Kenosha Unified
SCHOOL DISTRICT

Moral imperative: ALL students will have an equal opportunity to prepare for college and/or careers with the support of highly qualified educators in a learning environment that is resource rich, safe, and welcoming.

Special School Board Meeting

April 10, 2025 at 5 p.m.

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Special School Board Meeting
April 10, 2025
John J. Hosmanek Educational Support Center
3600 52nd St.
Kenosha, WI 53144
5:00 PM

I. Pledge of Allegiance
II. Roll Call of Members
III. Discussion - Agenda Review - April 29, 2025, Organizational Meeting

IV. Discussion - Agenda Review - April 29, 2025, Regular School Board Meeting

V. Views and Comments by the Public
VI. Adjournment

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

April 29, 2025

Legal Services for the District

School Board policy allows for the use of legal services, as necessary, to meet legal requirements of the day-to-day operation of the school district. Below is the list of law firms recommended for approval to provide legal services to the district:

Attoles Law, S.C.
Axley Brynelson, LLP
Boardman & Clark LLP
Buelow, Vetter, Buikema, Olson & Vliet, LLC
Crivello Carlson S.C.
Jackson Lewis P.C.
Kopka Pinkus Dolin
Kravit Hovel & Krawczyk
Lindner & Marsack, S.C.
Mallery & Zimmerman, S.C.
McDonald Hopkins LLC
Quarles & Brady, LLP
John E Thiel Law Office, LLC
von Briesen & Roper, S.C.
Wisconsin Association of School Boards

Our insurance provider, Community Insurance Corporation/Aegis, may contract out with different legal firms to administer various worker's compensation claim and liability issues.

Administration may also request School Board approval of specialized legal service firms for a limited term when deemed in the best interest of the School District.

Recommendation

Administration recommends that the Board of Education approve the list of law firms as outlined above.

Dr. Jeffrey Weiss
Superintendent of Schools

Kevin Neir
Chief Human Resources Officer

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Kenosha Unified School District No. 1
Kenosha, Wisconsin

April 29, 2025

Schedule of Authorized Public Depositories

The School Board must annually approve the institutions to which district funds are deposited as per board policy 3310 – Depository of Funds. Attachment A includes the list of authorized public depositories for the 2025-2026 fiscal year.

In addition, the District currently has established a $2,000,000 line of credit through Johnson Bank. In the event of an emergency cash-flow shortfall that would require immediate action/approval, the administration recommends that the Board assign the Chief Financial Officer the authority to approve draws as needed. Although the district has not been required to take such emergency actions, this line of credit is a valuable instrument in the case of an unforeseen circumstance.

Administrative Recommendation

Administration recommends that the Board of Education adopt the attached Schedule of Authorized Public Depositories and assign the Chief Financial Officer the authority to approve draws as needed in the form of the $2,000,000 line of credit through Johnson Bank.

Dr. Jeffrey Weiss	Tarik Hamdan	Lisa Salo
Superintendent of Schools	Chief Financial Officer	Accounting Manager

KENOSHA UNIFIED SCHOOL DISTRICT

Schedule of Authorized Public Depositories
April 29, 2025

Financial Institution	Type	Date Added
Johnson Bank 7500 Greenbay Road Kenosha, WI 53142	Operating Account Payroll Account Payroll Benefits Account Repurchase Agreement Student Scholarship CD's Student Activity Accounts Charter School Accounts Line of Credit	Contract from July 1, 2005 through June 30, 2011. Extended through June 30,2013 Current contract July 1, 2013 through June 30, 2016 with two optional 2-year extensions. Contract renewed July 1, 2020 through June 30, 2023 with two optional 2-year extensions.
Wisconsin Investment Series Cooperative PMA, Administrator of WISC 788 N. Jefferson, Suite 550 Milwaukee, WI 53202	Investment Accounts	September 26, 2000
State of Wisconsin Local Government Investment Pool P.O. Box 7871 Madison, WI 53707	Investment Accounts	Prior to 1999
PMA Securities, Inc. 788 N. Jefferson, Suite 550 Milwaukee, WI 53202	Placement Agent OPEB Placement Agent	Contract from Aug 12, 2008 for (5) five years renewable with each new debt instrument.
The Bancorp Bank 409 Silverside Road Wilmington, DE 19809	DBS: Flex Spending Account (FSA) banking partner for debit card claims	July 1, 2019
First Bank Financial Centre 800 Cardinal Lane Hartland, WI 53029	DBS: Flex Spending Account (FSA) banking partner for manual and dependent care claims	July 1, 2019
Optum Bank 2525 Lake Park Blvd. Salt Lake City, Utah 84120	UHC: Health Savings Account (HSA) banking partner	July 1, 2019

Kenosha Unified School District
Kenosha, Wisconsin

April 29, 2025
Organizational Meeting

School Board Representative to Serve as Delegate at the CESA Annual Convention

Cooperative Educational Service Agencies (CESAs) were created by the Wisconsin legislature more than 50 years ago to serve as a link between school districts and between school districts and the state. There are twelve CESAs across the state.

Located in Southeastern Wisconsin, CESA #1 is governed by an 11 member Board of Control, comprised of elected school board members from the six county region. In addition, the Agency receives guidance from its Professional Advisory Committee, which is open to the superintendents from all 45-member districts.

The vision of CESA #1 is to be a regional catalyst that enables districts to create their future by taking action now. CESA #1's mission is to provide high quality, cost effective programs and services that are responsive to the dynamic needs of their members, clients and the students they serve.

Kenosha Unified School District is a member of CESA #1. The Superintendent of Schools serves as a member of the Professional Advisory Committee (PAC). As a member district, the Board of Education may appoint a board member to serve as its representative at the CESA convention scheduled for May 20, 2025.

Recommendation

It is recommended that the School Board appoint a representative to participate at the CESA #1 annual convention in Pewaukee, Wisconsin on May 20, 2025.

Dr. Jeffrey Weiss
Superintendent of Schools

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

April 29, 2025

2025-2026 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 and approved by the School Board for action no later than April 1 of each year. This report includes the proposed major maintenance and energy savings projects plan for 2025-26.

Historically during times of rapid enrollment growth, this report also includes the capacity projects as required by Board Policy 7200; however, there are no capacity projects proposed for the coming year.

As part of the process to balance the projected budget for the 2023-24 fiscal year, the overall major maintenance budget was reduced from $2,000,000 to $1,000,000. That major maintenance budget is annually supplemented by an additional $500,000 that is a part of 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 decade have been placed back in the general fund for other district expenditures.

The 2025-26 capital projects plan is provided as Attachment A to this report. The plan is a continuation of the overall major maintenance plan initiated 24 years ago, and the energy savings project program started 22 years ago. The major maintenance plan includes a proposed contingency of $60,000 or 4% 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 24 years.

Administration Recommendation:

Administration recommends Board approval of the 2025-26 Capital Projects Plan as described in this report.

Dr. Jeffrey Weiss
Superintendent of Schools

Patrick M. Finnemore, PE
Director of Facilities

John E. Setter, AIA
Project Architect

Attachment A

PROPOSED 2025-26 CAPITAL PROJECTS PLAN

Exterior Envelope Projects:

Annually, we perform projects to maintain the exterior envelope of our buildings to protect the original investment of the school, minimize any moisture issues in the buildings, and help ensure the security of the school. The largest individual project planned is the replacement of the roof over the two-story classroom wing at Whittier Elementary. This roof section is original to the addition constructed at Whittier in 1991. The other two building envelop projects planned are the water proofing and cladding of the exterior wall of the gymnasium at Grant Elementary and replacing the caulk in between the precast panels at Mahone Middle School. The estimated cost for the exterior envelop projects is $698,000.

Exterior Door Replacements:

The KUSD Carpenter Crew is tasked each year with identifying and replacing exterior doors at a number of schools based on the age, condition, maintenance history, frequency of use, and any security related concerns. This year, the following doors or sets of doors are planned on being replaced:

- Door 10 (main student and staff entrance on the west side of the building) at Reuther/Harborside
- Door 2 at Curtis Strange
- Door 1 (main entrance) at Pleasant Prairie
- Door 5 at Forest Park

The estimated cost for these projects is $105,000.

Asphalt/Concrete Replacement Projects:

There are two asphalt/concrete projects planned for this summer. The first is a continuation of a multi-year project that began last summer to improve the main student parking lot at Indian Trail. Because of its size, the Indian Trail lot replacement will be spread over many years as funding allows addressing improving water drainage issues and replacing the worst sections of asphalt first. The second project is replacing/improving the concrete plaza in front of Mahone Middle School. The estimated cost for these two projects is $467,000.

