guidelines for ladder work safety
OBJECTIVE 6	Define ergonomics and explain its importance
OBJECTIVE 7	Describe the guidelines for ergonomic safety
OBJECTIVE 8	Describe guidelines for lifting objects
OBJECTIVE 9	Describe the guidelines for confined spaces

2-10 ACCIDENT AND EMERGENCY RESPONSE

OBJECTIVE 1	Define first aid and explain its role
OBJECTIVE 2	Describe how to prevent blood borne pathogen exposure
OBJECTIVE 3	Describe the basic guidelines of applying first aid
OBJECTIVE 4	Describe how to apply basic first aid measures
OBJECTIVE 5	Describe how to respond to a workplace accident
OBJECTIVE 6	Describe how to use an eyewash station
OBJECTIVE 7	Describe how to report a workplace accident
OBJECTIVE 8	Describe three categories of emergencies
OBJECTIVE 9	Describe the elements of an emergency action plan
OBJECTIVE 10	Describe how to respond to an emergency

SUBTOPIC 3: BASIC PRINT READING AND MEASUREMENT

<u>3-1 S.I. MEASUREMENT (with virtual trainer)</u>	
OBJECTIVE 1	Define dimensional measurement and explain its importance
OBJECTIVE 2	Describe two systems of dimensional measurement used in manufacturing: U.S. Customary and S.I. Metric
OBJECTIVE 3	Describe the function and construction of a machinist's rule
OBJECTIVE 4	Describe how to use a metric machinist's rule
SKILL 1	Use a metric rule to measure an outside length of a part
<u>3-2 U.S. CUSTOMARY MEASUREMENT (with virtual trainer)</u>	
OBJECTIVE 1	Define measurement accuracy and explain its importance
OBJECTIVE 2	Define resolution and explain its effect on accuracy
OBJECTIVE 3	Describe how to use a decimal inch rule
SKILL 1	Use a decimal-inch machinist rule to measure a length
OBJECTIVE 4	Describe how to use a machinist rule with a common fraction inch scale
SKILL 2	Use a rule graduated in common fractions of an inch to measure a length
<u>3-3 MEASUREMENT CONVERSION</u>	
OBJECTIVE 1	Describe how to convert measurements made in common fractions to decimal inches
SKILL 1	Convert between common fraction inches and decimal inches
OBJECTIVE 2	Describe how to convert between the U.S. Customary System and the SI Metric System
SKILL 2	Convert between U.S. customary units and S.I. metric units

3-4 INTRODUCTION TO PRINT READING

OBJECTIVE 1	Define an engineering drawing and a blueprint.
OBJECTIVE 2	Describe four types of engineering drawings used in manufacturing.
OBJECTIVE 3	Describe three methods of creating an engineering drawing
OBJECTIVE 4	Describe the main sections of an engineering drawing
OBJECTIVE 5	Define a Multiview drawing and an isometric drawing
OBJECTIVE 6	Identify the organizations that set drawing standards
OBJECTIVE 7	Define the Alphabet of Lines
OBJECTIVE 8	Describe Three Drawing Line Types: Object, Hidden, and Center
OBJECTIVE 9	Describe the Function of Line Precedence

3-5 MULTIVIEW DRAWINGS

- OBJECTIVE 1 Describe how to interpret a third angle projection Multiview drawing
- OBJECTIVE 2 Describe How to Choose Views for a Multiview Drawing
- OBJECTIVE 3 Describe how to interpret sectional views
- OBJECTIVE 4 Describe how to interpret auxiliary views
- OBJECTIVE 5 Describe how to interpret a first-angle projection Multiview drawing
- OBJECTIVE 6 Describe how to determine if a drawing uses first or third angle projection

3-6 BLUEPRINT DIMENSIONS AND TOLERANCES

- OBJECTIVE 1 Describe the Function of an Engineering Drawing Dimension
- OBJECTIVE 3 Describe how to dimension linear features
- OBJECTIVE 4 Describe how to dimension circular features
- OBJECTIVE 5 Describe how to dimension arcs
- OBJECTIVE 6 Describe how to dimension hole features
- OBJECTIVE 5 Describe how to dimension angular features
- OBJECTIVE 7 Describe guidelines for dimensioning Multiview drawings
- OBJECTIVE 8 Define a tolerance and explain its importance
- OBJECTIVE 9 Describe how to interpret a conventional tolerance on a print
- OBJECTIVE 10 Describe how to interpret a tolerance note

3-7 MANUFACTURING DRAWINGS AND SCALES

- OBJECTIVE 1 Describe common drawing sizes
- OBJECTIVE 2 Describe how to interpret a drawing scale
- OBJECTIVE 3 Describe the types of Information on an Engineering Drawing
- OBJECTIVE 4 Describe how to interpret Print Notes
- OBJECTIVE 5 Describe how to interpret a Title Block
- OBJECTIVE 6 Describe how to interpret a Change Block
- OBJECTIVE 7 Describe how to interpret a Materials block
- OBJECTIVE 8 Describe how to interpret a Tolerance Block
- OBJECTIVE 9 Describe how to interpret a surface finish symbol
- OBJECTIVE 10 Describe how to interpret a process drawing
- OBJECTIVE 11 Describe how to interpret Assembly Drawings

3-8 DIAL CALIPER MEASUREMENT (with virtual trainer)

- OBJECTIVE 1 Describe the function of a precision measurement tool
- OBJECTIVE 2 Describe the basic operation of a dial caliper
- OBJECTIVE 3 Describe how to calibrate a dial caliper
- OBJECTIVE 4 Describe how to use a dial caliper
- OBJECTIVE 5 State the typical accuracy of a dial caliper measurement and explain what affects it
 - SKILL 1 Perform measurements using a dial caliper
- OBJECTIVE 6 Describe the basic operation of a digital caliper
- OBJECTIVE 7 Describe how to use a digital caliper
 - SKILL 2 Perform measurements using a digital caliper

3-9 ENGLISH MICROMETER MEASUREMENT (with virtual trainer)

OBJECTIVE 1	Describe the basic operation of a micrometer
OBJECTIVE 2	Describe how to read a micrometer with SI units
OBJECTIVE 3	Describe how to test micrometer calibration
OBJECTIVE 4	Describe how to use an outside micrometer with SI units
SKILL 1	Perform measurements using an outside micrometer
OBJECTIVE 5	Describe how to use an inside micrometer
OBJECTIVE 6	Explain a micrometer's accuracy

SUBTOPIC 4: MECHANICAL DRIVES 1

4-1 FORCE MEASUREMENT (with virtual trainer)

OBJECTIVE 1	Define a force and give its units of measurement
OBJECTIVE 2	Define weight and give its units of measurement
OBJECTIVE 3	Define mass and give its units of measurement
OBJECTIVE 4	Define work and give its units of measurement
OBJECTIVE 5	Define mechanical power and give its units of measurement
OBJECTIVE 6	Describe two types of stored mechanical energy
OBJECTIVE 7	Define Hooke's Law and explain its importance
SKILL 1	Use a spring scale to measure forces and weights

4-2 BASIC MECHANICAL ELEMENTS (with virtual trainer)

OBJECTIVE 1	Describe three types of basic mechanisms
OBJECTIVE 1	Describe three types of levers
SKILL 1	Operate a lever
OBJECTIVE 2	Define torque and give its units of measurement
OBJECTIVE 3	Define mechanical advantage
SKILL 2	Measure the mechanical advantage of a lever
OBJECTIVE 2	Define rotary mechanical power

4-3 POWER EFFICIENCY (with virtual trainer)

OBJECTIVE 1	Define friction and explain its importance
OBJECTIVE 2	Define static and kinetic friction
OBJECTIVE 3	Define rolling resistance
OBJECTIVE 4	Describe the effect of friction on machine operation
SKILL 1	Measure the force required to overcome friction
OBJECTIVE 5	Define power efficiency

4-4 INTRODUCTION TO POWER TRANSMISSION

OBJECTIVE 1	Describe the function of a mechanical power transmission system
OBJECTIVE 2	Describe methods of coupling a mechanical power transmission system
OBJECTIVE 3	Describe methods of parallel shaft mechanical power transmission
OBJECTIVE 4	Describe the operation of a bearing
SKILL 1	Install and adjust a pillow block bearing
OBJECTIVE 5	Describe the basic operation of a shaft coupling

4-5 GEAR DRIVES (with virtual trainer)

OBJECTIVE 1	Describe the basic operation of a gear drive
OBJECTIVE 2	Describe how to calculate gear ratio
OBJECTIVE 3	Describe how to calculate the gear drive speed
OBJECTIVE 4	Describe how to calculate the gear drive torque
OBJECTIVE 5	Describe how to install a gearbox
SKILL 1	Measure gear ratio

4-6 BELT DRIVES (with virtual trainer)

OBJECTIVE 1	Describe the basic operation of a belt drive
OBJECTIVE 2	Describe how to calculate belt drive ratio
OBJECTIVE 3	Describe how to calculate the belt drive speed
OBJECTIVE 4	Describe how to calculate the belt drive torque
SKILL 1	Measure belt drive ratio
OBJECTIVE 5	Describe how to align a belt drive
OBJECTIVE 6	Describe how to tension a belt drive
SKILL 1	Install and adjust a v-belt drive system

4-7 CHAIN DRIVES (with virtual trainer)

OBJECTIVE 1	Describe the basic operation of a chain drive
OBJECTIVE 2	Describe how to calculate sprocket ratio
OBJECTIVE 3	Describe how to calculate the chain drive speed
OBJECTIVE 4	Describe how to calculate the chain drive torque
SKILL 1	Measure sprocket ratio
OBJECTIVE 5	Describe how to align a chain drive
OBJECTIVE 6	Describe how to adjust chain drive sag
SKILL 2	Install and adjust a chain drive system

SUBTOPIC 5: FLUID POWER SYSTEMS

5-1 INTRODUCTION TO FLUID POWER (with virtual trainer)

OBJECTIVE 1	Define fluid power and give an application
OBJECTIVE 2	Describe the basic components of a hydraulic system
OBJECTIVE 3	Describe the basic components of a pneumatic system
OBJECTIVE 4	Describe the advantages of hydraulic and pneumatic systems
OBJECTIVE 5	Define pressure and give its units of measurement
OBJECTIVE 6	Describe how to read a pressure gauge

5-2 PNEUMATIC POWER (with virtual trainer)

OBJECTIVE 1	Describe the pneumatic safety rules
OBJECTIVE 2	Describe the basic operation of a pressure regulator valve
SKILL 1	Connect and adjust a pressure regulator
OBJECTIVE 3	Describe the basic operation of a pneumatic filter
SKILL 2	Drain a pneumatic filter
OBJECTIVE 4	Describe how to connect an air hose with a quick connect fitting
SKILL 3	Connect a pneumatic hose that uses quick-connect fittings
OBJECTIVE 5	Describe the operation of a fitting tee and cross
SKILL 4	Connect circuits using tee and cross fittings

5-3 BASIC PNEUMATIC CYLINDER CIRCUITS (with virtual trainer)

OBJECTIVE 1	Describe the operation of a double-acting pneumatic cylinder
SKILL 1	Operate a double acting cylinder
OBJECTIVE 2	Describe the operation of a 5-Port, 3-position directional control valve
SKILL 2	Connect and operate a double-acting pneumatic cylinder using a 3-position, manually operated DCV
OBJECTIVE 3	Describe the schematic symbols of basic pneumatic components
OBJECTIVE 4	Describe how to read and interpret a basic pneumatic schematic
SKILL 3	Design a multiple cylinder pneumatic circuit

5-4 HYDRAULIC POWER (with virtual trainer)

OBJECTIVE 1	Describe the operation of a hydraulic power unit
SKILL 1	Operate a hydraulic power unit
OBJECTIVE 2	Describe how to connect and disconnect hydraulic quick connect fittings
SKILL 2	Connect and disconnect hydraulic circuits using quick connect fittings
OBJECTIVE 3	Define hydraulic flow rate and give its units of measurement
OBJECTIVE 4	Define the basic operation of a fixed-displacement hydraulic pump
OBJECTIVE 5	Describe the basic operation of a hydraulic flow meter
SKILL 3	Read a hydraulic flow meter
OBJECTIVE 6	Describe the basic operation of a hydraulic relief valve
SKILL 4	Set hydraulic relief valve pressure

5-5 BASIC HYDRAULIC CYLINDER CIRCUITS (with virtual trainer)

OBJECTIVE 1	Describe the operation of a double-acting hydraulic cylinder
SKILL 1	Operate a double-acting hydraulic cylinder
OBJECTIVE 2	Describe the operation of a 3-position, 4-way hydraulic directional control valve
SKILL 2	Connect and operate a double-acting pneumatic cylinder using a 3-position, manually operated DCV
OBJECTIVE 3	Describe the schematic symbols of basic hydraulic components
OBJECTIVE 4	Describe how to read and interpret a basic hydraulic schematic
SKILL 3	Design a multiple cylinder hydraulic circuit

5-6 FLUID POWER SPEED CONTROL (with virtual trainer)

OBJECTIVE 1	Describe the operation of a needle valve
SKILL 1	Connect and operate needle valve to control cylinder speed
OBJECTIVE 2	Describe the operation of a check valve
OBJECTIVE 3	Describe the operation of a flow control valve
OBJECTIVE 4	Describe the operation of a meter-in speed control circuit
SKILL 2	Connect and operate a meter-in speed control circuit
OBJECTIVE 5	Describe the operation of a meter-out speed control circuit
SKILL 3	Connect and operate a meter-out speed control circuit
OBJECTIVE 6	Describe the operation of an independent speed control circuit
SKILL 4	Design an independent speed control circuit

5-7 FLUID FORCE AND FRICTION (with virtual trainer)

OBJECTIVE 1	Describe how to calculate the force output of a double-acting cylinder
SKILL 1	Measure the force output of a cylinder
OBJECTIVE 2	Describe the concept of fluid friction
SKILL 2	Measure delta P in a fluid power system
OBJECTIVE 3	Define Pascal's Law
OBJECTIVE 4	Describe the concept of fluid power leverage
OBJECTIVE 5	Define absolute and gage units of pressure measurement
OBJECTIVE 6	Define the Ideal Gas Law
OBJECTIVE 7	Describe the factors that affect pneumatic actuator speed
SKILL 3	Measure pneumatic actuator speed
OBJECTIVE 8	Describe the factors that affect hydraulic actuator speed
SKILL 4	Measure hydraulic actuator speed

SUBTOPIC 6: AC/DC ELECTRICITY

6-1 BASIC ELECTRICAL CIRCUITS (with virtual trainer)

OBJECTIVE 1	Define electricity and give an application
OBJECTIVE 2	Describe the operation of a basic electrical circuit
OBJECTIVE 3	Describe the two types of electrical current and give an application of each
OBJECTIVE 4	Describe the operation of two types of power supplies
OBJECTIVE 5	Describe how to interpret a basic electrical schematic
SKILL 1	Connect and operate a power supply
OBJECTIVE 6	Describe the functions of three types of manual switches
OBJECTIVE 7	Describe the basic operation of a pushbutton switch
OBJECTIVE 8	Describe the basic operation of a selector switch
OBJECTIVE 9	Describe the basic operation of a knife switch
SKILL 2	Connect and operate a circuit using three types of manual switches
OBJECTIVE 10	Describe the function of five types of electrical output devices
SKILL 3	Connect and operate four types of electrical output devices

6-2 ELECTRICAL CURRENT AND VOLTAGE MEASUREMENTS (with virtual trainer)

OBJECTIVE 1	Define voltage and give its units of measurement
OBJECTIVE 2	Define current and give its units of measurement
OBJECTIVE 3	State Kirchhoff's circuit laws and give an application
OBJECTIVE 4	Define the basic characteristics of series and parallel circuits
OBJECTIVE 5	Describe two types of voltmeters and give their schematic symbol
OBJECTIVE 6	Describe how to use a voltmeter to measure voltage
SKILL 1	Use an analog voltmeter to measure the voltage drops and point voltages
OBJECTIVE 7	Describe how to use a digital multimeter to measure voltage
SKILL 2	Use a DMM to measure voltages in series and parallel circuits
OBJECTIVE 8	Describe two types of ammeters and give their schematic symbol
OBJECTIVE 9	Describe how to use a DMM to measure current
SKILL 3	Use a DMM to measure current in series and parallel circuits

6-3 ELECTRICAL RESISTANCE MEASUREMENTS (with virtual trainer)

OBJECTIVE 1	Define resistance and give its units of measurement
OBJECTIVE 2	Describe the function of two types of ohmmeters and give their schematic symbol
OBJECTIVE 3	Describe how to use an ohmmeter to measure resistance
SKILL 1	Use a DMM to measure the resistance of a component
OBJECTIVE 4	Describe the resistance characteristics in series and parallel circuits
SKILL 2	Measure the resistance in series and parallel circuits
OBJECTIVE 5	Describe two methods of measuring continuity
SKILL 3	Test the continuity of wires using a DMM

6-4 POWER IN ELECTRICAL CIRCUITS (with virtual trainer)

OBJECTIVE 1	Define electrical power and give its units of measurement
OBJECTIVE 2	Describe how to calculate the power in a simple circuit
OBJECTIVE 3	Describe the Function of Two Types of Circuit Protection and Give an Application of Each
OBJECTIVE 4	Describe the Operation of a Fuse and Give Its Schematic Symbol
SKILL 1	Connect and Operate a Circuit that Uses a Fuse
OBJECTIVE 5	Describe the Basic Operation of a Circuit Breaker and Give Its Schematic Symbols
SKILL 2	Connect and operate a circuit that uses a circuit breaker
OBJECTIVE 6	Describe How to Size Circuit Protection
OBJECTIVE 7	Describe the Basic Operation of Three-Phase Power
OBJECTIVE 6	Describe the operation of a transformer
SKILL 3	Connect and operate a transformer

SUBTOPIC 7: ELECTRICAL RELAY CONTROL

7-1 CONTROL LOGIC CIRCUITS (with virtual trainer)

OBJECTIVE 1	Describe the function of relay control logic circuits
OBJECTIVE 2	List the six elements of control logic
OBJECTIVE 3	Describe the function of AND logic and give an application
SKILL 1	Connect and operate an AND logic control circuit
OBJECTIVE 4	Describe the function of OR logic and give an application
SKILL 2	Connect and operate an OR logic control circuit
OBJECTIVE 5	Describe the function of NOT logic and give an application
SKILL 1	Connect and operate a NOT logic control circuit
OBJECTIVE 6	Describe the function of NOR logic and give an application
SKILL 2	Connect and operate a NOR logic control circuit
OBJECTIVE 7	Describe the function of NAND logic and give an application
SKILL 3	Connect and operate a NAND logic control circuit
OBJECTIVE 8	Describe the function of MEMORY logic and give an application

7-2 ELECTRICAL CONTROL DIAGRAMS (with virtual trainer)

OBJECTIVE 1	Describe the function of a ladder diagram
OBJECTIVE 2	Describe the symbols of basic ladder diagram components
OBJECTIVE 3	Describe how to read and interpret a basic ladder diagram
SKILL 1	Connect and operate a logic circuit given a ladder diagram
SKILL 2	Design a ladder diagram using one or more logic elements
OBJECTIVE 4	Describe the function of a solenoid-operated output device
OBJECTIVE 5	Describe how to read and interpret a power diagram
SKILL 3	Connect and operate a circuit using a solenoid valve given a ladder diagram
SKILL 4	Design a control circuit in a ladder diagram format to operate a solenoid valve

7-3 RELAY CONTROL CIRCUITS (with virtual trainer)

OBJECTIVE 1	Describe the function of an electromechanical relay and give an application
OBJECTIVE 2	Describe the operation of an electromechanical relay and give its ladder diagram symbol
OBJECTIVE 3	Describe how to read and interpret ladder diagram detached symbology
SKILL 1	Connect and operate a relay

OBJECTIVE 4	Describe the operation of a relay used to energize a fluid power valve solenoid
SKILL 2	Connect and Operate a relay to energize a fluid power solenoid
OBJECTIVE 5	Describe the operation of a relay performing control logic
SKILL 3	Design a logic circuit that uses a relay
OBJECTIVE 6	Describe the operation of a seal-in circuit
SKILL 4	Connect and operate a relay to perform a seal-in function to control a motor

7-4 AUTOMATION SEQUENCE CIRCUITS (with virtual trainer)

OBJECTIVE 1	Describe the function of a limit switch and give an application
OBJECTIVE 2	Describe the operation of a limit switch and give its schematic symbol
OBJECTIVE 3	Describe how to read and interpret ladder diagrams with limit switches
SKILL 1	Connect and operate a limit switch
OBJECTIVE 4	Describe the operation of a limit switch in an event sequencing circuit
SKILL 2	Connect and operate an event sequencing circuit given a ladder diagram
SKILL 3	Design a logic circuit that uses a limit switch to sequence an event
OBJECTIVE 5	Describe the operation of a single-cycle cylinder reciprocation relay circuit
SKILL 4	Connect and Operate a single-cycle cylinder reciprocation circuit
OBJECTIVE 6	Describe the operation of a limit switch in a continuous-cycle reciprocation circuit
SKILL 5	Connect and operate a continuous-cycle cylinder reciprocation circuit
OBJECTIVE 7	Describe the operation of a safety interlock circuit
SKILL 6	Design a continuous-cycle cylinder reciprocation circuit with a safety interlock

SUBTOPIC 8: SKILL BOSS SYSTEM APPLICATIONS

8-1 SAFETY SKILLS

SKILL 1	Demonstrate electrical lockout/ tagout
SKILL 2	Demonstrate pneumatic lockout/ tagout
SKILL 3	Install a machine guard
SKILL 4	Perform a pre-startup safety inspection
SKILL 5	Locate and Interpret Safety Data Sheets for oil and grease
SKILL 6	Interpret GHS labeling on lubricant containers
SKILL 7	Identify types of fasteners
SKILL 8	Use a hex key wrench
SKILL 9	Use a combination wrench
SKILL 10	Use a backup wrench
SKILL 11	Use a ratchet wrench
SKILL 12	Use flat head screwdriver
SKILL 13	Use Phillips screwdriver
SKILL 14	Use a torque wrench

8-2 QUALITY SKILLS

SKILL 1	Use a tape measure to measure machine dimensions
SKILL 2	Use a rule to measure part dimensions
SKILL 3	Use a dial caliper to measure part dimensions
SKILL 4	Use a micrometer to measure part dimensions

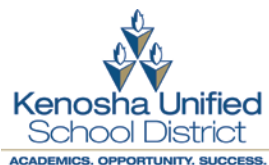
8-4 MACHINE OPERATION SKILLS

SKILL 1	Identify machine components
SKILL 2	Start up a machine
SKILL 3	Navigate HMI menus
SKILL 4	Use an HMI to manually operate actuators
SKILL 5	Operate a machine in single step mode
SKILL 6	Operate a machine in automatic mode
SKILL 7	Perform a normal machine shutdown

SKILL 8	Perform an emergency machine shutdown
SKILL 9	Reset alarm and restart machine
SKILL 10	View production data on HMI
SKILL 11	Measure cycle time using a stopwatch

8-5 MACHINE ADJUSTMENT SKILLS

SKILL 1	Connect main air pressure
SKILL 2	Set pneumatic regulator pressure
SKILL 3	Manually operate pneumatic valves using manual overrides
SKILL 4	Adjust speed of actuators with flow control valves
SKILL 5	Align and tension a basic chain drive
SKILL 6	Align and tension a basic belt drive



COURSE CHANGE PROPOSAL

Completed forms must be returned to the chief academic officer by October 1 to be considered for board approval.

Date Initiated: 2/9/18 Administrator Name: Cheryl Kothe

Department and School: Technology & Engineering

Course Name: Industrial Control Systems

Request: ☒ New Course ☐ New Course Name ☐ Course Revision ☐ Remove Course

Credits: Current: 0.50 *Check if honors:* ☐

Recommended Prerequisites (if any):

Rationale: Explain why this course is needed. (If this is a course removal or name change, only fill out this section.)

As the fourth industrial revolution, commonly referred to as Industry 4.0, emerges, the skills required by individuals employed in the industrial sector will change significantly. More than ever before, industrial equipment will be electronically monitored, controlled, interconnected, and networked, creating massive amounts of data to be used in analysis, process control, and improvement. As a result, success in the industrial sector will now require the comprehension of multiple industrial operations, smart sensors, and smart devices used to monitor and control production operations, industrial automation, control systems, networking, network security, mobile and internet data communication, and data analytics.

The advent of Industry 4.0 creates exciting opportunities for students entering a variety of career pathways, including, but not limited to, advanced manufacturing, information technology, industrial design, robotics, industrial maintenance, machining, tool and die, and data and image analytics.

Proposed Course Description: In three or four sentences, write a course overview.

In this course, students are introduced to basic concepts of industrial computer-controlled systems. The student explores various types of programming using robots and programmable logic controllers (PLCs) and participates in lab experiments designed to introduce programming principles; electronic inputs and outputs (analog and digital); and communication between system components, including Ethernet protocols. Upon completion of the course, students will be able to explain how the control processes are utilized to automate manufacturing facilities.

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. (Attach additional documents as needed.)

See attached document.

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: \$0
- B. Textbooks/Kits: \$2,100 e-learning (Teaching and Learning budget)/\$60,000 equipment shared by three schools (budget assumption request for new funds)
- C. Supplementary: 40 hours curriculum planning time: \$2,244 (Perkins Grant)
- D. Facilities/Space: \$0
- E. Professional Learning: \$2,244 (Perkins Grant)



Gateway Technical College

10-664-100 Introduction to Industrial Control Systems

Course Outcome Summary

Course Information

Description	In this course, learners are introduced to basic concepts of industrial computer-controlled systems. The learner explores various types of programming using robots and PLCs and participates in lab experiments designed to introduce programming principles, electronic inputs and outputs (analog and digital), communication between system components including Ethernet protocols. Upon completion of the course, learners will be able to explain how the control processes are utilized to automate manufacturing facilities.
Career Cluster	Science, Technology, Engineering and Mathematics
Instructional Level	Associate Degree
Total Credits	2.00
Total Hours	54.00

Types of Instruction

Instruction Type	Credits/Hours
Lecture, Demonstration, Discussion	1.0/18.0
In-Class Lab	1.0/36.0

Developed By	Mr. Greg Chapman, B.S.M.E.T. Mr. Pat Hoppe, M.S. Dr. Nancy Chapko
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Core Abilities

1. **Act responsibly**
2. **Communicate clearly and effectively**
3. **Demonstrate essential computer skills**
4. **Demonstrate essential mathematical skills**
5. **Develop job-seeking skills**
6. **Respect self and others as members of a diverse society**
7. **Think critically and creatively**
8. **Value Learning**
9. **Work cooperatively**

Program Outcomes

1. Apply state and national safety rules to the manufacturing systems environment.
2. Analyze automation within a complex manufacturing system.
3. Manage advanced manufacturing systems for operational efficiency and cost control.
4. Analyze technical specifications for implementation of manufacturing systems, modules, and components.
5. Use a PID control system to achieve a desired outcome in a manufacturing outcome.
6. Integrate industrial robotic systems into manufacturing processes.
7. Apply electronic principles to devices within a complex manufacturing systems.

Course Competencies

1. Discover industrial control systems.

Domain Cognitive Level Applying

Linked Core Abilities

Communicate clearly and effectively
 Demonstrate essential computer skills
 Develop job-seeking skills
 Think critically and creatively
 Value Learning

Linked Program Outcomes

Analyze automation within a complex manufacturing system.
 Analyze technical specifications for implementation of manufacturing systems, modules, and components.
 Apply electronic principles to devices within a complex manufacturing systems.

2. Perform basic robot programming.

Domain Affective Level Internalizing

Linked Core Abilities

Act responsibly
 Communicate clearly and effectively
 Demonstrate essential computer skills
 Demonstrate essential mathematical skills
 Respect self and others as members of a diverse society
 Think critically and creatively
 Work cooperatively

Linked Program Outcomes

Apply state and national safety rules to the manufacturing systems environment.
 Analyze automation within a complex manufacturing system.
 Manage advanced manufacturing systems for operational efficiency and cost control.
 Integrate industrial robotic systems into manufacturing processes.

3. Perform basic CNC programming.

Domain Affective Level Internalizing

Linked Core Abilities

Act responsibly
 Demonstrate essential computer skills
 Demonstrate essential mathematical skills
 Value Learning

Linked Program Outcomes

Apply state and national safety rules to the manufacturing systems environment.

Analyze technical specifications for implementation of manufacturing systems, modules, and components.

Integrate industrial robotic systems into manufacturing processes.

4. Perform basic Programmable Controller programming.

Domain Affective Level Internalizing

Linked Core Abilities

Demonstrate essential computer skills

Develop job-seeking skills

Think critically and creatively

Value Learning

Linked Program Outcomes

Apply state and national safety rules to the manufacturing systems environment.

Analyze automation within a complex manufacturing system.

Manage advanced manufacturing systems for operational efficiency and cost control.

Analyze technical specifications for implementation of manufacturing systems, modules, and components.

Use a PID control system to achieve a desired outcome in a manufacturing outcome.

Integrate industrial robotic systems into manufacturing processes.

Apply electronic principles to devices within a complex manufacturing systems.

5. Investigate basic Ethernet communications.

Domain Cognitive Level Analyzing

Linked Core Abilities

Communicate clearly and effectively

Demonstrate essential computer skills

Demonstrate essential mathematical skills

Develop job-seeking skills

Think critically and creatively

Work cooperatively

Linked Program Outcomes

Analyze automation within a complex manufacturing system.

Manage advanced manufacturing systems for operational efficiency and cost control.

Analyze technical specifications for implementation of manufacturing systems, modules, and components.

Use a PID control system to achieve a desired outcome in a manufacturing outcome.

Integrate industrial robotic systems into manufacturing processes.

6. Operate VFD motor control.

Domain Cognitive Level Applying

Linked Core Abilities

Act responsibly

Communicate clearly and effectively

Demonstrate essential computer skills

Respect self and others as members of a diverse society

Think critically and creatively

Linked Program Outcomes

Apply state and national safety rules to the manufacturing systems environment.

Use a PID control system to achieve a desired outcome in a manufacturing outcome.

Integrate industrial robotic systems into manufacturing processes.

7. Explore electronic sensors.

Domain *Cognitive* *Level* *Applying*

Linked Core Abilities

Act responsibly
 Develop job-seeking skills
 Think critically and creatively
 Work cooperatively

Linked Program Outcomes

Apply state and national safety rules to the manufacturing systems environment.
 Analyze automation within a complex manufacturing system.
 Manage advanced manufacturing systems for operational efficiency and cost control.
 Apply electronic principles to devices within a complex manufacturing systems.

8. Apply industrial manufacturing controls to a basic automated system.

Domain *Cognitive* *Level* *Applying*

Linked Core Abilities

Act responsibly
 Communicate clearly and effectively
 Develop job-seeking skills
 Respect self and others as members of a diverse society
 Think critically and creatively

Linked Program Outcomes

Apply state and national safety rules to the manufacturing systems environment.
 Manage advanced manufacturing systems for operational efficiency and cost control.
 Use a PID control system to achieve a desired outcome in a manufacturing outcome.