LED Lighting Projects:

For the past several years, we have been upgrading the lighting at our school buildings with LED lighting. This started with exterior lighting at all of the schools a number of years ago and then transitioned to high use areas in all of the schools

and eventually to full building conversions. We have made significant progress, and 2025 will be the last year of this annual investment. The work is performed by a combination of the KUSD Electrical Crew and KUSD custodial staff that move from building to building after hours working on the lighting upgrades. The estimated cost for the materials for this work is $50,000. The payback for the LED projects is under 3 years.

Building Renovation Projects:

There are a couple of smaller building renovation projects planned for this summer. These projects include the replacement of the 32-year old carpet in the library at the Kenosha School of Language, and replacement of the subflooring and flooring in two classrooms (Rooms 1 and 8) at Lakeview K-8 moving from a wood subflooring system to a concrete subfloor in these basement classrooms. The estimated cost of these projects is $80,000.

Replacement of Ventilation System for District Paint Booth:

The paint booth in the Painter Crew shop area of the ESC is original to the opening of the ESC in the mid-1980's. The paint booth is extensively used by the Painter Crew especially in support of the furniture and casework making of our Carpenter Crew which has been a large component of the services provided to our schools for the past 24 years. KUSD has been making much of our furniture and casework in-house for approximately one-third the cost of purchasing from outside vendors. The new system will also have a small energy savings component to it. The estimated cost to upgrade this system is $40,000.

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KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, WI

April 29, 2025

Board Goal Setting

In February 2025, in accordance to Policy 8530 – Board Self-Assessment, the board of education conducted their annual board self-assessment.

At the March 13, 2025, special school board meeting, Dr. Kelly Thompson, WASB Search and Governance Consultant, was present to review the following with the board of education:

- Review the essential elements of governance framework
    - Communication and engagement
    - Quality leadership
    - Accountability
    - Strategic focus on the future
- Review strengths and opportunities from the Annual Board Development Tool
- Determine priority areas for board governance
    - Culture and planning were the selected priority areas
- Tasked the board of education with drafting a goal or two in the areas of culture and planning

At the April 29, 2025, regular school board meeting, the board of education will discuss potential future goals for the board of education.

Mary Modder
School Board President

Dr. Jeffrey Weiss
Superintendent

Board of Education - 2025 Goal Ideas

Goal Area	Strategic Objective	2025-26 Actions	Measures	Person(s) Responsible	Timeline	Mid-Year Review	End of Year Review
Culture	We value differences of opinion and do not let them degenerate into personality conflicts	Figure out a way to actually work together. Stop making assumptions of board members and actually get to know each other.	Reach out to other members and get to know them on a personal level.	All board members	ASAP	Track improvement and adjust as needed	Evaluate and adjust as needed
Culture	Our board models mutual respect and professional behavior	Stop making rude/unprofessional comments to each other. Stop trying to make each other look bad publicly.	Hold our tongues. Ignore disrespect. Act professionally.	All board members	ASAP	Track improvement and adjust as needed	Evaluate and adjust as needed
Culture	Engaged and Functional School Board	Provide opportunities for board members to participate in the community events.	Continue to track and review community calendar.	Superintendent and Board President	2025-26	Summer - Check on progress	
Culture	Parent engagement on behalf of their children.	Provide opportunities for parents to attend workshops on how they can support their kids.	Develop a process for meeting with parents where they reside.	Superintendent and Board President	2025-26	Summer - Check on progress	
Culture	Positive relationships with Superintendent and fellow board members	Achieve zero confrontational communications; only positive, professional, meaningful dialogue.		All board members	ASAP		
Planning	Plan/Support regular check-ins with board on community outreach.	Provide opportunities for parents to attend workshops on how they can support their kids.	Board reviews number of parent visits to KUSD events.	Superintendent and Board President	2025-26	Summer - Check on progress	
Planning	Seek parent input on ideas for workshops (after school events).	Provide opportunities for board members to participate in the community events.	Schedule a school board retreat or function.	Superintendent and Board President	2025-26	Summer - Check on progress	

Board of Education - 2025 Goal Ideas

Goal Area	Strategic Objective	2025-26 Actions	Measures	Person(s) Responsible	Timeline	Mid-Year Review	End of Year Review
Planning	Annually review the district's non-instructional support services and operations.	Look into different food vendors to improve food quality. Give food workers a raise that they haven't gotten in seven years.	Do more research. Ask better questions.	All board members	Annually	Review and adjust as needed	Evaluate and adjust as needed
Planning	We have explored sharing services with other districts and/or local municipalities.	Look at other districts' policies and practices and see if we can use what works for them to improve our district.		All board members	Annually	Review and adjust as needed	Evaluate and adjust as needed
Board Operations	The board will honor the decisions of the board as a whole outside of the board meetings.	Regardless if a board member is happy with a vote turn-out, they will not undermine majority decisions with which some disagreed.		All board members	ASAP		
Board Operations	Effective Board Meetings	Know when to let discussion flow and when to move on to the next agenda item.		All board members	ASAP		

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Kenosha Unified School District
Kenosha, Wisconsin

April 29, 2025

HEAD START PROGRAM CORRECTIVE ACTION PLAN APPROVAL REQUEST

Submission Request for Board Approval
The Kenosha Unified School Board of Education is requested to approve the submission and implementation of the KUSD Head Start 120 day Corrective Action Plan (CAP) focused on Child Health and Safety Procedures.

Corrective Action Plan Overview
- Program Performance Summary Report - Attachment A
- KUSD Head Start Corrective Action Plan (CAP) - Attachment B
- KUSD Head Start Health and Safety Procedures: Appropriate Supervision of Children - Attachment C
- Head Start Active Supervision Protocol - Attachment D
- CAP Period**:** 12/3/2025-6/6/2025
- Funding Needed: none

Purpose
The Head Start program delivers comprehensive services in health, education, social-emotional development, and family engagement for low-income preschool students and their families. The Head Start program must ensure compliance with the Head Start Act and Performance Standards across all program areas including in the area of Health and Safety Practices.

Impact
- Students Served
    - Up to 389 eligible Head Start students (both federally and state supplement funded) at all Head Start designated classes.
- Alignment with District Goals
    - The program promotes student safety by ensuring high-quality classroom instruction and appropriate health and safety practices for all children enrolled in KUSD schools and programs.

Corrective Action Plan (CAP)
For the 2025-2026 school year, all staff serving Head Start qualified students at each of the Head Start school locations including Chavez Learning Station, Frank Elementary, Strange Elementary, Bose Elementary, Grewenow Elementary, KSOL Elementary, and Brass Elementary will be provided refresher training in the Head Start Performance standards and the KUSD Head Start Health and Safety Procedures: Appropriate Supervision of Children (Attachment B). This training includes the Active Supervision protocol (Attachment C) required by Head Start Performance standards and Department of Children and Families Licensing. Head Start classroom teachers, special education teachers, educational support professionals (ESP) and supervising administrators serving Head Start students will be included in this training. Additionally, the training will be provided in multiple formats such as in-person, virtual, large groups, and/or one-on-one as necessary. Trained staff will provide writing verification that they received this training. Likewise, the Head Start Management Team members will monitor

trained staffs' implementation of the required health and safety practices at each site for a minimum of three times per school year starting immediately and will continue each year from this point further. Monitoring results will be provided to district and school administration, along with associated Head Start staff. The required Head Start Health and Safety Procedures (Attachment B) training will be provided at reservice and/or onboarding of new Head Start staff.

Key Initiatives of Corrective Action Plan (CAP)

- Mandatory, job-embedded training for all Head Start staff.
- Targeted monthly training to support social and emotional development/prevention of challenging behavior sessions.
- Clear plans at each school site to provide assistance to Head Start staff with Head Start children demonstrating challenging behaviors.
- Active supervision protocol implementation for student safety in all Head Start classrooms.
- Classroom monitoring for health and safety by the Head Start Management Team.
- Continued development of an effective, program-wide multi-tiered system of support specific to early childhood development.

Five Year KUSD Head Start Grant Goals

1. Enhance students' social-emotional competence to ensure kindergarten readiness.
2. Empower families with the knowledge and skills to advocate for their children's education.

Head Start Staff Involved in Preparing the Corrective Action Plan Application

Rhonda Lopez, Principal/Head Start Director
Jodee Rizzitano, Health Coordinator
Deanna Hawlish, Data Specialist
Karina Haebig, ERSEA Coordinator
Head Start Policy Council
Annette Glazebrook, Education & Disabilities Coordinator
Julie King (SW), Mental Health/ Family Services Coordinator

Administrative Recommendation

Administration recommends that the KUSD School Board approve the 2025-26 KUSD Head Start Federal Corrective Action Plan with a focus on child health and safety procedures for immediate implementation.

Dr. Jeffrey Weiss
Superintendent of Schools

William Haithcock,
Chief of School Leadership

Michelle Santelli
Regional Coordinator

Rhonda Lopez
Principal/Head Start Director

ADMINISTRATION FOR CHILDREN & FAMILIES
Office of Head Start | 4th Floor – Switzer Memorial Building, 330 C Street SW, Washington DC 20024 eclkc.ohs.acf.hhs.gov

Program Performance Summary Report

To: Authorizing Official/Board Chairperson

Ms. Yolanda Adams
Kenosha Unified School District 1
3600 - 52nd Street
Kenosha, WI 53144

From: Responsible HHS Official

Date: 02/04/2025

Tala Hooban
Deputy Director, Office of Head Start

On December 16, 2024, the Administration for Children and Families (ACF) conducted a monitoring review of Kenosha Unified School District 1. We wish to thank the governing body, policy council, staff, and parents of your program for their cooperation and assistance during the review. This monitoring report has been issued to Ms. Yolanda Adams, as legal notice to your agency of the results of the program review.

Based on the information gathered during our review, a determination has been made that Kenosha Unified School District 1 is a recipient with at least one area of noncompliance in its Head Start program.

This report provides you with detailed information in each area where program performance did not meet applicable Head Start Program Performance Standards, laws, regulations, and policy requirements.

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

DISTRIBUTION OF THE REPORT

Copies of this report will be distributed to the following:
Ms. Karen McNamara, Regional Program Manager
Dr. Jeffrey Weiss, Chief Executive Officer/Executive Director
Ms. Rhonda Lopez, Head Start Director

Grant(s) included as part of this review

Grant Recipient Name	Grant Number(s)
Kenosha Unified School District 1	05CH012298

Glossary of Terms

Term	Definition
Area of Concern (AOC)	An area in which the agency needs to improve performance. These issues should be discussed with the grant recipient's Regional Office for possible technical assistance.
Area of Noncompliance (ANC)	An area in which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline for correction and possible technical assistance or guidance from the grant recipient's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
Deficiency	As defined in the Head Start Act, the term "deficiency" means: (A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves: (i) a threat to the health, safety, or civil rights of children or staff; (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations; (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; (iv) the misuse of funds received under this subchapter; (v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or (vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified; (B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or (C) an unresolved area of noncompliance.

Performance Summary

This section contains an overview of compliance information identified in each Performance Area for all Content Areas. Detailed information can be found in the Review Details section.

Compliance Information

Content Area	Performance Area	Grant Number(s)	Compliance Level	Applicable Standards	Timeframe for Correction
Significant Health and Safety Incidents	Safety Practices	05CH012298	Area of Noncompliance	1302.90(c)(1)(ii)	120 Days

Review Details

This section of the report provides details on findings in applicable Content Areas reviewed during this monitoring event.

Significant Health and Safety Incidents

Performance Area: Safety Practices

Area of Noncompliance - 1302.90(c)(1)(ii)

Summary

Grant Number(s) Cited: 05CH012298

Timeframe for Correction: 120 Days

Performance Standard Details

Regulation Text: 1302.90 Personnel policies. (c) Standards of conduct. (1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that: (ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not: (A) Use corporal punishment; (B) Use isolation to discipline a child; (C) Bind or tie a child to restrict movement or tape a child's mouth; (D) Use or withhold food as a punishment or reward; (E) Use toilet learning/training methods that punish, demean, or humiliate a child; (F) Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child; (G) Physically abuse a child; (H) Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or, (I) Use physical activity or outdoor time as a punishment or reward.

Finding Details

- The grant recipient did not ensure all staff refrained from behaviors that had the potential to maltreat and endanger the health and safety of children.

Additional details from this review event:

- The grant recipient had an incident in which a staff member at the Chavez Center used physically abusive behavior with a 4-year-old child.
- On October 31, 2024, a teacher reported observing a teacher assistant pulling a child by the arms to go into the center from the playground. The child refused to walk inside, so the teacher assistant then picked the child up, carried the child over one shoulder into the classroom, and roughly sat the child in a chair.

---------- End of Report ----------

KUSD Head Start Corrective Action Plan (CAP)

Program Name: KUSD 1 Program Specialist: Ana Grecek	Grant #: OSCH012298 Grants Management Specialist Kimberly Simpson			Assignment Start and End Dates: 12/3/2024-open Grantee Specialist Cherita Bowens	ECE Specialist: Heather Hansen	
Ongoing Improvement Areas: Health and Safety Procedures						
Improvement Area	**System/Action Steps**	**Person Responsible**	**Time Frame**	**Resources/Budget**	**Monitoring Data Sources/Evidence**	**Progress Notes**	**Completion Date**
	Communication						
Child Incident	Teacher/ESP collaborate to clarify the expectations for roles and responsibilities throughout the day	Head Start teachers and ESPs in all Head Start classrooms Education and disabilities manager HS Director	Preservice/August, end of each trimester October, Feb., June	roles and responsibilities planning document	Education and disabilities manager/Director will review the collected copies of all plans and provide feedback	All teams turned in planning documents by the end of the Sept., copies housed by Ed and Disabilities manager in shared drive, reviewed by Director.	
Child Incident	Each teaching team will collaborate to complete individual Active Supervision planning document focusing the strategy of Engaging and Redirection	Teachers/ESPs in each HS classroom Education and disabilities Manager	Preservice/ Aug Check in by March 28, 2025	Active Supervision document to be turned into administration and copy kept in emergency lesson plan folder Active Supervision training module	Active Supervision planning document, monitoring for evidence and use of the effective Engaging and Redirection strategy during	All teams turned in planning document by the end of the Sept., copies housed by Ed and Disabilities manager in shared drive manager, reviewed by Director	Sept 2024

These materials were developed for OHS/Region V Training and Technical Assistance Network under Contract No. 140D0420C0093 by STG International, Inc.

Improvement Area	**System/Action Steps**	**Person Responsible**	**Time Frame**	**Resources/Budget**	**Monitoring Data Sources/Evidence**	**Progress Notes**	**Completion Date**
Child Incident	Pyramid Model Framework for Social and Emotional Development and the Prevention of Challenging Behaviors training emphasizing strategies of Engagement and Redirection	Instructional Coaches/HS Director Pyramid Model Trainer/External Coach	Preservice/ August 2025 Pyramid Model Professional learning refresher session emphasizing strategies of Engagement and Redirection May 2025	Presentation materials Trainer paid 18.72 per hour for training preparation and session	Training agenda, Sign in sheets/Frontline registration	Preservice training was held	Aug 2024
Child Incident	Purchase and strategic placement of additional walkie talkies are maintained to ensure all staff has access to a communication device to increase child safety at the	Director Office staff is responsible for daily maintenance of devices at Chavez Learning Station	December 2024 Daily charging at Chavez Learning Station	Purchase of additional walkie talkies at $225/each unit at Chavez Learning Station	Receipt of walkie talkies	Devices purchased and placed, daily maintenance	December 2024

These materials were developed for OHS/Region V Training and Technical Assistance Network under Contract No. 140D0420C0093 by STG International, Inc.

	Chavez Learning Station location						
	Policies Procedures						
Child Incident	Refresher training for all Head Start staff of the Procedures to request Classroom Behavioral Assistance (tier I, II, III) level support includes communication devices. Procedures displayed in classrooms and included in emergency substitute plans	HS Director/Coaches	Preservice/August 2024 December, 2024 Chavez Learning Station May 2025 all other Head Start school sites	Documents outlining site based Procedures to request Classroom Behavioral Assistance	Documentation of monitoring time of calls/type of assistance requested/time spent providing assistance/follow-up provided	KUSD Head Start procedure to request classroom support, Active Supervision, and has been revisited and retrained, all HS staff have signed documentation of receipt and understanding. 7 new walkie talkies have been ordered and placed in classrooms and strategic locations at Chavez Learning Station 1/10/25	December 2024
Child Incident	Once per month check-ins with Head Start staff regarding effectiveness of Procedure to request	HS Education/Disability Manager, Mental Health Coordinator, HS Director, 4K instructional coach	Once per month at Staff meeting held on one Friday per month throughout the school year beginning December 2025	staff meeting time	Staff meeting agendas	Staff meeting have included check in and review of classroom assistance procedures 1/10/25	

These materials were developed for OHS/Region V Training and Technical Assistance Network under Contract No. 140D0420C0093 by STG International, Inc.