Course #2

- **606-xxx: Industrial Control Systems** (2 Gateway Technical College credits) - Introduction to basic concepts of the computer-controlled systems. This course shall teach various types of programming using robots and PLCs. Applications are designed to teach programming principles, electronic inputs (sensors) and outputs (VFD), interfacing, and Ethernet protocols. Students shall integrate technologies in a working mechatronics system. Course consists of 65 hours of instruction and lab experiences include a basic introduction to the following topics:

SUBTOPIC 1: PROGRAMMABLE CONTROLLERS 1**1-1 PROGRAMMABLE CONTROLLER OPERATION (with virtual)**

OBJECTIVE 1	Describe the function of a programmable logic controller
OBJECTIVE 2	Describe the basic components of a PLC
SKILL 1	Identify the components of a Rockwell micro800 PLC
OBJECTIVE 3	Describe the types of PLC program languages
OBJECTIVE 4	Describe the basic structure of a PLC ladder logic program
OBJECTIVE 5	Describe the basic operation of a PLC
OBJECTIVE 6	Describe the basic components of Rockwell CCW PLC software
OBJECTIVE 7	Describe how to power up a Rockwell micro800 PLC
SKILL 2	Power up a Rockwell micro800 PLC

1-2 PLC ETHERNET COMMUNICATION

OBJECTIVE 1	Describe the function of a point-to-point Ethernet network
OBJECTIVE 2	Describe the basic operation of a point-to-point Ethernet network
OBJECTIVE 3	Describe how to connect and configure a point-to-point Ethernet network
SKILL 1	Connect and configure a point-to-point Ethernet network
OBJECTIVE 4	Describe how to use Rockwell CCW software to download and upload a PLC project
SKILL 2	Use Rockwell CCW software to download and upload a PLC project
OBJECTIVE 5	Describe how to use Rockwell CCW software to run and monitor a PLC
SKILL 3	Use Rockwell CCW software to run and monitor a PLC

1-3 BASIC PLC PROGRAM INSTRUCTIONS (with virtual)

OBJECTIVE 1	Describe the operation of an absolute I/O address
OBJECTIVE 2	Describe the operation of a symbolic I/O address
OBJECTIVE 3	Describe how to enter a discrete I/O address symbol
SKILL 1	Enter a discrete I/O address symbol
OBJECTIVE 4	Describe how to interpret a PLC input/output diagram
OBJECTIVE 5	Describe the operation of NO and NC contact input instructions
OBJECTIVE 6	Describe the operation of a PLC output instruction
SKILL 2	Enter a PLC logic program

1-4 PLC PROJECT DEVELOPMENT (Software)

OBJECTIVE 1	Describe how to create and configure a Rockwell CCW PLC project
SKILL 1	Create and configure a Rockwell CCW PLC project
OBJECTIVE 2	Describe how to enter a logic program in a Rockwell CCW PLC project
SKILL 2	Enter a logic program in a Rockwell CCW PLC project
OBJECTIVE 3	Describe how to edit a Rockwell CCW PLC logic program
SKILL 3	Edit a Rockwell CCW PLC logic program
OBJECTIVE 4	Describe how to document a Rockwell CCW PLC logic program
SKILL 4	Document a Rockwell CCW PLC logic program

1-5 PLC MOTOR CONTROL (with virtual)

OBJECTIVE 1	Describe the operation of a PLC-controlled constant speed electric motor
OBJECTIVE 2	Describe the operation of a PLC-controlled fluid power motor
OBJECTIVE 3	Describe the operation of input instructions that use output addresses
SKILL 1	Enter and operate a PLC program that uses an input instruction with an output address
OBJECTIVE 4	Describe the operation of PLC seal-in logic
SKILL 2	Enter and operate a PLC program that uses seal-in logic
OBJECTIVE 5	Describe the operation of internal output instructions
SKILL 3	Enter and operate a PLC program that uses internal input and output instructions
SKILL 4	Design a PLC program that controls two constant-speed electric motors

1-6 PLC TIMER INSTRUCTIONS (with virtual)

OBJECTIVE 1	Describe the function of two types of PLC timer instructions and give an application of each
OBJECTIVE 2	Describe the function of two types of non-retentive PLC timer instructions
OBJECTIVE 3	Describe the operation of an on-delay PLC timer instruction
SKILL 1	Enter and operate a PLC program that uses a non-retentive, on-delay timer instruction
OBJECTIVE 4	Describe the operation of an off-delay PLC timer instruction
SKILL 2	Enter and operate a PLC program that uses a non-retentive, off-delay timer instruction
OBJECTIVE 5	Describe the operation of retentive PLC timer instruction
SKILL 3	Enter and operate a PLC program that uses a retentive timer instruction

1-7 PLC COUNTER INSTRUCTIONS (with virtual)

OBJECTIVE 1	Describe the function of a PLC counter instruction and give an application
OBJECTIVE 2	Describe types of PLC counter instructions
OBJECTIVE 3	Describe the operation of a PLC Count Up instruction
SKILL 1	Enter and operate a PLC program that uses a Count Up instruction
OBJECTIVE 4	Describe the operation of a PLC Count Down instruction
SKILL 2	Enter and operate a PLC program that uses a Count Down instruction
OBJECTIVE 5	Describe the operation of PLC counter production control application
SKILL 3	Design a PLC program that uses a counter instruction

1-8 PLC EVENT SEQUENCING 1 (with virtual)

OBJECTIVE 1	Define event-driven sequencing
OBJECTIVE 2	Describe the operation of a reciprocating actuator PLC program
SKILL 1	Enter and operate a single-cycle reciprocating actuator PLC program
OBJECTIVE 3	Describe the operation of a continuous cycle reciprocating program
SKILL 2	Enter and operate a continuous-cycle reciprocating actuator PLC program
OBJECTIVE 4	Describe the operation of a PLC program with manual and automatic modes
SKILL 3	Enter and operate a PLC program with manual and automatic modes
OBJECTIVE 5	Describe three methods of stopping a PLC-controlled machine

1-9 PLC EVENT SEQUENCING 2 (with virtual)

OBJECTIVE 1	Describe how to design a PLC sequence program using a 7-step process
SKILL 1	Design a PLC sequence program using a 7-step process
OBJECTIVE 2	Describe the operation of a basic multiple actuator PLC sequence program
SKILL 2	Enter and operate a multiple actuator PLC sequence program
SKILL 3	Design a multiple actuator PLC sequence program

OBJECTIVE 3	Define time-driven sequencing and give an application
OBJECTIVE 4	Describe the operation of a time-driven sequence program
SKILL 4	Enter and operate a time-driven PLC sequence program
OBJECTIVE 5	Describe the operation of a PLC program safety interlock
SKILL 5	Enter and operate a PLC program that uses a safety interlock

SUBTOPIC 2: VARIABLE FREQUENCY DRIVES 1

2-1 BASIC VFD OPERATION

OBJECTIVE 1	Describe the function of an AC variable frequency drive and give an application
OBJECTIVE 2	Describe the basic operation of an AC variable frequency drive
OBJECTIVE 3	Describe the main parts of an AC variable frequency drive
OBJECTIVE 4	Describe the wiring connections to an AC variable frequency drive
OBJECTIVE 5	Describe the keypad menus of an AC variable frequency drive
OBJECTIVE 6	Describe how to use a keypad to operate an AC variable frequency drive
SKILL 1	Use a keypad to operate an AC variable frequency drive

2-2 BASIC VFD CONTROL

OBJECTIVE 1	Describe types of VFD parameters
OBJECTIVE 2	Describe how to view and edit a VFD parameter
SKILL 1	View and edit a VFD parameter
OBJECTIVE 3	Describe the operation of 2-wire and 3-wire VFD control system
OBJECTIVE 4	Describe the operation of a PLC-controlled VFD system
SKILL 2	Enter and operate a PLC project that controls a VFD
OBJECTIVE 5	Describe the operation of a VFD error code
OBJECTIVE 6	Describe how to reset a VFD after an error occurs
SKILL 3	Reset a VFD after an error occurs

SUBTOPIC 3: BASIC CNC PROGRAMMING

3-1 INTRODUCTION TO CNC MACHINING

OBJECTIVE 1	Describe the function of a lathe
OBJECTIVE 2	Describe the function of a turning center
OBJECTIVE 3	Describe the basic operation of a turning center
OBJECTIVE 4	Describe the function of a milling machine
OBJECTIVE 5	Describe the function of a machining center
OBJECTIVE 6	Identify the main types of machining centers
OBJECTIVE 7	Describe the basic operation of a machining center

3-2 CNC WORKSPACE

OBJECTIVE 1	Describe a 2-dimensional Cartesian coordinate system
OBJECTIVE 2	Describe a 3-dimensional Cartesian coordinate system
OBJECTIVE 3	Define CNC machine center machine coordinates and reference position
OBJECTIVE 4	Define CNC machining center part zero and work coordinates
OBJECTIVE 5	Describe how to locate and set part zero
OBJECTIVE 6	Define CNC machining center tool offsets
OBJECTIVE 1	Describe three methods of creating a CNC program
OBJECTIVE 2	Describe the structure of a G&M code CNC program
OBJECTIVE 3	Describe the operation of CNC program start and end blocks
OBJECTIVE 4	Describe the operation of CNC G codes for linear movement

OBJECTIVE 5	Describe how to develop a basic CNC part program
OBJECTIVE 6	Describe how to load and run a basic CNC program
SKILL 1	Load and Run a CNC program

3-4 CNC PROGRAMMING WITH CIRCULAR INTERPOLATION (with virtual)

OBJECTIVE 1	Define absolute and incremental CNC position coordinates
OBJECTIVE 2	Describe the operation of the absolute and incremental positioning G-Codes (G90 and G91)
SKILL 1	Develop a CNC program that uses absolute and incremental positioning G-Codes (G90 and G91)
OBJECTIVE 3	Describe the operation of the circular interpolation G-Codes (G02 and G03)
SKILL 2	Develop a CNC program that uses circular interpolation G-Codes (G02 and G03)
OBJECTIVE 4	Describe four limitations of cutter compensation
SKILL 3	Use cutter compensation in a CNC program

SUBTOPIC 4: BASIC ROBOT PROGRAMMING

4-1 BASIC ROBOT OPERATION (with simulation)

OBJECTIVE 1	Describe four robot classifications
OBJECTIVE 2	Describe five types of servo robots
OBJECTIVE 3	Describe the basic operation of a servo robot
OBJECTIVE 4	Describe the axes of an articulated arm robot
OBJECTIVE 5	Describe seven types of robot safety devices
OBJECTIVE 6	Describe robot safety rules
OBJECTIVE 7	Describe how to power up and power down a servo robot
OBJECTIVE 8	Describe how to use a teach pendant to jog a servo robot
SKILL 1	Jog a servo robot
OBJECTIVE 9	Describe how to home a servo robot
SKILL 2	Home a servo robot

4-2 BASIC ROBOT PROGRAMMING (with simulation)

OBJECTIVE 1	Describe types of robot end effectors
OBJECTIVE 2	Describe types of robot grippers
OBJECTIVE 3	Describe how to teach robot points
SKILL 1	Teach robot position points
OBJECTIVE 4	Describe how to enter and edit robot program files
SKILL 2	Enter and edit a basic robot program
OBJECTIVE 5	Describe how to transfer robot program files between a PC and robot controller
OBJECTIVE 6	Describe how to run a robot program
SKILL 3	Run a servo robot program
OBJECTIVE 7	Describe the operation of the robot command: Pmove
SKILL 4	Enter a robot program that uses the Pmove command
OBJECTIVE 8	Describe the operation of the robot commands: Grasp and Release
SKILL 5	Enter a robot program that uses the Grasp and Release commands

4-3 BASIC MATERIAL HANDLING (with simulation)

OBJECTIVE 1	Describe the operation of the commands: Label and Branch
SKILL 1	Enter a robot program that uses the Label and Branch commands
OBJECTIVE 2	Describe the operation of the program commands: Speed and Delay
SKILL 2	Enter a robot program that uses the Speed and Delay commands
OBJECTIVE 3	Describe the operation of robot controller discrete inputs and outputs

OBJECTIVE 4 SKILL 3	Describe how to test robot controller discrete inputs and outputs Connect and test discrete input and output devices wired to a robot controller
OBJECTIVE 5 SKILL 4	Describe the operation of the I/O interface commands: Waiti and Writeo Enter a program that has Waiti and Writeo commands
OBJECTIVE 6 SKILL 5	Describe types of robot material handling applications Design a robot program that will unload an automatic machine
<u>4-4 FLEXIBLE MANUFACTURING CELLS (with simulation)</u>	
OBJECTIVE 1	Describe a 6-step robot application development process
OBJECTIVE 2	Describe the operation of a robot sequence flow chart
SKILL 1	Construct a robot sequence flow chart for an application
OBJECTIVE 3	Describe the operation of the conditional commands: If-Then, Else, Endif, and Inp
SKILL 2	Enter a robot program that has conditional commands: If-Then, Else, Endif, and Inp
OBJECTIVE 4	Describe the operation of the subroutine commands: Call, Return, and Sub
SKILL 3	Enter a robot program that has subroutine commands: Call, Return, and Sub
OBJECTIVE 5	Describe the operation of a multiple machine robot loading cell
SKILL 4	Design a robot program that will unload two automatic machines

SUBTOPIC 5: ELECTRONIC SENSORS

<u>5-1 ELECTRONIC SENSORS 1</u>	
OBJECTIVE 1	Describe the basic operation of an electronic sensor
OBJECTIVE 2	Describe the operation of an inductive proximity sensor and give an application
SKILL 1	Connect and operate an inductive proximity sensor
OBJECTIVE 3	Describe five characteristics that affect inductive proximity sensor operation
SKILL 2	Measure and analyze inductive proximity sensor performance
OBJECTIVE 4	Describe the operation of a capacitive proximity sensor and give an application
SKILL 3	Connect and operate a capacitive proximity sensor
OBJECTIVE 5	Describe five characteristics that affect capacitive proximity sensor operation
SKILL 4	Measure and analyze capacitive proximity sensor performance
<u>5-2 ELECTRONIC SENSORS 2</u>	
OBJECTIVE 1	Describe the operation of an magnetic reed sensor and give an application
SKILL 1	Connect and operate an magnetic reed sensor
OBJECTIVE 2	Describe six characteristics that affect magnetic reed sensor operation
SKILL 2	Measure and analyze magnetic reed performance
OBJECTIVE 3	Describe the operation of a photoelectric sensor and give an application
SKILL 3	Connect and operate a photoelectric sensor
OBJECTIVE 4	Describe five characteristics that affect photoelectric sensor operation
SKILL 4	Measure and analyze photoelectric sensor performance
OBJECTIVE 5	How to interface electronic sensors to machine controllers
SKILL 5	Interface electronic sensors to machine controllers

SUBTOPIC 6: ETHERNET NETWORK COMMUNICATIONS

<u>6-1 INTRODUCTION TO ETHERNET NETWORKS</u>	
OBJECTIVE 1	Define the function of an industrial network
OBJECTIVE 2	Describe three levels of industrial networks
OBJECTIVE 3	Describe the basic operation of a TCP/IP Ethernet network

OBJECTIVE 4	Describe the basic components of an Ethernet network
OBJECTIVE 5	Describe how to connect an Ethernet network using an unmanaged switch
SKILL 1	Connect an Ethernet Network using an unmanaged switch
OBJECTIVE 6	Describe the Ethernet network address system
OBJECTIVE 7	Describe how to set Ethernet IP addresses of robots and PLCs
SKILL 2	Set Ethernet IP addresses of robots and PLCs
OBJECTIVE 8	Describe how to transfer robot and PLC programs via an Ethernet Network
SKILL 3	Transfer a robot and PLC programs via an Ethernet Network

6-2 HMI-ETHERNET OPERATION

OBJECTIVE 1	Describe the function of an HMI panel
OBJECTIVE 2	Describe the parts of an HMI panel
OBJECTIVE 3	Describe how to connect an HMI panel in an Ethernet network
SKILL 1	Connect an HMI panel in an Ethernet network
OBJECTIVE 4	Describe how to configure a PLC project for an HMI panel
SKILL 2	Configure a PLC project for an HMI panel
OBJECTIVE 5	Describe how to download a project to an HMI panel
SKILL 3	Download an HMI project to an HMI panel
OBJECTIVE 6	Describe the basic operation of an HMI panel
OBJECTIVE 7	Describe how to operate a PLC project that uses an HMI panel
SKILL 4	Operate a PLC project that uses an HMI panel

SUBTOPIC 7: MECHATRONIC SYSTEMS

7-1 PICK AND PLACE FEEDING STATION

OBJECTIVE 1	Describe three types of material feeding systems
OBJECTIVE 2	Describe the operation of a powered parts feeder
OBJECTIVE 3	Describe the operation of a pick and place pneumatic manipulator
SKILL 1	Operate a pick and place inventory station
OBJECTIVE 4	Describe how to adjust a magnetic reed proximity sensor
SKILL 2	Adjust a magnetic reed proximity sensor
OBJECTIVE 5	Describe how to adjust a vacuum gripper
SKILL 3	Adjust a vacuum gripper
OBJECTIVE 6	Describe how to adjust a vacuum switch
SKILL 4	Adjust a vacuum switch
OBJECTIVE 7	Describe the sequence of operation of a powered parts feeder
SKILL 5	Design a PLC program that sequences a powered parts feeder
OBJECTIVE 8	Describe the sequence of operation of a pick and place feeding station
SKILL 6	Design a PLC program that sequences a pick and place feeding station

SUBTOPIC 8: SKILL BOSS SYSTEM PROJECTS

SKILL 1	Verify that PLC power and control indicators are correct
SKILL 2	Verify that actuator sensors are operating correctly
SKILL 3	Verify that a PLC output operates correct machine function
SKILL 4	Use a multimeter to check DC voltage of inputs and outputs
SKILL 5	Adjust vacuum cup pressure
SKILL 6	Adjust stroke position of pneumatic actuators
SKILL 7	Adjust a limit switch
SKILL 8	Adjust a photoelectric sensor
SKILL 9	Adjust an inductive proximity sensor
SKILL 10	Adjust a magnetic reed sensor
SKILL 11	Adjust speed setting of an AC Variable Frequency Drive
SKILL 12	Connect a pneumatic circuit using a schematic
SKILL 13	Adjust machine to optimize cycle time
SKILL 14	Design a PLC project to control an AC variable speed drive
SKILL 15	Design a PLC project to control a pneumatic feeder
SKILL 16	Design a PLC project to control a pick and place manipulator

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KENOSHA UNIFIED SCHOOL DISTRICT

March 27, 2018

2018-2019 Employee Handbook – Revised Edition

The 2018-2019 handbook is the fourth edition of the handbook. With each edition, we have fewer and fewer recommended changes.