	Classroom Behavior Assistance						
Child Incident	Refresher training of the Head Start Health and Safety: Appropriate Supervision of Children 24-25 Guidelines document emphasizing KUSD District Policy 5471 Appropriate Use of Seclusion and Physical Restraint will be given to all Head Start staff including Head Start site based principals.	HS Director , Education and Disabilities Manager, 4K instructional coach	All training will be completed by February 2025 and repeated yearly during onboarding	The KUSD Health and Safety: Appropriate Supervision of Children Guidelines document	Signature page verifying receipt and understanding of procedural expectations Staff meeting agenda for Head Start Staff.	All HS instructional staff trained HS Site based principals have received document, will receive training in April and at Welcome back week each year monitoring will occur at the end of each Trimester October, Feb, June.	March 2025
Ongoing Monitoring /Health and Safety	Complete Health and Safety monitoring will be conducted three times per year in all Head	Head Start Management team member or designee	Three times per school year by end of each reporting out period in October, February, and June	Health and Safety check-list Time allocation	Health and Safety monitoring checklists and summary document	All current Head Start staff completed training and verification 1/10/25 New staff/volunteers/student	

These materials were developed for OHS/Region V Training and Technical Assistance Network under Contract No. 140D0420C0093 by STG International, Inc.

	Start classrooms by Head Start Staff. Monitoring results and subsequent action/correction plans will be reported to the Management team and Policy Council.		Monitoring results reported to Head Start director upon completion			teachers will receive training before starting in classrooms Training will occur during pre-service yearly	

These materials were developed for OHS/Region V Training and Technical Assistance Network under Contract No. 140D0420C0093 by STG International, Inc.

KUSD HEAD START HEALTH AND SAFETY 24-25

Appropriate Supervision of Children

Active Supervision:
All KUSD Head Start staff members are trained in and expected to practice the guidelines of Active Supervision at all times. Each classroom team is required to develop an individualized Active Supervision Plan which is to be posted in a prominent place in the classroom, shared with school/program administration, and placed in emergency substitute plans for reference. The implementation of this plan will be monitored regularly by 4K/Head Start instructional coaches and school administration.

Every effort should be made to protect the safety of children by avoiding pulling or restraining children by the hands/arms. Children should NOT be forcibly picked up or held for any reason unless deemed absolutely necessary due to imminent danger by a NCI Certified staff member. Picking up a child or Holding a child by the hand, arm, torso, foot, or leg against their will is considered restraint. Preschool aged children can be held at the child's request, but great care must be taken to avoid staff or child injury from this action.

Injuries:
All injuries of preschool children must be reported to Rhonda Lopez, Head Start Director/Principal of Chavez the same day that the injury occurs. An official Incident/Accident form should be scanned and submitted with this report. Injuries that result in the need for follow up medical care must be reported within 24 hours to the Department of Children and Families Childcare Licensing and Head Start (for children enrolled in classrooms with Head Start qualified students).

Effective/Appropriate Child Guidance:
Children do not have the developmental ability to self-regulate, rather they must co-regulate with the adults around them. This is why we must practice effective and appropriate child guidance when faced with our student's challenging behaviors. In KUSD we prescribe to the solid principles of the Pyramid Model to create systems that best support the social and emotional development of our preschool students.

When our students display challenging behaviors, we also must follow the Wisconsin Administrative Code for Child Guidance.

1. "Redirection" means directing a child's attention to a different program activity.
2. Redirection must be non-humiliating, non-painful (psychologically, emotionally, or physically)
3. Redirection cannot involve threats such as, "If you don't zip your coat we will not go outside," rather, should be positively phrased, "If you zip your coat, we can go outside."

4. Redirection cannot include verbal abuse, yelling, or derogatory remarks about a child's family.
5. Redirection cannot involve restraint or isolation.
6. Redirection cannot involve withholding meals, snacks, naps, or play time.
7. Redirection cannot frighten or humiliate a child.
8. A child may not be punished in any way for lapses in toilet training.

Classroom/Recess:
Teachers and Educational Support Personnel will ensure that appropriate supervision of the children occurs at all times during the day through the practices outlined by the Active Supervision protocol.

The classroom environment will be arranged to ensure that teachers/assistants can see all the children at all times. When sitting in the classroom ensure that your back is to a wall not the children.

Children will be counted (Face to Name) upon leaving or entering any location such as after a recess or bathroom break.

In the case of Head Start classrooms, two authorized adults will be present to supervise children at all times.

Bathroom:
Bathroom breaks will be part of the daily schedule to ensure that children do not use the bathrooms unsupervised. An adult must accompany children to the bathroom. Children can be taken in a large group, or in smaller supervised groups.

Hallways:
Teachers/assistants MUST be aware at all times how many children are in their care. When moving in groups the teacher/assistant must count the children before you leave the classroom, during the transition and when you return to ensure that all the children are accounted for.

Playground:
When out on the playground, all areas must be well supervised. The playground is an area of rapid movement and requires constant supervision. Teachers/assistants will strategically place themselves so that all children can be seen at all times.

Staff will carry a bag with basic medical supplies such as bandaids and plastic protective gloves as well as a current class roster with emergency cards with them when they leave the classroom to go outside or on a field trip.

Busses:
When getting children off/on the buses teachers must be present to ensure that all the children make it to their destination safely.

Dismissal:
Children who do not ride the bus must be released to an authorized individual. Authorized individuals are those who the parents have included as contacts in Infinite Campus or those who they have given permission to pick up. Classroom/office staff must check photo ID's for individuals that they do not recognize as being listed on the child's emergency contact list.

Hand Washing:
Early Education staff, parents, and volunteers working in the classroom will teach and model excellent preventative hygiene practices in order to lower the risk of spreading communicable disease. Staff and other adults will participate in hand washing at the following times:

- Before and after mealtimes,
- Before and after preparing and serving foods,
- After using the bathroom,
- After contact with blood or body fluids,
- Before and after diapering,
- Before and after using disposable gloves,
- After inspecting for head lice,
- Before and after touching animals,
- Before and after giving medications, and
- After handling any soiled items.

Staff will instruct a child to wash their hands at the following times; before and after meals, after toileting, after contact with body fluids, after touching an animal, and when visibly soiled.

Hand washing will be conducted using the following best practice:

- Wet hands with warm water,
- Apply soap,
- Lather hands from the front to back of hands and between the fingers rubbing vigorously for 30 seconds,
- Then dry hands with a paper towel, and
- Shut off the sink with the paper towel.
- Hand Sanitizer does not replace hand washing with soap and water, but can be used when washing facilities are not available.

Sanitation of Toys and Materials
All classroom toys and materials should be cleaned and sanitized using soap and water. You can also request that your custodian sanitize toys and materials using the Protexus sprayer or should be run through a Zono sanitizing machine.

Classroom toys (at least once per month): Clean with soap and water and let air dry.

Classroom furniture. (at least once per month; table tops before and after meals and snacks): Spray and wipe with the cleaner provided by your building custodian and let air dry for at least 10 minutes.

Toothbrush-holders: Spray and wipe with the cleaner provided by your building custodian and let air dry for at least 10 minutes.

Toothbrushes: Replace every three months

Diaper Changing Procedure

This policy has been established to reduce contamination of the area where the diaper is changed as well as decrease the risk for spread of infection.

Prior to changing a diaper all of the necessary supplies should be gathered. The items should include a new diaper, diaper wipes, gloves, and clean clothes if necessary, table paper, cleaning spray, and diaper rash cream if ordered by the physician and parent. All supplies should be within reach so the child is not left on the table unattended.

Diaper changing will only occur on the designated diaper changing tables in the restroom at each site. Table paper should be used and disposed of at the end of each diaper changing session. Tables should be sprayed with the appropriate cleaner following each diaper change.

Gloves must be worn at all times to help protect the child and the staff member to reduce the spread of infection.

Place the child on the changing table. Unfasten the soiled diaper and lift the child's legs to clean the child's bottom. Remove stool and urine from front to back using a fresh diaper wipe each time. Place the soiled wipes in the soiled diaper and fold the contents of the diaper inward. Dispose of the soiled diaper and the table paper into the designated garbage container. Put the clean diaper on the child and dress the child.

Disinfect the diaper changing area by using the appropriate cleaner. Wash your hands and the child's hands with soap and water for 20 seconds. Please follow the hand washing procedure as found in this section.

Communicate with the parents any change in the student's condition such as diarrhea or rash.

KUSD Early Education assists parents in the process of potty training as much as possible. If a child is in the process of being toilet trained, a plan should be created with parents. Ongoing, frequent communication ensures the plan meets the needs of the family and child.

- If a child wears diapers and is NOT in the process of being toilet trained (e.g. a child with special needs), please follow diapering policy.

Tooth Brushing (Helpful tool)

If the children in your classroom brush their teeth at school, please keep the following guidelines in mind:

Sanitation/storage of toothbrushes:

- Each child should have her/his own labeled toothbrush. The brushes should be kept out of reach of children.
- Each toothbrush holder should be sanitized two times per month using the sanitizing procedures (please refer to "Sanitation of Toys and Materials" above).
- Toothbrush covers should not be used as the covers can promote bacterial growth. The toothbrushes should be open to air and kept out of contact with the toothbrushes of other children to prevent cross-contamination.
- Each classroom will be provided with new toothbrushes three times per year at the beginning of each month; September, December, March.
- Toothbrushes for new students and toothpaste, as needed, can be obtained from Jodee Rizzitano (Head Start Nurse), jrizzita@kusd.edu 262-206-1206.

Tooth brushing with fluoride toothpaste:

After eating, children should brush teeth with fluoride toothpaste. It is important that this is facilitated and supervised by a Teacher, Education Support Professional, or trained volunteer.

1. The staff member assisting with tooth brushing must wash hands prior to assisting with tooth brushing. It is also recommended that the staff member assisting with tooth brushing wear gloves and be vaccinated again COVID-19 although this is NOT required.
2. Staff will place a pea-sized amount of fluoride toothpaste on a square of paper towel, then transfer it onto the child's toothbrush (Note: too much toothpaste can cause a child to become ill. Only a pea-sized amount is to be used).
3. Children will wash/sanitize hands before brushing.
4. Staff will hand each child a toothbrush to avoid germ sharing.
5. Only one child should stand at the sink at a time. Children should each be allowed Space and time (1-2 minutes) to brush their teeth.
6. Conserve water by teaching children to turn off water while brushing.
7. After a child has finished brushing their teeth, they will spit the toothpaste into the sink with running water.
8. Staff will demonstrate to the children how to rinse the toothpaste from his/her toothbrush and hands.
9. Children will hand their toothbrush to the staff member to return the toothbrush to the rack.
10. Children will wash/sanitize their hands after brushing.
11. Staff will spray and wipe each sink with the cleaner provided by the building custodian between each child to avoid disease transmission.

Morning Milk Program

The "Morning Milk Program" provides milk for both morning and afternoon snack. If you provide milk to your students at snack time, you must complete a form called *"Daily Participation Record of the Wisconsin Morning Milk Program".* The form must be completed and mailed to Food Service/ESC at the end of each month. Children in Head Start classrooms are NOT to be charged for milk or any food/snack at any time.
To do this you will need to:

- Complete the top of the form
- Add the name of your students to the form and then
- Put a check or an X in the box under the date of when that child took milk with a snack that month. The check or "X" indicates that the child took milk that day.

Ideally the form is completed daily. At the end of the month the form should be mailed to Food Services via school mail. The information that you provide determines the government reimbursement that the Food Services department receives.

VERIFICATION DOCUMENT:
KUSD HEAD START HEALTH AND SAFETY APPROPRIATE SUPERVISION OF CHILDREN

I have read and understood my responsibilities as a KUSD HEAD START Preschool Staff member to practice the KUSD HEAD START Health and Safety Appropriate Supervision of Children guidelines.

I understand that the implementation of the Health and Safety Appropriate Supervision of/ Children guidelines will be monitored regularly by school/district administration and designated 4K/Head Start instructional coaches.

Name of Staff Member_____
School Site(s)_____
Role_____
Date_____

ACTIVE SUPERVISION AT-A-GLANCE

SIX STRATEGIES TO KEEP CHILDREN SAFE

The following strategies allow children to explore their environments safely. Infants, toddlers, and preschoolers must be directly supervised at all times. Programs that use active supervision take advantage of all available learning opportunities and never leave children unattended.

Set Up the Environment

Staff set up the environment so that they can supervise children and be accessible at all times. When activities are grouped together and furniture is at waist height or shorter, adults are always able to see and hear children. Small spaces are kept clutter free and big spaces are set up so that children have clear play spaces that staff can observe.

Position Staff

Staff carefully plan where they will position themselves in the environment to prevent children from harm. They place themselves so that they can see and hear all of the children in their care. They make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary. Staff stay close to children who may need additional support. Their location helps them provide support, if necessary.

Scan and Count

Staff are always able to account for the children in their care. They continually scan the entire environment to know where everyone is and what they are doing. They count the children frequently. This is especially important during transitions, when children are moving from one location to another.

Listen

Specific sounds or the absence of them may signify reason for concern. Staff who are listening closely to children immediately identify signs of potential danger. Programs that think systemically implement additional strategies to safeguard children. For example, bells added to doors help alert staff when a child leaves or enters the room.

Anticipate Children's Behavior

Staff use what they know about each child's individual interests and skills to predict what he/she will do. They create challenges that children are ready for and support them in succeeding. But they also recognize when children might wander, get upset, or take a dangerous risk. Information from the daily health check (e.g., illness, allergies, lack of sleep or food, etc.) informs staff's observations and helps them anticipate children's behavior. Staff who know what to expect are better able to protect children from harm.

Engage and Redirect

Staff use what they know about each child's individual needs and development to offer support. Staff wait until children are unable to solve problems on their own to get involved. They may offer different levels of assistance or redirection depending on each individual child's needs.

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/safety-injury-prevention/safe-healthy-environments/active-supervision.html

Early Childhood National Centers

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Kenosha Unified School District
Kenosha, Wisconsin

April 29, 2025

COURSE PROPOSALS - LAKEVIEW K-8 ACADEMY

Background

Administration is proposing the addition of the following courses to the ENCORE programming at LakeView K-8 Academy:

APP Creators—App Creators will expand on the competencies and skills from the middle school science, technology, engineering, and mathematics (STEM) courses. This course will have the prerequisite of Computer Science for Innovators and Makers and aligns to the Project Lead the Way Computer Science pathway.

Automation and Robotics—Automation and Robotics will expand on the competencies and skills from the middle school science, technology, engineering, and mathematics (STEM) courses and is also appropriate for students who do not have any prerequisite knowledge of engineering. This course aligns to the Project Lead the Way Engineering pathway.

Computer Science for Innovators and Makers—Computer Science for Innovators and Makers will expand on the competencies and skills from the middle school science, technology, engineering, and mathematics (STEM) courses. This course will serve as the prerequisite for App Creators and aligns to the Project Lead the Way Computer Science pathway.

Design and Modeling—Design and Modeling will expand on the competencies and skills from the middle school science, technology, engineering, and mathematics (STEM) courses and is also appropriate for students who do not have any prerequisite knowledge of engineering. This course will offer an introductory course to middle school students and aligns to the Project Lead the Way Engineering pathway.

Elementary STEM—Elementary STEM will teach the foundational skills of engineering and computer science to elementary students who do not have prerequisite knowledge of either subject matter. This course will offer introductory learning for LakeView K-8 Academy students at the elementary level and aligns to the Project Lead the Way pathways of Engineering and Computer Science as well as the LEGO Spike Prime Education taught at the middle school level.

Energy and the Environment—Energy and the Environment will expand on the competencies and skills from the middle school science, technology, engineering, and mathematics (STEM) courses and is also appropriate for students who do not have any prerequisite knowledge of engineering. This course will offer an introductory course to middle school students and aligns to the Project Lead the Way Engineering pathway.

Flight and Space—Flight and Space will expand on the competencies and skills from the middle school science, technology, engineering, and mathematics (STEM) courses and is also appropriate for students who do not have any prerequisite knowledge of engineering. This course aligns to the Project Lead the Way Engineering pathway.

Green Architecture—Green Architecture will expand on the competencies and skills from the middle school science, technology, engineering, and mathematics (STEM) courses. This course aligns to the Project Lead the Way Engineering pathway.