This year we have a few minor housekeeping changes and no changes that alter any currently existing benefits. Therefore, we did not hold any listening sessions as there is no recommendation to alter any existing benefits.

The following are the recommended changes for the 2018-2019 handbook:

Section 1: Employment

Inclement Weather Policy (Page 11)

We recommend substituting current language with “please refer to Board Policy and Rule 3643”. This recommendation is made due to the fact that Policy and Rule 3643 is one of those policies that is updated on a more frequent basis and at times the policy and rule are updated after the handbook has gone into effect. Therefore, we want to prevent a situation where there may be outdated policy and rule language in the handbook.

Section 4: Employee Benefits and General Leaves

Vacation Days (Page 16)

We recommend adding language to clarify that although a new hire cannot take vacation within the first six months of hire, he/she will continue to accrue vacation time at the rate of 1/12 per month of his/her vacation allotment. This language is being added to clarify the definition of proration.

Family and Medical Leave Act (FMLA) (Page 19)

We recommend adding language to clarify measurement period for eligibility for family and medical leave. The recommended language reads, “Kenosha Unified School District utilizes the calendar year (January 1 through December 31) to establish its 12-month FMLA measurement period.”

In addition, we recommend adding clarifying language as to the exact amount of work time needed to become eligible for FMLA under federal and state law. So, we recommend adding the following clarifying language for eligibility under federal FMLA: “Under federal Family and

Medical Leave Act (FMLA), an employee attains eligibility if he/she has worked for the District at least 1,250 hours during the 12 months preceding the commencement of family medical leave.

The recommended clarifying language for the eligibility under Wisconsin Family and Medical Leave Act (WFMLA) is as follows: “Under the Wisconsin Family and Medical Leave Act, an employee attains eligibility if he/she has worked for the District at least 52 consecutive weeks and at least 1,000 hours in the preceding 52 weeks prior to the commencement of family medical leave.”

Unpaid Medical Leave (Page 23)

The District provides unpaid medical leave to those benefit eligible employees who have exhausted family and medical leave or did not originally qualify for family and medical leave. We need to clarify that the unpaid medical leave is not be taken on an intermittent basis, but consecutive basis. In addition, we recommend adding the process in which the employee must make the request for unpaid medical leave via submitting a “Request for an Unpaid Medical Leave” form and providing medical documentation supporting the need for the requested leave.

Worker’s Compensation (Page 26)

When a work-related injury occurs an employee may be off work for a period of time. Since it is leave for the employee’s own medical condition, this leave although worker’s compensation, will run concurrently with the employee’s FMLA allowance. Therefore, we are recommending the addition of the language “[a]ny leave taken under worker’s compensation will run concurrently with the employee’s family leave (FMLA) allowance.”

Informational Item Only

This document is being shared as a discussion item for this meeting. Any suggestions, comments or reflections by board members will be processed accordingly. A first reading will be presented to the Board on April 23, 2018, and a second reading on May 22, 2017.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Annie Petering
Chief Human Resources Officer



2018-19

EMPLOYEE HANDBOOK

Effective July 1, 2018

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INTRODUCTION

This employee handbook is provided as a reference document for the District. This handbook communicates state and federal statutes and the employment policies of the Board of Education, which serves as a decision-making guide for District staff. While it is intended to provide employees with information about the District, it should not be considered all-inclusive.

Unless expressly stated, the handbook is not intended to disturb or supplant the existing administrative rules of the District, nor to replace or supersede board policy or administrative regulation. The handbook replaces any and all expired written agreements that were collectively bargained and is subject to any future collectively bargained agreements related to base wages in accordance with state law. It has been prepared to acquaint all employees with these policies, procedures, rules and regulations, and to provide for the orderly and efficient operation of the District. It is your responsibility to read and become familiar with this information and to follow the policies, procedures, rules and regulations contained herein. However, if you have questions regarding the handbook or matters that are not covered, please direct them to your immediate supervisor or the Office of Human Resources.

DISCLAIMER STATEMENT

This employee handbook has been prepared for informational purposes only. None of the statements, policies, procedures, rules or regulations contained herein constitutes a guarantee of employment, a guarantee of any other right or benefits or a contract of employment, expressed or implied.

The provisions set forth in this handbook may be altered, modified, changed or eliminated at any time by the Board of Education with notice. This employee handbook supersedes any and all previous handbooks, statements, policies, procedures, rules or regulations given to employees, whether oral or written.

The superintendent and/or his or her designee is/are responsible for the management of this handbook. The content of the handbook is the responsibility of the Board of Education.

COMMON TERMS AND DEFINITIONS

- School leadership refers to principals and/or assistant principals.
- District refers to Kenosha Unified School District.
- Supervisor refers to the individual who supervises an employee.
- Benefit eligible is defined as an employee who is .50 FTE or greater and is eligible for District benefits as defined in Section 4.
- FTE is defined as a person's full-time equivalent status.
- Exempt employee is defined as an employee who is exempt from the provisions of the Fair Labor Standards Act (FLSA) requirements for overtime compensation. Generally, certified staff (teachers) and administrators are exempt under FLSA regulations 29 U.S.C. Section 213.
- Non-exempt employee is defined as an employee who is assigned an hourly wage and may be eligible for additional compensation in accordance with the Fair Labor Standards Act (FLSA).
- Part-time employee is defined as an employee who works greater than 880 hours per year and is eligible for Wisconsin Retirement System (WRS) and life insurance.
- Part-time temporary/seasonal employee is defined as an employee who works less than 880 hours per year. This employee is not eligible for benefits.
- Workweek is defined, for payroll and FMLA leave allowance purposes, as Sunday through Saturday.

*Reference: Fair Labor Standards Act
29 C.F.R. Part 541, et seq.*

MANAGEMENT RESPONSIBILITIES AND EMPLOYEE EXPECTATIONS

The Board of Education and/or administration have the right to establish organizational goals and objectives and to organize resources to achieve desired results. These responsibilities of management include, but are not limited to, the right to:

- Hire, promote, transfer, evaluate, discipline and terminate employees in accordance with board of education policies and procedures and applicable laws.
- Reassign employees from one position to another within the same or a comparable job.
- Direct and motivate the workforce; determine its composition, organization and structure; and to assign work.
- Establish job standards, expectations and work rules.
- Amend, revise, revoke or issue new policies and procedures for employees.

Employees of Kenosha Unified School District have the following reasonable expectations of management:

- A clear understanding of the individual job descriptions, standards, expectations and work rules.
- Performance appraisal based upon job-related criteria.
- A safe and healthy work environment.
- Willingness to respond to employees' concerns and complaints.
- Fair and non-discriminatory application of policies and procedures.
- Disciplinary action/termination based upon board of education policies and procedures.

SECTION 1: EMPLOYMENT

EQUAL OPPORTUNITY EMPLOYER

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 on 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 about discrimination considerations as they relate to employment.

Reference: Board Policy/Rule 4110

ANTI-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 are 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 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.

Reference: Board Policy 4111

USE OF TELEPHONES/MOBILE PHONES/PAGERS

The District provides mobile telephones to some employees for the purpose of conducting District business. The use of District-owned mobile phones to make or receive personal calls is discouraged, although it is understood that usage for personal reasons may be necessary in some situations. Use of District mobile phones resulting in cost due to overage, long distance, roaming or other charges realized by the employee shall be the responsibility of the employee. Such costs shall be passed along to the employee.

In addition, employees are prohibited from using personal cellphones and pagers while supervising students during work hours unless pre-approved by his or her supervisor. Employees are allowed to make personal calls on their personal cellphones when not supervising students.

Employees may not use District-owned mobile phones while driving any District-owned or personal vehicle at any time, unless a hands-free device is employed. Employees are also prohibited from using personal mobile phones while driving a District vehicle, or while driving a personal vehicle in the performance of District business, unless a hands-free device is employed. In addition, texting or emailing while driving a District vehicle or while driving a personal vehicle while on District business is prohibited.

In all cases, employees must adhere to all state or local rules and regulations regarding the use of handheld communication devices while driving. In the case of a specific personal situation that requires an employee to be available via phone or pager for extraordinary needs, arrangements must be made in advance with his or her supervisor.

Supervisors will notify employees of any emergency calls intended for the employee.

USE OF CAMERAS, VIDEO AND AUDIO RECORDING DEVICES

Cameras, video and audio recording devices are prohibited on District premises without prior consent of a supervisor.

The District recognizes that some handheld communication devices, including cellphones, have the capability to take photographs and record. Employees are prohibited from taking photographs, videotaping or audio recording anywhere on District grounds, by any means, without authorization.

STAFF ACCEPTABLE USE

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

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

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

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

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

1. **Responsibility:** Employees are responsible for the proper use of any District electronic communication accounts that are issued under their name or that the employee is charged with managing. Employees are responsible for ensuring proper use of technology by students under their supervision.
2. **Passwords and security:** Employees are prohibited from sharing their password for any electronic communication accounts that are issued under their name. Employees may, however, share their password with a member of the IT staff, if necessary. In that case, the employee shall change his or her password immediately after the IT staff member has completed the task. Employees also are prohibited from accessing another user's account without permission. If an employee identifies a security problem associated with the network or his or her user account, the employee shall notify IT staff.
3. **Privacy:** Passwords are for the purpose of preventing unauthorized access to the District's electronic communication system only; employees have no expectation of privacy when using the District's electronic communication system, even for personal use. The electronic communication system is the property of the District, and the District reserves the right to monitor and inspect any messages, information and data sent, received or stored on the District's electronic communication system. Documents or messages created, sent, received or stored on the District's electronic information system may be considered a public record and subject to disclosure under the Public Records Law.

4. **Prohibited use of the District's electronic communication system:** Employees' use of the District's Electronic Communication System must reflect the District's standards for professionalism. Employees shall not use the District's electronic communication system for:

- a. Accessing, sending, viewing or storing messages, images, websites or other materials which are sexually explicit, obscene, pornographic, or harmful to minors;
- b. Soliciting for personal commercial activities or non-District related organizations or activities, unless approved by the District pursuant to the procedures in Board Policy 1500;
- c. Accessing or disclosing confidential information without authorization any access to or disclosure of confidential student information must comply with the Family Educational Rights and Privacy Act, Section 118.125 of the Wisconsin statutes and the District's student records policy); or
- d. Any other purpose which would violate law or Board policy (including harassment policies).

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

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

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

6. **Personal use of the District's electronic communication system:** Incidental and occasional personal use of the District's electronic communication system is permitted, but such use is subject to this policy. Personal use of technology must be limited to break time and time outside the workday. Personal use must not interfere with student instruction, the performance of an employee's job duties or District business. Employees shall not use their District email address for personal commercial purposes. Employees may connect personal technology devices to the District's network, as long as this does not interfere with the operation, integrity or security of the District's network. The District is not responsible for the safety or security of personal technology devices or the software on them that employees choose to bring into the District. The District does not provide technology support for personal devices.
7. **Personal/off-duty use of social media and personal web pages:** Even if an employee is off-duty and not using the District's electronic communication system, an employee's personal use of technology or social media may be subject to this policy and regulated by the District if: the employee chooses to identify himself/herself as a District employee; the use affects the employee's job performance or the performance of other District employees or the use involves or relates to the District, District students/families or District employees. Unless authorized to do so by the superintendent or his/her designee, employees shall not represent themselves as a spokesperson for the District or create or post content to a personal/non-authorized website that purports to be an official/authorized website of the District. Employees shall not use their District email address to register for a personal social media account and shall not post photos of students or other personally identifiable confidential student information on personal pages and/or sites without the written consent of the adult student or the minor student's parent/guardian.

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

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

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

Reference: Board Policy and Rule 4226

CONFLICT OF INTEREST

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.

Reference: Board Policy 4331

SCHOOL YEAR/HOURS OF THE DAY/WORKDAY

The current school year calendar can be found on the District's website at www.kusd.edu.

Work schedules for employees vary throughout the school district. Supervisors will advise employees of their individual work schedules. Staff needs and operational demands may necessitate variation in starting and ending times, as well as variations in the total hours that may be scheduled each day and week.

All staff is responsible for the completion of their duties as set forth in the job description and those other duties specific to each position.

LUNCH PERIODS

Hourly employees working six hours or more per day shall receive at least a 30-minute duty-free lunch period. Lunch will be scheduled with a supervisor to best meet the scheduling needs of the building or department. An employee must receive permission to work during their scheduled lunch period and must report any time worked.

BREAK TIME FOR NURSING MOTHERS

As per Section 7(r) of the Fair Labor Standards Act, for one year after the birth of a child, all nursing mothers will be allowed reasonable break time during the work day to express breast milk. The break time will be allowed each time the mother has the need to express breast milk. A place, other than a bathroom, that is shielded from view and free from intrusion from coworkers and the public, will be provided for nursing mothers to express breast milk.

Reference: Board Policies 4351 and 4351.1

EMERGENCY CLOSINGS

In the event the District is closed or an individual building(s) is closed, full or partial day closures may be made up at the discretion of the District. The District shall, at a minimum, make up all minutes necessary to guarantee the receipt of state aids and/or necessary to meet the annual school year requirements of the State of Wisconsin.

See the Inclement Weather section to determine who reports to work during a school closing.

Reference: *Board Policies 3643 and 6210*
 Wisconsin Statutes
Sections *115.01(1)*
 121.006(2)
 121.02(1)

INCLEMENT WEATHER

Please refer to Board Policy and Rule 3643.

Reference: Board Policy/Rule 3643

JOB POSTINGS

When the District determines to post a position, the vacancies will be posted on the District website for a minimum of five days.

EMPLOYMENT ID

Each employee is given an ID badge at the time of hire. The ID is provided for security purposes. The first badge is issued at no cost to the employee. Any lost or stolen badges should be reported to your supervisor. Employees are expected to wear their badge every day and ensure it is visible when on District property.

FACILITY VISITORS

The District welcomes visitors. To ensure the safety and well-being of all students and staff, visitors must comply with the following procedures:

- 1. Enter through the front lobby area.
- 2. Sign the visitor register upon entering and exiting the facility to ensure that everyone is accounted for in the event of an emergency.
- 3. Wear required identification.
- 4. Comply with building procedures to ensure the safety of the students and staff.

SECTION 2: COMPENSATION

BASE PAY

KUSD is committed to providing a fair and competitive compensation package that will attract, retain and develop staff.

JOB CLASSIFICATIONS

KUSD positions will be assigned to employment classifications based on the education and experience requirements of the positions and in accordance with state or federal requirements, where applicable. When positions change, they will be reassessed and may be reclassified, if necessary.

PAYROLL

KUSD runs payroll on a biweekly cycle. Payroll information, including payroll periods and pay dates, is updated and published annually on the KUSD Staff Information web page and by contacting the Payroll Department, in addition to distribution to all new hires. All employees' normal wages are paid through the end of the current pay period. Special wages, like overtime and call-in pay (see #5 below), will be included in the next pay period.

DIRECT DEPOSIT

KUSD requires and provides direct deposit into the employee's bank or credit union. All payrolls are processed utilizing direct deposit only.

EMPLOYEE ONLINE PORTAL

All employees will have the ability to view their paycheck stubs through Employee Online. It is each employee's responsibility to verify the accuracy of the information. Employees should check for mistakes made in salary and leave balances each time a paycheck is directly deposited. The Kenosha Unified School District takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday. In the unlikely event of an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of the Payroll Department so that corrections can be made as quickly as possible. Any changes to an employee's time record must be approved by his/her supervisor/principal.

OVERTIME/COMPENSATORY TIME OFF FOR HOURLY EMPLOYEES

Overtime assignments and weekend duties for hourly employees will be assigned at the discretion of the supervisor and/or District administrator. Hours, shifts and assignments will be determined by the District. Employees will be paid for all hours worked. All overtime must be approved in advance by the immediate supervisor. Employees will be paid overtime as required by the Fair Labor Standards Act. The District may provide mutually agreeable compensatory time off in lieu of overtime pay.

1. **Call-in pay:** *Employees may be called in to work by the District as needed.* Only non-exempt employees will receive a minimum of one hour pay per occurrence for each time called into work. If call-in hours result in more than 40 hours for the week, non-exempt employees will be paid overtime pay for time worked over 40 hours.
2. **Overtime pay:** Only non-exempt employees will receive compensation at the rate of one and one-half times their regular hourly rate of pay for all hours worked over 40 hours in any given work week. A supervisor must always approve overtime before it is performed. Only actual hours worked will be

used to calculate overtime. Paid time off for vacation, holidays, sick days, leaves of absence or other reasons will not be considered hours worked. Supervisors will attempt to provide employees with reasonable notice when the need for overtime arises, however, advance notice may not always be possible.

TIME AND ATTENDANCE

All non-exempt employees are required to keep accurate and complete records of time worked on a District-issued timesheet or timekeeping system (check with your supervisor). Non-exempt employees will forward a complete and signed timesheet to their supervisor at the end of each pay period within one working day.

PAYROLL DEDUCTION

All required deductions, such as federal, state and local taxes, and all authorized voluntary deductions, such as TSAs, Wisconsin Retirement System contributions and health insurance premiums, will be withheld automatically from employee paychecks. However, employees are responsible to set up any additional voluntary deductions via Employee Online.

GARNISHMENTS AND WAGE ASSIGNMENTS

All official garnishments and wage adjustments will be processed according to the prevailing applicable laws via legal documents provided to the Payroll Department.

TAX DEFERRED INVESTMENTS

Employees have the opportunity to take advantage of tax deferred income taxation provisions. The Office of Human Resources will maintain a list of investment companies available to employees.

Reference: Wisconsin Statutes

Sections 71.64

103.457

109.03

241.09

812.42

812.43

Fair Labor Standards Act

26 U.S.C. 3102

26 U.S.C. 3402

29 C.F.R. Part 541, et seq.

SECTION 3:

EMPLOYMENT RECORDS

PERSONNEL DATA CHANGES

The District maintains personnel records and files for each employee. Maintaining these files with up to date information is very important as it provides the District with contact information in case of emergency, address mailings, data for payroll purposes, and information required for reporting purposes and benefit programs.

All employees must notify the Office of Human Resources within five days of any changes in:

1. Address
2. Marital status/name change
3. Party to be notified in case of emergency
4. Phone number
5. Dependent(s)

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.

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. Where parents have oral complaints about an employee, the affected employee will be notified if/when they are addressed by an administrator in writing. The employee will be given a meaningful opportunity to provide input for the response.

Reference: Board Policy/Rule 4260

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.

The Office of Human Resources shall establish the evaluation period for all employees, including the necessary evaluation schedule, forms, processes and filing.

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.

Reference: Board Policy/Rule 4380

SECTION 4: EMPLOYEE BENEFITS AND GENERAL LEAVES

BENEFITS

The District offers a comprehensive benefit package. Details with respect to eligibility, benefits, including employee contributions (premium costs), claims procedures and limitations can be found on the District website. Benefits may include health, dental, life, vision, disability, flex and retirement savings and are subject to change.

VACATION DAYS

Vacation is earned on the fiscal year (July 1-June 30) and taken on the calendar year (Jan. 1-Dec. 31). New employees may not take vacation for six months from the date of hire. **However, new employees will earn vacation time on a prorated basis at the rate of 1/12 of their allocated amount per month.** ~~and this amount will be prorated, based on full-time equivalent, during the first year of hire.~~

All employees who earn vacation time will be paid out unused earned vacation time upon a voluntary separation from the District. Payout of vacation time will be calculated based on the remaining balance of vacation days earned as of the date of the voluntary separation. Any individual whose employment with the District is involuntarily terminated will not be paid for unused earned vacation time.

Vacation time shall be taken in half-day or full-day increments. The vacation period and the number of employees on vacation at any given period shall be determined and approved by the employee's immediate supervisor or principal. The supervisor may deny the use of vacation time at times determined to be inappropriate. Payment in lieu of vacation time will not be granted.

Administrative, Supervisory and Technical employees (AST)

See AST Policy

Non-exempt/hourly 12-month employees

(Employees currently receiving a greater benefit will retain that benefit)

One week = five days

~~After six months, prorated~~

~~After~~ **During** first year, two weeks **prorated**

After first year, two weeks

After second year, three weeks

After third year, four weeks

Non-exempt/hourly 10-month employees (food service or secretary)

Current 10-month employees who continue to accrue vacation will maintain their vacation benefit for the duration of their employment as a 10-month employee, but vacation may not be taken. Payment for vacation time in lieu of time off will be granted annually in June. Once an employee leaves one of the two 10-month employee groups referenced above via transfer or separation from the District, their grandfather status is gone. The sunset of this benefit was effective June 30, 2013.

CARRY-OVER VACATION DAYS

Employees may carry over a maximum of five vacation days from one calendar year to another. Employees must submit their requests for carry-over vacation days, after approval by their department supervisors, to the office of Human Resources before commencement of winter recess. This vacation must be used by June 30 of the following calendar year. Any remaining at that time will be removed from the employee's available vacation leave balance.

Reference: Board Policy 4280

PERSONAL DAYS

All employees who earn sick days may request to use up to two days as paid personal days. Personal days may be taken January through December. The Personal Request Leave form can be found on the District website and must be submitted to the employee's supervisor for approval. These days will be deducted from the employee's accrued sick days.

ILLNESS ON A HOLIDAY OR VACATION DAY

Any illness or disability, which occurs after approved vacation has commenced, is considered vacation and shall not be paid as other benefit time. If one of the paid holidays shall fall during an employee's vacation, the paid holiday will be applied in lieu of the paid vacation day.

HOLIDAYS

Administrative, Supervisory and Technical employees (AST)

See AST Policy

Non-exempt/hourly 12-month employees

Independence Day

Labor Day

Thanksgiving Day

Day after Thanksgiving

Christmas Eve

Christmas Day

New Year's Eve

New Year's Day

Martin Luther King, Jr. Day

Good Friday

Memorial Day

Exempt and non-exempt/hourly 10-month employees

Labor Day

Thanksgiving Day

Day after Thanksgiving

Christmas Day

New Year's Day

Martin Luther King, Jr. Day Good

Friday

Memorial Day

Additional holiday information

The District will establish the preceding Friday or the following Monday as the holiday if the holiday falls on a Saturday or Sunday.

All 12-month exempt and non-exempt (hourly workers) will receive winter recess as paid time off. These dates are designated by the District calendar.

Supervisors have the option of adjusting schedules of those employees who may have to work due to the needs of the District.

Ten-month employees are off during spring break and winter recess; however, these are unpaid days except the holidays referenced above. Temporary part-time non-benefit employees are not eligible for holiday pay.

In order to receive holiday pay, an employee must work their last scheduled day before and the next scheduled day after the holiday unless other arrangements are made in advance with the employee's supervisor or the employee is on vacation at the time of the holiday. If an employee does not do so, then the employee will not be paid for the holiday.

SICK DAYS

Sickness is defined as personal illness, disability, or emotional upset caused by serious accident or illness in the immediate family.

Employees who work 10 months will receive 10 paid days per year and those who work 12 months will receive 12 paid days per year up to a maximum of 90 days. Any benefit-eligible employee who works 50 percent or greater per week (.50 FTE or greater) will be eligible for sick leave on a pro-rated basis. Temporary (part-time/non-benefit eligible) employees will not accrue sick days. Employees currently receiving a greater benefit will retain that benefit.

Sick days may not be used prior to accrual. The District may require employees to provide a note from the doctor verifying that an absence was caused by a medical situation. The District also may require documentation from the doctor authorizing the employee to return to work. If sick days are exhausted, employees should refer to this handbook for additional unpaid leaves available.

For purposes of using sick days, immediate family is defined to include only spouse, brother(s), sister(s), children, parent(s), parent(s)-in-law, domestic partner and other family members living in the household. Sick days may be used for other individuals only with the prior approval of the superintendent or his or her designee.

Sick days will be taken in half-day or full-day increments. After three consecutive days, the employee must provide documentation from the physician who treated the employee and/or employee's immediate family when returning to work. The supervisor may request a medical excuse or other documentation regarding the use of sick days at any time.

Sick days will not be paid out upon separation from the District. Administrative, Supervisory and Technical employees should refer to their policy.

BEREAVEMENT

Bereavement may be utilized up to six paid days for immediate family members (including spouse, mother, father, sister, brother, child, son-in-law, daughter-in-law, father-in-law, mother-in-law, domestic partner or any other person whom the employee stands in a mutually acknowledged relation of parent or child) and up to three paid days for grandparents, grandchildren, sister-in-law, brother-in-law, aunt, uncle, niece, nephew, stepmother or stepfather. Proof of death must be provided to the building/department leave reporting secretary.

JURY DUTY

Upon receipt of notification from the state or federal courts of an obligation to serve on a jury or to act as a court witness, an employee should notify his or her supervisor. The employee is required to provide copies of the subpoena or jury summons to his or her supervisor and the Office of Human Resources. The supervisor will verify the notification and make scheduling adjustments to accommodate the employee's obligation. Employees will not be deducted pay for jury duty or subpoenaed court appearances on behalf of the District if the above is adhered to. If an employee is called to appear as a plaintiff, defendant or for subpoenaed and non- subpoenaed court appearances not related to the District, they will be deducted pay unless vacation or personal days are used. Any compensation (except transportation) received by the employee for jury duty or service must be paid to the District.

FAMILY AND MEDICAL LEAVE ACT (FMLA)

Employees may be eligible for leave in accordance with the state and federal Family and Medical Leave Acts. **Kenosha Unified School District utilizes the calendar year (January 1 through December 31) to establish its 12-month FMLA measurement period.**

Under the federal Family and Medical Leave Act (FMLA), **an employee attains eligibility if he/she has worked for the District for at least 1, 250 hours during the 12 months preceding the commencement of family medical leave.** Eligible employees are entitled to 12 workweeks of unpaid leave during a calendar year for the 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 a serious health condition; 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, son, daughter 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 workweeks 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, son, daughter, parent, or next of kin of the service member.

Under the Wisconsin Family and Medical Leave Act (WFMLA), **an employee attains eligibility if he/she has worked for the District at least 52 consecutive weeks and at least 1, 000 hours in the preceding 52 weeks prior to the commencement of family medical leave.** Eligible employees are entitled to six 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 two 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 two weeks of unpaid medical leave for a serious health condition of the employee which makes the employee unable to perform his or her employment.

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. 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.

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 WFMLA if he or she has been employed by the District for more than 52 consecutive weeks and has been paid by the District for at least 1,000 hours during the 52-week 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 of leave available

a. Birth of a child or placement of a child for adoption or foster care

Unpaid leave may be taken by an eligible employee for the birth of a child or placement of a child for adoption or foster care 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 Board 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. Any substituted paid time used will not be available later.

b. 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. An employee must provide the District with a "Health Care Provider Certification" form 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 Board 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. 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. Serious health condition of parent, spouse, child or, 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.

d. Qualifying exigency

Under the FMLA, unpaid leave may be taken for any qualifying exigency arising out of the fact that a spouse, son, daughter 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. **Military caregiver leave**

Under the FMLA, unpaid leave may be taken to care for a covered service member with a serious injury or illness, when the employee is the spouse, son, daughter, 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.

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. 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.
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” form 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.** 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.

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.

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: Board Policy 4280
Board Policy, Rule and Administrative Regulation 4323.1

MATERNITY/PATERNITY LEAVE

Employees will be allowed up to 12 weeks of unpaid leave during a calendar year as a result of a birth or placement of a child for adoption or foster care. This leave will 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 (FMLA) will not be used against an employee in any employment decision, including the determination of raises or discipline.

CHILDREARING LEAVE

Once maternity/paternity and/or FMLA have/has been exhausted, an employee may request up to one year leave for the birth or adoption of a child. This one-year period includes the time off for maternity/paternity leave and/or FMLA, will not exceed 12 months total, must be taken immediately following the exhaustion of maternity/paternity or FMLA and may not be taken on an intermittent basis. Childrearing leave will be unpaid, and no benefits will be provided during this time. Requests may be granted at the discretion of the superintendent and/or his or her designee and may not be requested in consecutive years. An employee returning from childrearing leave will be placed in an assignment for which the employee qualifies at the pay rate that is commensurate with his or her assignment.

UNPAID MEDICAL LEAVE

Benefit-eligible employees who have exhausted FMLA or did not originally qualify for FMLA and are still unable to perform their regular duties due to their need to continue to care for the individual who was the subject of the original FMLA request will be placed on an unpaid medical leave. Such leave shall not extend more than 12 months. **Such leave shall not be taken on an intermittent basis.**

In order to receive an unpaid medical leave of absence, **the employee must submit a “Request for an Unpaid Medical Leave” form.** In addition, the employee will be required to provide the Office of Human Resources with medical documentation **supporting the need for the requested leave.** The unpaid medical leave will be granted at the discretion of the superintendent or his/her designee.

During the medical leave, the employee will receive no compensation from the District. The District reserves the right to determine if the position is vacant and the position will be permanently filled after one year. When the employee is able to return, the District may assign the employee to a vacant position for which he/she is qualified or the employee may apply for an open position through the application process. Participation in the District’s insurance coverage will be available as outlined in the health insurance summary plan description.

Unpaid medical leave cannot be taken on an intermittent basis. Subsequent medical leave will not be granted unless the employee has returned to normal work duties for a minimum of six months.

MILITARY LEAVE

Employees who serve in the armed forces will be granted leaves of absence if called to duty, and will be reinstated in accordance with the applicable state and federal laws and regulations. Employees will be paid the difference between their military pay and District pay only for the employee’s annual two week military training.

*Reference: Wisconsin Statutes
Sections 321.63 – 321.66
Uniformed Services Employment and Reemployment Rights Act (USERRA)
29 C.F.R. Part 1002, et seq.*

RETIREMENT IN WISCONSIN RETIREMENT SYSTEM

For eligible staff, the District will pay one-half of the actual contribution rate (employer required share), which is determined by the Employee Trust Fund board. The employee will be responsible for the other half (employee required share).

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.