Hand Tools Essentials—Hand Tools Essentials will expand on the introductory learning in elementary STEM at LakeView K-8 Academy and will serve as the foundation of the ENCORE programming at the middle school level in the area of engineering and aligns with the Engineering pathway of Project Lead the Way.

MS STEM Foundations—MS STEM Foundations will continue and expand on the competencies and skills learned in Elementary STEM. This course will offer an introductory course to middle school students and aligns to the Project Lead the Way Engineering and Computer Science pathways.

Magic of Electrons—Magic of Electrons will expand on the competencies and skills from the middle school science, technology, engineering, and mathematics (STEM) courses and is also appropriate for students who do not have any prerequisite knowledge of engineering. This course aligns to the Project Lead the Way Engineering pathway.

Medical Detectives—Medical Detectives will expand on the learning from Science of Technology in the Project Lead the Way Biomedical Sciences pathway.

Science of Technology—Science of Technology will serve as a foundational introductory course in biomedical sciences as part of the competencies and skills from the middle school science, technology, engineering, and mathematics (STEM) courses. It is also appropriate for students who do not have any prerequisite knowledge of biomedical sciences, and it aligns to the Project Lead the Way Biomedical Sciences pathway.

Courses

COURSE NAME	ACTION	SCHOOL	APPENDIX
APP Creators	Add	LakeView K-8 Academy	A
Automation and Robotics	Add	LakeView K-8 Academy	B
Computer Science for Innovators and Makers	Add	LakeView K-8 Academy	C
Design and Modeling	Add	LakeView K-8 Academy	D
Elementary STEM	Add	LakeView K-8 Academy	E
Energy and the Environment	Add	LakeView K-8 Academy	F
Flight and Space	Add	LakeView K-8 Academy	G
Green Architecture	Add	LakeView K-8 Academy	H
Hand Tool Essentials	Add	LakeView K-8 Academy	I
MS STEM Foundations	Add	LakeView K-8 Academy	J
Magic of Electrons	Add	LakeView K-8 Academy	K
Medical Detectives	Add	LakeView K-8 Academy	L
Science of Technology	Add	LakeView K-8 Academy	M

Recommendation

Administration recommends that the Board of Education grant approval to add APP Creators, Automation and Robotics, Computer Science for Innovators and Makers, Design and Modeling, Elementary STEM, Energy and the Environment, Flight and Space, Green Architecture, Hand Tools Essentials, MS STEM Foundations, Magic of Electrons, Medical Detectives, and Science of Technology courses at LakeView K-8 Academy.

Dr. Jeffrey Weiss
Superintendent of Schools

Mrs. Wendy Tindall
Chief Academic Officer

Mr. Jason Creel
Principal of LakeView K-8 Academy

COURSE ADD PROPOSAL

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

Date Initiated: April 29, 2025

Administrator's Name: Jason Creel

Department and School: Technology and Engineering Education,--LakeView K-8 Academy

Course Name: App Creators

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

Credits: ? Credit *Check if honors:* ☐

Recommended Prerequisites (if any): None

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

This course is one of 11 courses being proposed to install a STEM curriculum through Specials and Encore education at LakeView K-8 Academy. Each course expands on the competencies and skills students gain through their K-8 school science, technology, engineering, and mathematics (STEM) courses yet is appropriate for students who do not have any prerequisite knowledge. The courses proposed will create three pathways of STEM education in the areas of Engineering/Manufacturing, Computer Science, and Biomedical Sciences.

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

App Creators introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society as well as other disciplines, particularly biomedical science.

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.)

ENGINEERING DESIGN

- NGSS.MS-ETS1-1
    - 1.8, 2.5, 3.1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- NGSS.MS-ETS1-2
    - 1.8, 2.5, 3.1: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- NGSS.MS-ETS1-4

- 1.8, 2.3, 2.4, 2.5: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

SCIENCE AND ENGINEERING PRACTICES

- NGSS.P1: Asking Questions and Defining Problems
  - 1.7, 1.8, 2.5, 3.1: Asking questions and defining problems in 6-8 builds on K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.
- NGSS.P2: Developing and Using Models
  - 1.7, 1.8, 2.5, 3.1: Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.
  - 2.4: Develop and/or use a model to generate data to test ideas about phenomena in natural or designed systems, including those representing inputs and outputs, and those at unobservable scales.
- NGSS.P3: Planning and Carrying Out Investigations
  - 2.4: Conduct an investigation and/or evaluate and/or revise the experimental design to produce data to serve as the basis for evidence that meet the goals of the investigation.
  - 2.4: Evaluate the accuracy of various methods for collecting data.

ANALYZING AND INTERPRETING DATA

- NGSS.P4
  - 2.4: Analyzing and Interpreting Data

CONSTRUCTING EXPLANATIONS AND DESIGNING SOLUTIONS

- NGSS.P6
  - 1.8, 2.5, 3.1: Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

OBTAINING, EVALUATING, AND COMMUNICATING

- NGSS.P8
  - 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1: Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Appendix B Attachment M

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

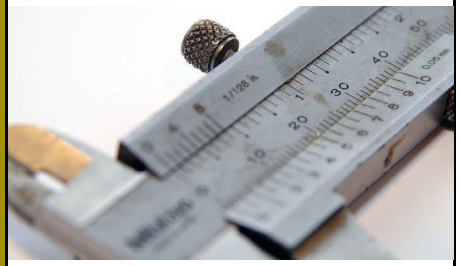
D. Facilities/Space: $0

B. Textbooks/Kits: $0

C. Supplementary: $0

E. Professional Learning: $0

Kenosha Unified SCHOOL DISTRICT

Course Name: *App Creators*			
	Quarter		
Unit/Topic	 **Unit 1–Let's Create an App!** Students are introduced to the concept of pair programming, app development, and the MIT App Inventor development tool. They learn about the Model-View-Controller (MVC) design pattern, app graphical design, event-driven programming, debugging, and algorithm creation using variables and conditional logic. They create	**Unit 2–Game Design -or- Taking It to the Next Level** In Lesson 2, students further explore the concepts investigated in Lesson 1 and build upon their skills to use, modify, and create games in mobile applications. They are introduced to game design with the user experience in mind. They explore how procedures and loops reduce redundancy when writing code. They analyze static and dynamic lists, and then iterate on an existing app to update the game play. Students apply what they learn about coding	**Unit 3–The App Challenge** Students apply all of the knowledge and skills they have acquired to design and create a mobile app solution for a personal or community problem. They apply the design process and computational thinking skills to decompose the problem into smaller modules. Following user-centered design principles, they design and create an appropriate user interface and program the app to produce the desired behavior.

	engaging biomedical science apps and fun interactive games that apply these concepts and use basic user interface features, media, and animation.	and game design to improve an existing game. Students further explore the concepts investigated in Lesson 1 and build upon their skills to use data in mobile applications. They create algorithms using loops to streamline repetition and iterate through lists, and create procedures to abstract the details of a task and reduce redundancy. They learn to organize and store persistent data collected from user input and device sensors.	
Chapter(s) Covered	1.1– Pair Programming 1.2– App Development 1.3– Model-View Controller Design Pattern 1.4– App Graphical Design 1.5– Event-Driven Programming 1.6– Debugging 1.7– Algorithm Creation	2.1–Algorithm Loops 2.2–Data Organization & Storage 2.3– User Inputs 2.4– Device Sensors 2.5– Bug Blasters 2.6– Game Time 2.6.1–Start & Reset 2.6.2–Sprite Behaviors 2.6.3–Sound & Collide with Behavior 2.6.4–Score & Timer	3.1– Design Process - App Creation 3.2– Decomposing Problem into Modules 3.3– App Testing & Feedback

Schedule	Week 1-4	Week 5-7	Week 8-9

COURSE ADD PROPOSAL

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

Date Initiated: April 29, 2025

Administrator's Name: Jason Creel

Department and School: Technology and Engineering Education,--LakeView K-8 Academy

Course Name: Automation & Robotics

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

Credits: ? Credit *Check if honors:* ☐

Recommended Prerequisites (if any): None

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

This course is one of 11 courses being proposed to install a STEM curriculum through Specials and Encore education at LakeView K-8 Academy. Each course expands on the competencies and skills students gain through their K-8 school science, technology, engineering, and mathematics (STEM) courses yet is appropriate for students who do not have any prerequisite knowledge. The courses proposed will create three pathways of STEM education in the areas of Engineering/Manufacturing, Computer Science, and Biomedical Sciences.