Reference: Board Policy 4233

TRAVEL PAY POLICY

It is Board policy to ensure that employees are properly compensated for all hours worked, including compensable travel time as required by law. Non-exempt employees are entitled to have compensable travel time counted as hours worked so long as the travel occurs during the employees normal work hours.

Written authorization for travel on District business must be obtained prior to travel departure. The written authorization should be included with the expense report for travel expense reimbursement. Although required travel time undertaken at the District's direction is treated as work hours, voluntary travel undertaken at the employees own option for his or her sole convenience is not compensable travel time.

Under ordinary circumstances, it is the policy of the District to reimburse travel expenses on the basis of actual expenses incurred. Persons traveling on District business are entitled to transportation, hotel

accommodation, meals, and limited incidentals (for example, taxis and telephone calls) that meet reasonable and adequate standards for convenience, safety; and comfort.

*Reference: Board Policy 3412
Wisconsin Statutes
Sections 118.24
Fair Labor Standards Act
29 C.F.R. Part 541, et seq.*

TUITION REIMBURSEMENT

Non-instructional staff

The District shall provide a payment of \$50 per credit up to six credits maximum per semester. Prior approval by the Office of Human Resources is required. Employees must:

1. Submit their request in writing to the Office of Human Resources no later than 30 days before the start of the course.
2. Choose a course related to the improvement of their ability to perform his/her present job expectations or to advance their career within the District.
3. Take courses on his/her own time.
4. Take courses offered by a regionally accredited school.
5. Have a completion grade of “B” or higher, or pass for non-graded courses.
6. Provide the official transcript and/or certificate of completion to the Office of Human Resources within 30 days of completion.
7. Provide proof of tuition payment.
8. Continue employment within the District for three years after the completion of the coursework or must repay the prorated amount
 - a. Less than one year = 100 percent
 - b. One to less than two years = 50 percent
 - c. Two to less than three years = 25 percent
9. (Facilities employees only) All costs to maintain employment certifications and/or licenses will be paid by the District.

Teachers and interpreters

The District shall provide a payment of \$50 per credit up to six credits maximum per semester. Employees must:

1. Choose a course related to the improvement of their ability to perform his/her present job expectations or to advance their career within the District.
2. Take courses on his/her own time.
3. Take courses offered by a regionally accredited school.
4. Have a completion grade of “B” or higher.
5. Provide the official transcript and/or certificate of completion to the Office of Human Resources within 30 days of completion.
6. Provide proof of tuition payment.
7. (Interpreters only) Educational interpreters who successfully pass the Educational Interpreter Performance Assessment (EIPA) will be reimbursed every five years by the District once they submit a copy of their test results to the Office of Human Resources. This skills test is required for all five-year licensed educational interpreters by the Department of Public Instruction (DPI) and is therefore an expense that will be covered by the District.

Administrative, Supervisory and Technical employees (AST)

See AST Policy

WORKER'S COMPENSATION

Worker's compensation was established to provide a basic safety net of benefits for employees who are injured on the job. While working for the District, employees are automatically covered by worker's compensation insurance, which is paid by the District. This insurance coverage provides benefits to any employee who meets the following requirements: 1) the injury or illness occurs while engaged in performing work activities; and 2) the injury or illness arises out of working conditions, not personal medical conditions.

Under the rights and benefits of Worker's Compensation Act: It is essential that an employee promptly report to his/her supervisor any injury or illness, no matter how minor it may appear at the time. Employees who are injured or become ill on the job must immediately report such injury or illness to their supervisor(s) along with the Employee Accident Report form and turned into the Office of Human Resources within 24 hours.

Employees are also required to report all work related injuries or illnesses that may need medical attention to the Care Line (1-855-650-6580). If it is unknown whether or not medical attention is needed, call the Care Line. This is the mandatory procedure for these injuries, and they must be reported as soon as possible.

Failure to follow this procedure may result in the failure to file the appropriate Worker's Compensation Report in accordance with the law, which may in turn jeopardize the employee's right to benefits in connection with the injury or illness.

Any leave taken under worker's compensation will run concurrently with the employee's family medical and leave act (FMLA) allowance.

LIGHT DUTY

If lost time occurs, a written report from the treating physician must be completed within 24 hours of the incident. If the employee is able to return to work, any pertinent work restrictions must be indicated on the Workers' Compensation Work Status Report Form. Forms are available at each site office. If work restrictions exist, attempts will be made to place the employee in the Transitional Return to Work Program, if a reasonable placement is available. If the District makes any restricted work available, this may trigger a cessation or reduction of worker's compensation benefit payments. If the employee is unable to work, the anticipated return to work date and expected duration of the injury or illness must be indicated by the treating physician on the Workers' Compensation Work Status Report Form. Upon return to work following a work-related injury or illness, an employee will be required to provide certification from the employee's treating physician verifying that the employee is able to safely perform job functions.

Reference: Worker's Compensation Act

EMPLOYEE PROPERTY

Employees may be offered lockers or other secured areas on District premises in which to temporarily leave their personal belongings. These lockers are, and remain, District property. The privilege of a locker may be revoked at any time. The locker may be inspected at any time. It is your responsibility to maintain the security of a locker provided for your use.

The District provides a parking lot for employees' automobiles. The District does not accept responsibility nor assume liability for any loss, theft, fire or damage whatsoever. For employee protection, each employee must observe all parking rules, drive safely, lock cars, and leave no valuables exposed.

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.

Reference: Policy 3623

SECTION 5: CONDITIONS OF EMPLOYMENT

REQUIRED MEDICAL DOCUMENTATION: NON-CERTIFIED POSITIONS

All non-certified employees must adhere to the following conditions of employment:

1. Employee must furnish the District with proof of a completed physical examination prior to employment start date.
2. Employee must furnish the District with a completed tuberculin skin test prior to employment start date.
3. Employee must agree that the appointment is contingent upon board of education approval regardless of whether the employee has been placed on the District's payroll.
4. Employee must furnish the District with a completed employment drug test within 72 hours of the offer of employment.
5. Employee must pass the criminal background check during the application process.

Non-compliance in any of these areas will result in immediate revocation of the offer and/or termination of employment.

REQUIRED TRANSCRIPTS, CERTIFICATION AND MEDICAL DOCUMENTATION FOR CERTIFIED STAFF

The following conditions of employment apply for all certified staff:

1. Official college transcripts should reflect a 2.75 grade point average (GPA) in overall undergraduate coursework or 3.0 in major or 3.0 in a master's program (all GPA's based on a 4.0 scale). If the position is at the secondary level, employee should have a major or minor in the subject area(s) being taught.
2. Employee must provide the District with an official transcript(s) denoting graduation, or if a graduating senior, a letter from the dean or advisor verifying the anticipated graduation date prior to employment with Kenosha Unified School District. If a graduating senior, employee must provide an official transcript denoting graduation within 30 days of graduation.
3. Employee must furnish the District a copy of his/her instructional certification or proof of Wisconsin Department of Public Instruction application (e.g. copy of application and proof of payment) prior to employment with Kenosha Unified School District.
4. Employee must furnish the District with proof of a completed physical examination prior to employment start date.
5. Employee must furnish the District a completed tuberculin skin test prior to employment start date.
6. Employee must furnish the District with a completed employment drug test within 72 hours of the offer of employment.

Non-compliance in any of these areas will result in immediate revocation of the offer and/or termination of employment.

LICENSURE

Certificated staff is required to maintain proper licensure. Failure to maintain proper licensure may result in pay reduction until the license can be obtained.

Teachers failing to maintain proper licensure, as defined by the Department of Public Instruction, may be non-renewed or receive a pay reduction until the license can be obtained.

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.

Reference: Board Policy 4231

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.

An employee who is absent from work without notifying the District as required will be subject to disciplinary action up to and including discharge.

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.

Reference: Board Policy 4280

ABSENCE REPORTING/PROCEDURES

All employees are responsible for reporting absences to the District absence reporting system in place. The District’s absence reporting system will be available 24 hours a day, seven days a week, and can be accessed via internet and phone. Login instructions and access codes will be provided to employees after start of employment.

Employees will be able to enter absences, check absence schedules, update personal information and exercise other features such as uploading lesson plans for substitutes to view online.

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.

Reference: Board Policy 3631

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.

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.

Reference: Board Policy 4229

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 the 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.

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.

Reference: Board Policy/Rule 4221

DRUG TESTING: REASONABLE SUSPICION

Kenosha Unified School District is a drug-free workplace. As such, we prohibit the use of non-prescribed drugs or alcohol and/or the abuse of prescribed drugs during work hours. If the employee comes to work under the influence of drugs or alcohol or uses drugs or alcohol during work time, the employee will be disciplined in accordance to the policy up to and including termination.

The District's policy is intended to comply with all state laws governing drug testing and is designed to safeguard employee privacy rights to the fullest extent of the law.

If there is reason to suspect that an employee is working while under the influence of drugs or alcohol, the employee will be asked to submit to a drug test. Any work place injury or accident will constitute reasonable suspicion. The employee will be suspended with pay until the results of a drug and alcohol test are made available to the District by the testing laboratory.

A laboratory licensed by the state will conduct any drug testing required or requested by the District. Before

being asked to submit to a drug test, the employee will receive written notice of the request or requirements from the lab. The employee must also sign a testing authorization and acknowledgement form confirming that he or she is aware of Policy 4221 and employee's rights. The District will incur all expenses related to the test.

If the employee receives notice that the employee's test results were confirmed positive, the employee will be given the opportunity to explain the positive result. In addition, the employee may have the same sample retested at a laboratory of the employee's choice.

All testing results will remain confidential. Employee must sign a consent form prior to the release of results. Test results may be used in administrative hearings and court cases arising as a result of the employee's drug testing. Results will be sent to federal agencies as required by federal law. If the employee is to be referred to a treatment facility for evaluation, the employee's test results will also be made available to the employee's counselor.

TOBACCO USE ON SCHOOL PREMISES

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.

Reference: Board Policy 1310

EMPLOYEE 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 and training programs to those employees who may routinely be exposed to toxic substances and infectious agents while at work.

Reference: Board Policy 4235

EMPLOYEE TRAINING AND PROFESSIONAL LEARNING

Kenosha Unified School District values professional learning as a means for staff to acquire new knowledge and skills. As a condition of employment, depending on the type of position, employees may be required to participate in mandatory training or professional learning.

It is understood that career development and job skills acquisition are the joint responsibility of the employee, the supervisor and the employing department. Supervisors are expected to consult annually with employees to develop an appropriate professional development plan.

Participation by employees in development opportunities should be scheduled so that disruptions to the delivery of service and normal work processes are minimized.

Supervisors and employees are responsible for insuring that any requirements specific to a particular position are met.

NEW EMPLOYEE INTRODUCTORY PERIOD

An introductory period is designed to get employees acclimated to the District.

1. **Licensed teachers:** The introductory period for a teacher is three years.
2. **Support/non-exempt staff:** The introductory period for support staff is 90 working days.
3. **Exempt/professional/administrative staff:** The introductory period is one year.

SECTION 6: EMPLOYMENT SEPARATION

TERMINATION OF EMPLOYMENT BY THE DISTRICT

An employee may be non-renewed or terminated for any reason supported by just cause. An employee will be given due process as required by law.

Reference: Wisconsin Statutes

*Sections 118.22
 66.0509*

REDUCTION IN FORCE

When deemed necessary or appropriate, employees will be selected for reduction based on the needs and best interest of the District. Employees have no recall rights. In the event that positions are restored, employees may be rehired based on the needs and best interest of the District.

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.

Reference: Board Policy 4361

TEACHER RESIGNATION FORFEITURE

Teachers under contract are required to provide, in writing, his or her desire to resign by June 15. Teachers who resign after June 15 and prior to the first teacher workday will pay a penalty of \$1,000. Teachers who resign after the first teacher workday will pay a penalty of \$2,500. Consideration may be given for extenuating circumstances.

SECTION 7: EMPLOYEE CONDUCT, CODE OF ETHICS AND DISCIPLINARY ACTION

GENERAL RULES OF CONDUCT

Rules of conduct for employees are not for the purpose of restricting the rights and activities of employees but are intended to help employees by defining and protecting the rights and safety of all persons-employees, students and visitors.

General rules of conduct are essential to the safety and well-being of all employees. Employees are expected to acquaint themselves with additional departmental rules of conduct and regulations and all board policies found on kUSD.edu/board-education/school-board-policy.

Disciplinary action or termination, depending on the severity of violation, will be recommended for violation of any, but not limited to, the following listed rules:

1. Falsification or unauthorized altering of records, employment applications, time sheets, time cards, student cards, etc.
2. Tardiness or absenteeism.
3. Failure to report absences from scheduled work shift in accordance with policy.
4. Unauthorized disclosure of information contained in communications and in personnel, student or other records of the District.
5. Use and/or possession of intoxicating beverages on District property or while supervising students.
6. Use and/or possession of narcotics or dangerous drugs.
7. Fighting, horseplay, or use of profane, obscene or abusive language toward any manager, employee or student.
8. Threatening, intimidating or coercing others on District premises.
9. Carrying unauthorized weapons.
10. Insubordinate conduct toward a supervisor.
11. Refusing to comply with District policies and procedures and/or carry out the instructions of a supervisor.
12. Sleeping while on duty.
13. Creating unsafe or unsanitary conditions.
14. Leaving the job without permission during regularly assigned working hours.
15. Theft or unauthorized use of District equipment or possessions.
16. Loss, damage, destruction or unauthorized removal or use of property belonging to the District, employees or students.
17. Negligence in observing fire prevention or safety regulations, or failure to report on-the-job injuries or unsafe conditions.
18. Unwillingness or inability to work in harmony with others, discourtesy or conduct creating discord.
19. Engaging in acts of sabotage; willfully or with gross negligence causing destruction or damage of District property, or the property of fellow employees, students or visitors, in any manner.
20. Violating a confidentiality agreement; giving confidential information to others; breach of confidentiality of student or personnel information.
21. Any act of harassment, sexual, racial or other towards anyone; telling sexist or racial-type jokes, making racial or ethnic slurs.

22. Soliciting during working hours and/or in working areas; selling merchandise or collection of any kind for charities or other organizations without authorization during business hours or at a time or place that interferes with the work of another employee on District premises.
23. Gambling during work hours.

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.

Reference: Board Policy 4224

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.

Reference: Board Policy/Rule 4362

PROGRESSIVE DISCIPLINE/TERMINATION PROCEDURES

The District may adhere to the following progressive discipline/termination procedures.

If problems with performance cannot be resolved informally, there is a four-step disciplinary process that may be followed. There may be circumstances when one or more steps are bypassed. Certain types of conduct are serious enough to justify either a suspension or termination of employment without going through progressive discipline steps. The District reserves the right, in its sole discretion, to impose disciplinary action as may be appropriate to the particular circumstances.

Note: In certain situations, administrative approval may be obtained to place an employee (instructional staff) on administrative leave with pay until a decision is made concerning the appropriate response and/or corrective action.

Step 1 - Verbal reminder

The verbal reminder is a conversation between the supervisor and employee. During this meeting, the problem is identified along with performance expectations. At this time, the employee is asked to make a commitment to resolve the problem. A memo summarizing the discussion will be placed in the employee's personnel file and a copy will be given to the employee.

Step 2 - Written reminder

If the employee fails to meet the commitment given in the verbal reminder meeting, the supervisor and employee meet again to discuss why the performance objective has not been met. After the meeting, the supervisor summarizes the conversation in a written memo. A copy is given to the employee and a copy is placed in the employee's personnel file.

Step 3 - Disciplinary

If the employee has failed to correct the performance deficiency, the supervisor should contact human resources for a discussion with the employee. After the conversation, disciplinary action may be imposed, up to and including suspension, at the discretion of the superintendent per the recommendation of human resources.

Step 4 - Involuntary separation (termination of employment)

The employee who does not meet his or her performance expectations may face termination. The supervisor will work with human resources to discuss possible separation. Involuntary separation requires review by the superintendent of schools and the employee is entitled to due process as defined in the employee complaint/grievance procedure.

Human resources will consult with the supervisor regarding the appropriate procedures and documents to be used in the process.

EMPLOYEE COMPLAINT (GRIEVANCE) PROCEDURE

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 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.
- d. 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.

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;
 - 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.
- 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.

Reference: Board Policy 4271

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.

Reference: Board Policy 4240

STAFF MISCONDUCT REPORTING

Any employee who has engaged in specific 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.

Reference: Board Policy 4223

LEADERSHIP CALLED MEETINGS

Employees are expected to attend all established staff meetings and professional learning opportunities as it relates to District/school mission and goals, unless otherwise notified by your supervisor.

TEACHER PLANNING AND COLLABORATION TIME

The teacher planning and collaboration will be valued and respected as an important component of the instructional process.

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.

Reference: Board Policy 4112

EMPLOYEE INFORMATION BOARDS

The District maintains bulletin boards for the purpose of posting official District communications. No employee or non-employee may post anything on the official District bulletin boards. No posting may be removed, rearranged, altered, or otherwise obscured except with the express permission of the Office of Human Resources.

ANTI-GRAFFITI

Unauthorized graffiti on District property and equipment degrades the work environment for all employees and students, is costly to remove, and exposes the District to potential liability. Additionally, the unauthorized creation of graffiti may be a criminal offense.

For the purpose of this policy, “graffiti” means any inscription, word, figure, drawing or design which is marked, scratched, etched, drawn or painted with any substance, including, but not limited to, paint, ink, chalk or lead on any District property or the property of any other person or entity located on District premises.

No employee shall create graffiti on, or otherwise deface, any District property or equipment, or the property or equipment of any other person or entity located on District premises, without the District’s authorization.

Any employee found to be in violation of this policy may be subject to discipline up to, and including, termination.

Any employee who creates graffiti which is of a sexual or pornographic nature, or which references a person’s or group of persons’ protected status, such as sex, color, race, ancestry, religion, national origin, age, physical or mental handicap, medical condition, disability, marital status, veteran status, citizenship status, sexual orientation, arrest record, conviction record or other protected group status, shall be subject to discipline of no less than a three day suspension up to discharge.

Employees in violation of this policy may also be subject to prosecution under applicable criminal laws. Any employee who observes, or has knowledge of, anyone violating this policy shall immediately report such information to the Office of Human Resources or their supervisor or shall be subject to discipline.

Any employee who observes graffiti on District property shall immediately report such graffiti to the human resources department or their supervisor so that the graffiti can be promptly removed.

SEARCHES

Consistent with applicable law, searches may be conducted at any time, either with or without notice. The District may inspect both District property and employee property, including but not limited to desks, computers, lockers, file cabinets, storage cabinets, or drawers and closets. District employees should not have any expectations of privacy in these areas. Additionally, consistent with applicable law, employee clothing, purses, brief cases, tote bags, lunch bags or buckets, backpacks, duffel bags, tool boxes and employee vehicles parked on District property may be inspected.

EMPLOYEE ACKNOWLEDGEMENT

Employees must acknowledge receipt and review of the Kenosha Unified School District Employee Handbook by accessing the handbook in the HR portal. The HR portal is accessible on the KUSD website under staff information. Once in the HR portal click on the “E-Signature” tab and then click on the “Employee Handbook” tab to access the employee handbook.

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

March 27, 2018

WAIVER OF POLICY 1330—FACILITIES USE

Background

School Board Policy 1333—Facilities Charges—outlines the process for establishing and publishing a fee structure:

“ . . . If the event or activity is a fundraiser, or user/hourly rates for service are charged to participants, Kenosha Youth Groups will be charged the rental cost. Kenosha Unified Community Groups primarily for adult activities, and For-Profit and Other Groups will be charged a modified rental cost including indirect and depreciation charges. . . .” (Appendix A)

The coordinator of athletics/physical education reviewed the process for charging facility usage fees in fall 2016 and discovered that there was not a consistent process for charging fees. Through conversations with several groups, the coordinator of athletics/physical education discovered that there were various reasons for not charging fees. An example of minimal or no fee for use of facilities is the Kenosha Raptors Lacrosse Club. This club reserved grass fields for practices at times that coincided with the Tremper High School teams utilizing Ameche Field. If the Tremper teams left the stadium prior to the conclusion of the lacrosse practice, the lacrosse team finished their practice in the stadium.

In order to maintain the pristine condition for current and future athletes, facility maintenance is critical. While the fee structure has not been consistently applied in the past, the revenue that would be generated from consistent application in the future will be used to maintain the facilities.

The coordinator of athletics/physical education contacted Mr. Rob Wikstrom, president of the Kenosha Raptors, in spring 2017 regarding the fee schedule. At that time an understanding was reached with the Kenosha Raptors Lacrosse Club to pay for the expense of the stadium manager for team practice during the 2017 season so that the club was able to plan for the transition to payment of the established fee provided by district facilities and board approved.

Kenosha Raptors Lacrosse Club Request

On February 7, 2018, Mr. Wikstrom was informed that his request to waive or reduce the fees for stadium usage by the club had been denied. On this same date, Mr. Wikstrom sent

an email to the superintendent and the board requesting that they review this decision (Appendix B). Policy 1330—Facilities Use (Appendix C)—states that:

“ . . . The District’s 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. . . .”

Usage of Kenosha Unified School District facilities by the Kenosha Raptors Lacrosse Club boys’ team for 2016-2017 as well as requested usage for 2017-2018 is outlined below:

District Facility	2016-2017			
	Number of Dates Requested	Actual District Fee	Amount Charged per session	Total Amount Charged
Jaskwhich - Turf	20	\$103.75 w/o lights \$155.50 w/lights \$16.24 stadium manager per hour \$20.00 permit fee	\$32.48/session – stadium manager fee for two hours	\$669.60 (paid for two hours of stadium manager fee per practice session and the permit fee)
Grass Fields at Indian Trail		\$15.50 per hour \$20 permit fee	Uncertain of	\$20.00 (paid only the permit fee)
Total				\$689.60

District Facility	2017-2018			
	Number of Dates Requested	District Fee	Amount to be Charged Per Session	Total Amount to be Charged
Ameche	33 Practices (2 hours each)	\$155.50 field w/lights \$16.24 Stadium manager per hour \$20.00 Permit fee	\$187.98	\$6223.34
	3 Games (2 hours each)	\$362.25 field w/lights \$16.24 Stadium manager fee per hour* \$40.08 Custodial Fee*	\$434.81**	\$1304.43**
Grass Fields at Tremper	36 (2 hours each)	\$15.50 per hour \$20/permit	\$31.00	\$1136.00
Total				\$8643.77

*This is an hourly custodial and stadium manager fee and the actual charge will be based on the amount of time the custodian is needed to complete tasks.

**Total amount will vary based on the number of hours for the custodial fee.

KEY POINTS

- Men's lacrosse is neither a Wisconsin Interscholastic Athletic Association-sponsored sport nor a Kenosha Unified School District club.
- Each player on the Lacrosse team pays a fee of \$500.00 (Appendix D).
- The Raptors Club is not limited to Kenosha residents or Kenosha Unified School District students. The current team roster includes: 29 Kenosha residents, 1 Trevor resident and 1 Racine resident. Twenty-six of the team members attend Kenosha Unified Schools and five team members are not enrolled in District schools.
- The field is not lined for lacrosse. The traditional chalk lining is not the appropriate product for turf. A semi-permanent paint designed for use on turf is available. The cost of this product to line one field is approximately \$125. It is unknown how many applications will

be required for the season and whether or not this quantity of paint will be enough for the season. Therefore, if the Kenosha Lacrosse Raptors Club requests lines on the turf this will be an additional fee.

- The coordinator of athletics/physical education significantly reduced the fee for the Kenosha Raptors Lacrosse Club in 2016-2017 so that the team had one year to prepare for the standard facility use fee during the 2017-2018 school year.
- The JV field at Tremper is available for dedicated use by the Kenosha Lacrosse Raptors Club and may be reserved for the rate of \$15.50 per hour for practices and games.

Board Motions

Following are motion options for consideration by The Board of Education:

1. I move that the Board of Education waive fees for practice and competition for the Kenosha Lacrosse Raptors Club.
2. I move that the Board of Education waive fees for practice for the Kenosha Lacrosse Raptors Club and that the fee for competition events will not be waived for the Kenosha Lacrosse Raptors Club.
3. I move that the Board of Education waive fees for competition events for the Kenosha Lacrosse Raptors Club and that the fee for practice will not be waived for the Kenosha Lacrosse Raptors Club.
4. I move that the Board of Education reduce the \$155.50 fee for the use of the turf with lights for practice to _____ and the fee of \$362.25 for the use of turf with lights for competition to _____ for the Kenosha Lacrosse Raptors Club.
5. I move that the Board of Education reduce the \$155.50 fee for the use of the turf with lights for practice to _____ for the Kenosha Lacrosse Raptors Club and that the fee for the use of the turf with lights for competition events will not be reduced for the Kenosha Raptors Club.
6. I move that the Board of Education reduce the \$362.55 fee for the use of the turf with lights for competition events to _____ for the Kenosha Lacrosse Raptors Club and that the fee for the use of the turf with lights for practice will not be reduced for the Kenosha Raptors Club.
7. I move that the Board of Education reduce the \$15.50 hourly fee for the use of a grass field for practice and competition to _____ for the Kenosha Lacrosse Raptors Club.

8. I move that the Board of Education reduce the \$15.50 hourly fee for the use of a grass field for practice to _____ for the Kenosha Lacrosse Raptors Club and that the fees for competition events will not be reduced for the Kenosha Lacrosse Raptors Club.
9. I move that the Board of Education reduce the \$15.50 hourly fee for the use of a grass field for competition events to _____ for the Kenosha Lacrosse Raptors Club and that the fees for practice will not be reduced for the Kenosha Lacrosse Raptors Club.
10. I move that the Board of Education deny the fee waiver request for the Kenosha Lacrosse Raptors Club.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Julie Housaman
Chief Academic Officer

Mr. Patrick Finnemore
Director of Facilities

Mr. Bryan Mogensen
Coordinator of Athletics/Physical
Education/Health/Senior Center

POLICY 1333
FACILITIES CHARGES

The School Board shall establish and publish a fee schedule for use of District facilities. Said fee schedule shall not exceed the actual costs associated with the rental of the facilities or the actual cost for custodial or other services when outside of the normal working hours. If the event or activity is a fundraiser, or user/hourly rates for service are charged to participants, Kenosha Unified Youth Groups will be charged the rental cost. Kenosha Unified Community Groups, primarily for adult activities, and For-Profit and Other Groups will be charged a modified rental cost including indirect and depreciation charges. Fees may be charged for rental and custodial cost associated with use of District facilities in accordance with adopted policies, rules and procedures and the fee schedule. The fee schedule shall be reviewed on at least an annual basis.

The Board shall annually approve rental fees, at a reduced rate, for the use of District facilities for before and/or after school child care programs established through District policy during the regular school year.

The Board retains the right to waive or adjust any fees associated with use of District facilities.

LEGAL REF.: Wisconsin Statutes

- Sections 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]

CROSS REF.: 1330, Facilities Use

- 1331, Classification of Groups Using School District Facilities
- 1812, Relations with Parent-Teacher Organizations
- 6570, Before and/or After-School Child Care Programs

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 8, 1990

REVISED: May 28, 1991
June 13, 2000
May 27, 2003
December 19, 2006

APPENDIX B

From: Rob Wikstrom [<mailto:r-wikstrom@northwestern.edu>]

Sent: Wednesday, February 7, 2018 1:01 PM

To: Tamarra Coleman <tcoleman@kUSD.edu>; Mary Snyder <msnyder@kUSD.edu>; Dan Wade <dwade@kUSD.edu>; Michael Falkofske <mfalkofs@kUSD.edu>; Tony Garcia <tgarcia@kUSD.edu>; Gary Kunich <gkunich@kUSD.edu>; Rebecca Stevens <rstevens@kUSD.edu>; Sue Savaglio-Jarvis <ssavagli@kUSD.edu>

Cc: kenoshalacrosseclub@yahoo.com

Subject: Turf Field Usage Fees - Boys Lacrosse Team

Dear Dr. Sue Savaglio-Jarvis and the entire KUSD School Board,

I'm writing to you today to voice my surprise and deep disappointment in the decision I was given today by Bryan Mogensen. He has informed me that the Facilities Department has made a decision about the fees required to use the Turf field at any of the Kenosha high schools for the Boys Lacrosse team. As you know I came before the board at the January meeting and gave a very brief summary of the situation and we had very positive feedback for supporting the boy's team. As I reviewed, we have rented the field for the past two seasons at a rate that allowed us to pay for the field managers time to come and open and close the field before and after our practices. This seemed very fair and the comments from the board seemed to agree.

To give you a little more background on this issue, I'll tell you how we practiced before we started using the turf. As you may remember the team starts in early March and at that time we had the grass field rented but it couldn't be painted or used because the ground was still too wet to paint or walk on. Therefore, in order for us to practice we were in the parking lot outside of Ameche field playing on the asphalt, while just on the other side of the fence was a turf field not being used by anyone. As you can imagine this is neither safe for the kids in question nor very productive. At that time we talked to Steve Knecht and he said it made sense to allow the team, made up of KUSD students, to use the field as long as nobody else had it reserved and we paid for the person to close the field after we were complete. So we have been doing this for the past two seasons for both the boys and girls.

The Kenosha Raptor Lacrosse Club has always had a great working relationship with KUSD and our work together allowed the program to grow to the point where we were able to hand KUSD a fully functioning girls lacrosse program complete with coaches, players and a Conference to play in. This worked out very nicely for KUSD in solving your Title IX problem. And now that we have helped out the district, what is our thanks? We are now treated as an outsider and no longer welcomed as we have been in the past. Telling us to pay full price is the same as telling the kids you can no longer use our turf fields, because obviously the rental costs of \$155/night, for outside organizations, is too much for the players and parents to afford.

This is not only disappointing as a program administrator that has long worked with KUSD but also as a long time KUSD parent that has had 1 boy already graduate after going through KUSD schools from K-12 and another currently in high school. Several years ago when KUSD was proposing the referendums to build the new Bradford Stadium and renovate the other stadiums in town, I happily voted yes, because I was told that having 3 turf fields in town would reduce the overcrowding and free up time on the fields for other community groups to be able to use them when they were available. Our rosters are filled with boys that go to school in this district and they deserve to be able to use these fields.

We also have 2 boys from Westosha Central as part of our Co-op agreement with the Classic 8 Conference. The AD at Westosha has said that he won't mind allowing us to use their field, locker rooms and scoreboard since the team contains 2 of his students. I wish we had the same open arms here in Kenosha. Having our team moved to Westosha is not a great option, because it forces our young drivers to carpool all of our players out to Central high school on a daily basis in order to practice or play games on a useable field. This just doesn't make sense to myself, the kids or their parents.

I hope we can come to a better solution in time to save our 2018 spring season that starts on March 5th. Please let me know if there is anything we can do. I look forward to hearing from you soon.

Rob Wikstrom –President
Kenosha Raptors Lacrosse Club

Rob Wikstrom
Project Manager, FMO
Northwestern University - Facilities Management

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 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]
	120.12(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]

POLICY 1330
FACILITIES USE
Page 2

CROSS REF.: 1310, Tobacco Use on School Premises
1331, Classification of Groups Using School District Facilities
1333, Charges for Use of District Facilities & Grounds
1350, Use of District Equipment 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

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 requests for 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 enrolling and requesting facility use through the "Community Use" calendar and request system online.
3. Requestors shall log into their account online, complete the 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 \$20.00 permit processing fee shall be paid at the building that is being requested to use. In the event the permit request is denied, the \$20.00 fee will be returned to the requestor. The requested school will approve/decline the Facility Use Request through the online request system. All participating organizations or groups must be 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 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.

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 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.