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

Students explore robotics and automation as they take on the role of interns, and work in teams to create prototypes to meet the needs of clients. They build and analyze mechanical systems and automate them with programmed input and output devices.

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.)

ENGINEERING DESIGN

- NGSS.MS-ETS1-1
    - 1..8, 1.9, 2.4, 2.5, 3.1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- NGSS.MS-ETS1-2
    - 1.9, 2.5, 3.1: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

SCIENCE AND ENGINEERING PRACTICES

- NGSS.P2: Developing and Using Models
    - 1.8, 1.9, 2.4, 2.5, 3.1: Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.
- NGSS.P5: Using Mathematics and Computational Thinking
    - 1.3, 1.4, 1.5, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1: Create algorithms (a series of ordered steps) to solve a problem.
    - 1.6: Apply mathematical concepts and/or processes (e.g., ratio, rate, percent, basic operations, simple algebra) to scientific and engineering questions and problems.

CONSTRUCTING EXPLANATIONS AND DESIGNING SOLUTIONS

- NGSS.P6
    - 1.8, 1.9, 2.4, 2.5, 3.1: Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.
    - 1.8, 1.9, 2.1, 2.2, 2.4, 2.5, 3.1: Construct an explanation using models or representations.
    - 1.9, 2.5, 3.1: Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.
    - 1.9, 2.5, 3.1: Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and retesting.
- NGSS.P7
    - 1.9, 2.5, 3.1: Construct, use, and/or present an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
    - 1.9, 2.5, 3.1: Make an oral or written argument that supports or refutes the advertised performance of a device, process, or system based on empirical evidence concerning whether or not the technology meets relevant criteria and constraints.
    - 1.9, 2.5, 3.1: Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.
- NGSS.P8: Obtaining, Evaluating, and Communicating Information
    - 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1: Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods.
    - 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1: Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Appendix B Attachment I

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: $0

C. Supplementary: $0

D. Facilities/Space: $0

E. Professional Learning: $0

Kenosha Unified SCHOOL DISTRICT

Course Name: *Automation & Robotics*			
	Yearly Rotations		
Unit/Topic	 **UNIT 1 AUTOMATING MECHANISMS** Students explore how gear trains and other mechanisms transfer movement in mechanical systems and design, build, and program automated systems to meet the needs of clients. In the end-of-lesson project, students can choose to design an interactive device to keep pets physically and mentally active, a spinning street sign	**UNIT 2 SENSORS AND SYSTEMS** Students investigate the versatility of an optical sensor as a programmed input device. Students extend their knowledge of mechanisms as they design increasingly complex prototypes to serve the needs of users. In the end-of-lesson project, students connect inputs to outputs through programming to	**UNIT 3 CREATE AND AUTOMATE** Students design solutions using an automated mechanical system and the programming necessary for communication between the sensors, motors, and building components. Students pick their own problems or select problems that highlight their creativity and are of service to others. Throughout the unit students reflect on their growing skills and interests and explore careers in the field.

	to warn drivers to slow down and stop, or a high-speed dragster.	create effective solutions that help their communities.	
Chapter(s) Covered	1.1 Welcome Interns 1.2 On the Move 1.3 Rescue Mission 1.4 Robot Shuffle 1.5 Looping Shuffles 1.6 Time to Switch Gears 1.7 It is Universal 1.8 Bevel Up 1.9 Purposeful Design	2.1 Make Sense 2.2 Color Coded 2.3 Follow Me 2.4 End of the Line 2.5 Helping Hand	3.1 Show Your Skills Building with VEX VEXcode VR
Schedule	Weeks 1-3	Weeks 4-6	Weeks 7-9

COURSE ADD PROPOSAL

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

Date Initiated: April 29, 2025

Administrator's Name: Jason Creel

Department and School: Technology and Engineering Education,--LakeView K-8 Academy

Course Name: Computer Science for Innovators and Makers

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

Credits: ? Credit *Check if honors:* ☐

Recommended Prerequisites (if any): None

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

This course is one of 11 courses being proposed to install a STEM curriculum through Specials and Encore education at LakeView K-8 Academy. Each course expands on the competencies and skills students gain through their K-8 school science, technology, engineering, and mathematics (STEM) courses yet is appropriate for students who do not have any prerequisite knowledge. The courses proposed will create three pathways of STEM education in the areas of Engineering/Manufacturing, Computer Science, and Biomedical Sciences.

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

Computer Science for Innovators and Makers teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Designing algorithms and using computational thinking practices, they code and upload programs to microcontrollers that perform a variety of authentic tasks. The unit broadens students' understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices.

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.)

SCIENCE AND ENGINEERING PRACTICES

- NGSS.P1: Asking questions and defining problems.
    - 3.2: Asking questions and defining problems in 6-8 builds on K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.

USING MATHEMATICS AND COMPUTATIONAL THINKING

- NGSS.P5
    - 1.2, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2: Create algorithms (a series of ordered steps) to solve a problem.

CONSTRUCTING EXPLANATIONS AND DESIGNING SOLUTIONS

- NGSS.P6
    - 3.2: Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.

OBTAINING, EVALUATING, AND COMMUNICATION INFORMATION

- NGSS.P8
    - 1.5, 2.4, 3.2: Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Appendix B Attachment G

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

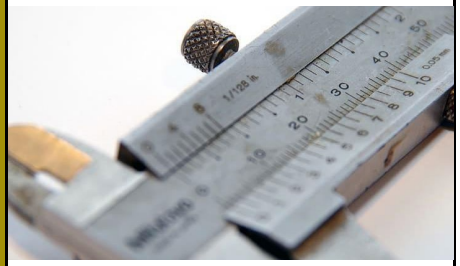
B. Textbooks/Kits: $0

C. Supplementary: $0

D. Facilities/Space: $0

E. Professional Learning: $0

Kenosha Unified SCHOOL DISTRICT

Course Name: *Computer Science for Innovators & Makers*			
	Quarter		
Unit/Topic	 **Unit 1–Blink!** Students begin to explore the capabilities of physical computing systems with The Digital Dive game, an engaging, live-action activity where students "become" computer parts and transmit commands. They learn to use algorithmic thinking as they prepare to code. Students use block-based coding to create, download, and	**Unit 2–The Ins and Outs** In this lesson, students explore a variety of sensors and actuators to use as inputs and outputs in physical computing projects. Using different materials to transfer electrical signals, such as conductive thread, alligator clips, conductive paint, and copper tape, students create their own input device—a sensor or switch—to interact with a program they develop on the microcontroller. They use these skills in the lesson's project to design, develop, and program a system to protect safes and secrets.	**Unit 3–Program the Physical World** Within teams, students become innovators and makers. Teams apply their physical computing knowledge and skills as they design and create one of three problem options: • A wearable safety device someone might use when completing a physical activity outside at night • An engaging art installation to help improve a community space • A useful mechanical dispenser for a person or animal who needs assistance to retrieve an object Teams collaborate and learn that

	upload programs to the micro:bit microcontroller. They learn processes and gain skills to debug programs starting with pre-bugged programs. They apply these skills to their own project where they code a blinking message that includes text, images such as emojis, and animation.		solving authentic problems involves the unit content knowledge, as well as skills from other disciplines, such as communications, mathematics, and science.
Chapter(s) Covered	1.1–The Brain 1.2–What to Do 1.3–How to Do It 1.4–Crush the Bug 1.4–The Blinking Message	2.1–Need Input 2.2–Responding Output 2.3–Get Connected 2.4–Secrets and Safes	3.1–Interactions 3.2–Clean Up Your Code
Schedule	Week 1-4	Week 5-7	Week 8-9

APPENDIX D

COURSE ADD PROPOSAL

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

Date Initiated: April 29, 2025

Administrator's Name: Jason Creel

Department and School: Technology and Engineering Education,--LakeView K-8 Academy

Course Name: Design & Modeling

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

Credits: ? Credit *Check if honors:* ☐

Recommended Prerequisites (if any): None

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

This course is one of 11 courses being proposed to install a STEM curriculum through Specials and Encore education at LakeView K-8 Academy. Each course expands on the competencies and skills students gain through their K-8 school science, technology, engineering, and mathematics (STEM) courses yet is appropriate for students who do not have any prerequisite knowledge. The courses proposed will create three pathways of STEM education in the areas of Engineering/Manufacturing, Computer Science, and Biomedical Sciences.

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

Design and Modeling (DM) provides students opportunities to apply the design process to creatively solve problems. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders.

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.)