2018 JV & Varsity Boys Accounting

Team Expences						Budget
Classic 8 Leauge Fee						\$ 178
Wisc. Lacrosse Fed. Fee	\$125 for Varsity Team + \$40 for JV Team					165
Ref Assigner						80
Rockford Tournament Fee						500
JV/Varsity Coach Allowance - Connor Nelson	28	Games	\$ 40	per game	45 \$ 25 /Prac	2,200
Var Assistant - Hoening	14	Games	\$ 20	per game	45 \$ 10 /Prac	800
JV Assist -Robinson	14	Games	\$ 20	per game	45 \$ 10 /Prac	800
Coaching Fees	50		35			170
Varsity Referees Fees (Home Games)	7	Games	\$ 130	per game		910
JV Referees Fees (Home Games)	7	Games	\$ 110	per game		770
Athletic Trainer (Home Games)	14	Games	\$ 35	per game		490
Concusion Testing						250
School Field Fees	5	permits	\$ 20	per permit		100
KUSD Turf Practices	28	Times	\$ 155			4,340
KUSD Turf Games	3	Times	\$ 362			1,086
Busing Costs	9	Trips	\$ 325.00			2,925
Indoor Practice Fee	0	Hours	\$ 110			-
Balls	1	case	\$ 175			175
Portable Toilet at Field	3	months	\$ 85			255
Misc Equipment and Fees						450
Team Uniforms	40	ea				4,516
US Lacrosse Memeberships	31	players	\$ 35			1,085
Misc. Expences						
Crowne Trophy - Awards						100
Sr. Gifts						30
Varsity Letters/pins						100
Team Fee to Club - \$25 per Kid						775
Total Cost of Playing 2018 Season						\$ 22,475
Income						
Number of Players	31	Players	Team Fee	\$ 250		\$ 7,450
Number of Players	31	Players	Busing Fee	\$ 100		\$ 3,100
Number of Players	31	Players	Uniform Fee	\$ 115		\$ 3,565
Number of Players	31	Players	US Lacrosse Fee	\$ 35		\$ 1,085
Total Player fee to play 2018 Season						\$ 500
Team Fund Raising						\$ 3,806
Income from Consessions Sales						
Total Estimated Income for the Season						\$ 19,006
Extra Money						(\$3,469)

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**Kenosha Unified School District
Kenosha, Wisconsin**

March 27, 2018

HEAD START FEDERAL GRANT REQUEST

Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2018-2019 schoolyear. The funding for this grant is \$2,045,268 for Head Start Operations. The grant is designed to fund the operating costs of the Kenosha Unified School District Head Start Program.

Grant Title

Federal Head Start Grant

Funding Source

U.S. Department of Health and Human Services
Administration for Children and Families

Grant Time Period

July 1, 2018 to June 30, 2019

Purpose

The purpose of the Head Start program is to provide comprehensive services in the areas of health, education, social/emotional development, and parent involvement for low-income preschool children and their families. This grant will service 330 high-risk children who will be three or four years of age on or before September 1, 2018. Funds will be utilized to serve the children and their families in all program component areas as required in the Head Start Act and through the Head Start Performance Standards.

Number of Students Served

330 eligible Head Start Students

Relationship to District Plan and Goals

The Head Start approach to school readiness ensures that families have the resources and knowledge to support the development of their children, that children are healthy enough to learn, and that quality instruction is being provided to these children.

Readiness goals are defined as the expectations at children's developmental levels and progress across domains of language, literacy, cognition/general knowledge, approaches to learning, physical health, well-being, motor and social/emotional development. Success in these areas will support each child's readiness for kindergarten.

Fiscal Impact Statement

Attachment A

Changes in Program Service

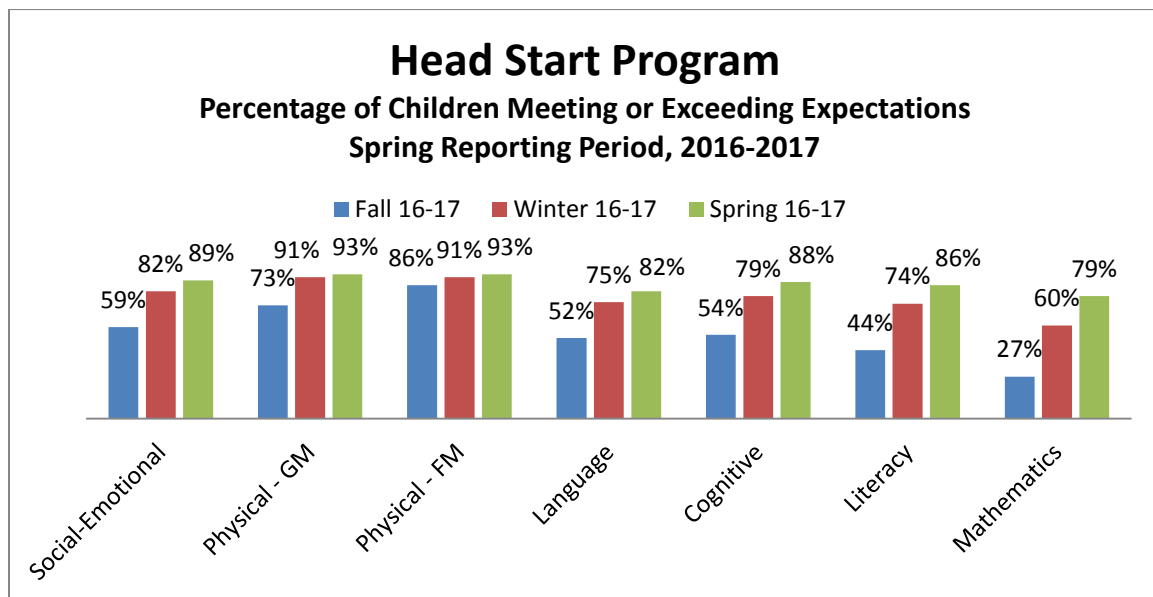
There are no changes in service locations for the 2018-2019 school year. All Head Start sites will remain the same. There are no changes in staffing. Current staffing meets the needs of the program.

The results of Head Start's annual self-assessment from January 2017 showed specific concerns in the progress of the program in the following areas:

- Meeting mandated enrollment of 389 children. During the 2016-2017 school year mandated enrollment was met in February, 2017. Full enrollment has not yet been met for the 2017-2018 school year.
- Meeting enrollment with a majority of 4 year old children in the program. All of the students on the waiting list are three year old children.
- Meeting the goal of 100% of children having a current physical exam and a current dental exam.

Current Status:

- As of February 2018, Head Start has 380 students enrolled.
- Head Start has increased the number of students with completed physical exams from 51% in September, 2017 to 62% in January, 2018.
- Head Start has increased the number of students with completed dental exams from 56% in September, 2017 to 68% in January, 2018.
- As of January, 2018, 35 children have received dental follow up work, such as having cavities filled.
- Head Start academic achievement is listed below.



As shown on this chart, students have made gains in all areas during the year. Although math is the lowest area in the fall, it shows the most gains with an increase of 52%. These scores show that Head Start proves to be an effective intervention for our low socio-economic students.

Head Start Management Team Recommendations:

The Management Team has set new goals for the next five year grant:

- Increase the social-emotional competence of children to ensure success in kindergarten.
- Partner with families to ensure they have the knowledge and skills to be advocates for their children's education.

Service Area:

Head Start will continue to hold sessions at the same sites as the previous year. For the 2018-19 school year Head Start will serve children and families at:

Head Start Locations 2017-2018
Two Sessions (AM and PM)
Bose Elementary School
Brass Community School
C. Strange Elementary School
Cesar Chavez Learning Station
Edward Bain School of Language and Art – Creative Arts
Frank Elementary School
McKinley Elementary School
Wilson Elementary School
One Session (AM or PM)
Grewenow Elementary School –PM Session
Jefferson Elementary – PM Session
Jane Vernon Elementary School – AM Session

Evaluation Plan

- The Head Start program meets a community need with the services that it provides. This will be evidenced through a Head Start waiting list for families that qualify.
- Student outcomes are monitored within the Head Start Child Development and Early Learning Framework in eight developmental domains. The progress of every child is reported to parents/guardians three times during the school year. The outcomes measured are aligned with Wisconsin Model Early Learning Standards and Common Core Standards.
- Semi-annual Program Reports are presented to the Policy Council and School Board to provide information to monitor the success of the program.
- A Program Plan Report is submitted to the Head Start Region V office in Chicago.
- Head Start monthly reports (HS 22) are shared with the Policy Council and School Board.
- Monthly informational calls are made to the Head Start Region V office in Chicago.
- The Head Start program conducts an annual self-assessment in April to determine strengths and areas that are in need of improvement.
- An annual report is available to the community and all stakeholders providing statistics, services and budget information.

Staff Persons involved in preparation of the grant application:

Luanne Rohde, Director of Early Education
Lynda Dower, Family & Community Coordinator
Samantha McGovern, Education & Disabilities Coordinator
MeShawn Gardner, Health Coordinator
Alexandria Haubrich, ERSEA Coordinator
Head Start Policy Council

Administrative Recommendation

Administration recommends that the school board approve the 2018-2019 Head Start Federal Grant.

Dr. Sue Savaglio-Jarvis
Superintendent of Schools

Ms. Susan Valeri
Chief of School Leadership

Mr. Martin Pitts
Regional Coordinator of
Leadership and Learning

Ms. Luanne Rohde
Director of Early Education

Fiscal, Facilities and Personnel Impact Statement

Notes/Assistance provided in this dropdown menu

Title: Head Start Federal Grant

Budget Year: 2018-2019

Department: Early Education

Budget Manager: Luanne Rohde

REQUEST

Approval from the Board of Education is requested to submit and implement the Head Start Federal Grant for the 2018-2019 school year. The funding for this grant is \$2,045,268. It is designed to fund the operating costs of the Kenosha Unified School District Head Start Program.

RATIONALE/ INSTRUCTIONAL FOCUS

The Head Start program provides comprehensive services in the areas of health, education, social/emotional development, and parent involvement for low-income preschool children and their families. The grant will service 330 high-risk children who will be three and four years of age on or before September 1, 2018. Funds will be utilized to serve the children and their families in all program component areas as required by the Head Start Act and through the Head Start Performance Standards.

IMPACT

The Head Start Federal grant will provide:

- Funding for staffing (teachers, educational support personnel) to serve 330 children within the requirements of the Head Start Performance Standards and Head Start Act.
- Funding for Head Start support staff (Family Service Providers) for families of Head Start children.
- Funding for breakfast, lunch, and snacks for Head Start children
- Funding for bus monitors
- Funding for administrative support personnel (assistant director, head secretary, data specialist, health specialist, custodial)
- Funding for facilities (Chavez Learning Station)

BUDGET IMPACT

Object Level	Descriptive	Amount
100's	Salaries	\$965,261
200's	Fringes	\$834,739
300's	Purchased Services	\$115,000

400's	Non-Capital Objects	\$52,156
500's	Capital Objects	\$10,000
	Indirect Cost	\$68,112
	TOTAL	\$2,045,268

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

FUNDING SOURCES

Select Funding Sources:

Head Start Federal Grant



RESOLUTION OF APPRECIATION TO MARY SNYDER

WHEREAS, Mary Snyder was elected to the Board of Education of the Kenosha Unified School District in April 2009, and served faithfully and with honor for three, three-year terms on the Board; and

WHEREAS, she held the positions of president, vice president and member during her term on the Board; and

WHEREAS, during her tenure on the Board she chaired the Curriculum/Program and Personnel/Policy Committees, as well as served on multiple ad-hoc committees; and

WHEREAS, she served as the Board Delegate for various Wisconsin Association of School Boards, National Association of School Boards and CESA 1 conferences/committees; and

WHEREAS, she represented the Board on the PTA Council and Mahone Scholarship committees; and

WHEREAS, during her term the Board approved \$17 million in energy efficiency projects for nine elementary schools, \$1.5 million for school security improvements, adopted the district's first employee handbook, approved the expansion of the Kenosha School of Technology Enhanced Curriculum, underwent the 2013 curriculum audit, adopted the Board and Superintendent Team Charter, approved the 2015 outdoor athletic referendum for Bradford, Tremper and Indian Trail, and adopted a new mission, vision, core values and strategic goals; and

WHEREAS, she has been a strong supporter of the Kenosha community and Kenosha Unified School District staff, and of providing exceptional educational opportunities to all students in the District;

NOW, THEREFORE, BE IT RESOLVED, that the Kenosha Unified School District formally acknowledges and extends profound appreciation to Mary Snyder for her many years of service and to the cause of educating all students in our community; and

BE IT FURTHER RESOLVED, that a true copy of this resolution be spread upon the official minutes of the Board of Education, and that a signed copy be presented to Mary Snyder in recognition of her service to the Kenosha Unified School District.

President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

*Resolution 344
March 27, 2018*

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RESOLUTION OF APPRECIATION TO TAMARRA COLEMAN

WHEREAS, Tamarra Coleman was elected to the Board of Education of the Kenosha Unified School District in April 2012, and served faithfully and with honor for two, three-year terms on the Board; and

WHEREAS, she held the position of board member and served as president for the last four years; and

WHEREAS, during her tenure on the Board she chaired Personnel/Policy Committee and was a member of the Curriculum/Program & Planning/Facilities/Equipment Committees, as well as served on the bullying prevention, dress code, talent development and year-round exploratory ad-hoc committees; and

WHEREAS, she represented the Board on the PTA Council in 2012; and

WHEREAS, during her term the Board hired a new Superintendent of schools, approved \$1.5 million for school security improvements, adopted the district's first employee handbook, approved the expansion of the Kenosha School of Technology Enhanced Curriculum, underwent the 2013 curriculum audit, adopted the Board and Superintendent Team Charter, approved the 2015 outdoor athletic referendum for Bradford, Tremper and Indian Trail High Schools, and adopted a new mission, vision, core values and strategic goals; and

WHEREAS, she has been a strong proponent of commitment, communication and collaboration in providing exceptional educational opportunities to all students in the Kenosha Unified School District;

NOW, THEREFORE, BE IT RESOLVED, that the Kenosha Unified School District formally acknowledges and extends profound appreciation to Tamarra Coleman for her many years of service and to the cause of educating all students in our community, and

BE IT FURTHER RESOLVED, that a true copy of this resolution be spread upon the official minutes of the Board of Education, and that a signed copy be presented to Tamarra Coleman in recognition of her service to the Kenosha Unified School District.

Vice President, Board of Education

Superintendent of Schools

Secretary, Board of Education

Members of the Board:

*Resolution 345
March 27, 2018*

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March 27, 2018

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Kohler donated 8 engines to the LakeView Technology Academy Supermileage Vehicle Club. The value of this donation is \$12,500.
2. Kenosha Area Business Alliance donated \$3,000 to the LakeView Technology Academy Supermileage Vehicle Club.
3. Tormach, Inc. donated equipment to the LakeView Technology Academy Supermileage Vehicle Club. The estimated of this donation is \$2,901.75.
4. Phi Beta Phi Foundation donated books to Jefferson Elementary School students. The estimated value of this donation is \$2,250.
5. The Tremper Class of 1967 donated \$1,500 to the Tremper High School Baseball Program.
6. Tenuta's donated \$1,500 to the LakeView Technology Academy Supermileage Vehicle Club.
7. Julie Curi donated \$1,000 to the Tremper High School Brenda Wolf Scholarship Fund.
8. Kimberly-Clark Foundation donated \$500 to support the Bradford High School GSA Program.
9. Go Sports America donated \$170 to the Tremper High School Baseball Program.
10. AutoZone donated \$100 to the LakeView Technology Academy Supermileage Vehicle Club.
11. Northside Wheel Alignment Center, LLC donated \$100 to the LakeView Technology Academy Supermileage Vehicle Club.

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

March 27, 2018

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

March

- March 13, 2018 – Standing Committee Meeting – 5:30 P.M. in ESC Boardroom
- March 21, 2018 – Special School Board Meeting – 5:30 P.M. in ESC Boardroom
- March 23, 2018 – Staff Workday, no school for students
- March 27, 2018 - Regular Board of Education Meeting – 7:00 P.M. in ESC Boardroom
- March 30-April 8, 2018 – Spring Recess

April

- April 10, 2018 – Standing Committee Meetings – 5:30 P.M. in ESC Boardroom
- April 23, 2018 – Organizational and Regular Board of Education Meetings – 6:30 and 7:00 P.M. in ESC Boardroom

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