ENGINEERING DESIGN

- NGSS.MT-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- NGSS.MT-ETS1-2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

SCIENCE AND ENGINEERING PRACTICES

- NGSS.P1: Asking questions and defining problems.

- 1.6, 2.4, 3.1: Asking questions and defining problems in 6-8 builds on K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.
- 1.1, 1.3, 1.6: to clarify and/or refine a model, an explanation, or an engineering problem.
- 1.1, 1.3, 1.6, 2.4, 3.1: Define a design program that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.

- NGSS.P2: Developing and using models.
  - 1.1, 1.6, 2.4, 3.1: Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.
  - 1.1, 1.6, 2.4, 3.1: Evaluate limitations of a model for a proposed object or tool.
  - 1.1, 1.6, 2.4, 3.1: Develop or modify a model - based on evidence - to match what happens if a variable or component of a system is changed.
- NGSS.P5: Using mathematics and computational thinking
  - 1.1, 1.3, 1.4, 1.6: Use mathematical representations to describe and/or support scientific conclusions and design solutions.
- NGSS.P6: Constructing Explanation and Designing Solutions
  - 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 3.1: Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.
  - 1.1, 1.3, 1.6, 2.4, 3.1: Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints
  - 1.1, 1.6, 2.4, 3.1: Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and retesting.
  - NGSS.P7-1.1, 1.6, 2.4, 3.1: Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.
- NGSS.P8: Obtaining, Evaluating, and Communicating Information
  - 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 3.1: Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Appendix B Attachment A

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

A. Teaching Staff: $0

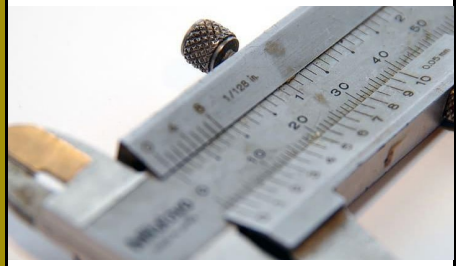
B. Textbooks/Kits: $0

C. Supplementary: $0

D. Facilities/Space: $0

E. Professional Learning: $0

Kenosha Unified SCHOOL DISTRICT

Course Name: *Design & Modeling*			
	Quarter		
Unit/Topic	 **Unit 1–Introduction to Design** Students discover the design process as they complete an instant design challenge to create an ankle foot orthosis. They learn thumbnail, orthographic, isometric, and perspective sketching as methods for communicating design ideas effectively without the use of technology. The use of a common measurement	**Unit 2–Solid Modeling** In this lesson, students transfer a two-dimensional representation to a three-dimensional solid model with technology. Students learn how to use a computer-aided design (CAD) application to create solid models of various objects and designs. During the design project, students work in teams and apply the design process to create a puzzle cube. Students create a solid model of their design using the CAD application and fabricate their design solution for testing. Students use a dynamic mathematics	**Unit 3–Design Challenge** Within teams, students brainstorm and select a design solution to the Therapeutic Toy Design Challenge problem based on design requirements. They establish team norms, collaborate, and recognize that solving authentic problems involves interdisciplinary skills such as engineering and biomedical science. Using the design process, students create a solid model of their design, build a prototype for design testing, and make necessary design modifications based on testing results. - *PLTW*

	system is essential for communicating and fabricating designs. Students use both measurement systems and apply measurement skills while dimensioning sketches. They create and launch paper air skimmers and complete statistical analysis on their results. Students conduct a mechanical dissection in the lesson project to better understand how objects and parts interact while using sketches to communicate and document their findings. - *PLTW*	program to complete statistical analysis from their testing results to determine if their design met the criteria and constraints. - *PLTW*	
Chapter(s) Covered	1.1–Design an Ankle Foot Orthosis 1.2–A Picture is Worth a Thousand Words 1.3–Measuring Matters 1.4–Skimmer Statistics 1.5–Dialed in 1.6–Investigate the Inside	2.1–Taking Modeling to Another Dimension 2.2–For Good Measure 2.3–It's For the Birds 2.4–Puzzle Cube Design Challenge	3.1–Therapeutic Toy Design
Schedule	Week 1-4	Week 5-7	Week 8-9

COURSE ADD PROPOSAL

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

Date Initiated: April 29, 2025

Administrator's Name: Jason Creel

Department and School: Technology and Engineering Education,--LakeView K-8 Academy

Course Name: Elementary STEM

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

Credits: ? Credit *Check if honors:* ☐

Recommended Prerequisites (if any): None

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

This course is one of 11 courses being proposed to install a STEM curriculum through Specials and Encore education at LakeView K-8 Academy. Each course expands on the competencies and skills students gain through their K-8 school science, technology, engineering, and mathematics (STEM) courses yet is appropriate for students who do not have any prerequisite knowledge. The courses proposed will create three pathways of STEM education in the areas of Engineering/Manufacturing, Computer Science, and Biomedical Sciences.

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

Elementary STEM is a foundational course in engineering, hand tool foundations, and computer science coding. Students learn STEM concepts through real world applications and project-based, hands-on learning.

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.)

Appendix B Attachment F

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Appendix B Attachment F

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: $0

C. Supplementary: $0

D. Facilities/Space: $0

E. Professional Learning: $0

Kenosha Unified SCHOOL DISTRICT

Course Name: *Elementary STEM*				
	Yearly Rotations			
Unit/Topic	 **Unit 1–Engineering** K-5 students will build structures, vehicles, and machines. These lessons are guided builds with specific vocabulary, and learning targets with Science and Engineering standards embedded within each lesson.	**Unit 2–Hand Tools Foundations** Students (2-5) will learn foundational skills in tool identification, tool usage, and tool & lab safety.	**Unit 3–Coding basics (K-2) (Engineering and Computer Science)** Students will utilize various programs and materials to explore coding basics. Students will learn key vocabulary and functions utilized in programming which will carry over to other platforms and robotic units. **K-2** Students will be able to program algorithms with a goal in mind, debug and reprogram as	**Unit 3 - Elementary Coding (3-5) (Engineering and Computer Science)** Students will work through guided lessons to build various structures and machinery aligned with Science and engineering standards to demonstrate understanding. **3-5** Students will create code for their build to perform various tasks related to the learning goals for each project.

			needed to accomplish goals.	
Chapter(s) Covered	1.1– Introduction to topic/problem 1.2– Work through engineering process to build, problem solve 1.3– Test build variables and make adjustments as needed. Rebuild and retest as warranted. 1.4 - Report out on test results, ideas for alternate modifications Engineering kit units. **KG** - Early Structures **1st** - Early Simple Machines **2nd** Grade - Story Starters **3rd** Grade - Simple & Powered Machines **4th** Grade - Simple & Powered Machines **5th** - Simple & Powered Machines	2.1–Introduction & Safety 2.2–Tool Identification 2.3–Measurement/Stations, parts of tools 2.4–Tool Use 2.5–Final Project **2nd** - hammers **3rd** - screwdrivers & fasteners **4th** - wrenches, sockets, ratchets **5th** - pliers & other cutting tools	3.1–Introduction to robots and/or programs, 3.2–Basic vocabulary, commands and programming to accomplish early tasks. 3.3–Learn how to write algorithms, de-bug, and re-program as needed. 3.4–Prove learning through demonstration & explanation **KG** - Coding Express, Bee Bots **1st** - BeeBots, INDI robot **2nd** - Great Adventures, INDI robot	4.1. Introduction to topic and learning goals, components. Review/discuss coding basics, vocabulary, algorithms and programming. 4.2 Using guided directions and/or independently created designs, students will build a project related to learning goals. 4.3 Work through coding applications geared toward learning goals. Debug when warranted and make modifications to expand the program further using additional coding commands 4.4–Prove learning through demonstration & explanation 4.4 Report out on results **3rd** - Quirky Creations **4th** - Happy Traveler

				5th - Crazy Carnival Games
Schedule	Two days per week rotating between two teachers. Each teacher would see classrooms for two days per week for two weeks in a row, then switch and repeat lessons with the other two groups.			
Standards				
	Algorithms and Programming (AP) **Standard AP1:** Students will recognize and define computational problems using algorithms and programming **Standard AP2:** Students will create computational artifacts using algorithms and programming **Standard AP5:** Students will collaborate with diverse teams **Standard AP6:** Students will test and refine computational solutions **Science and Engineering Practices (SEP)** **Standard SCI.SEP1:** Students ask questions and define problems, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems. **Standard SCI.SEP2**: Students develop and use models, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems. **Standard: SCI.SEP4**: Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems. **Standard SCI.SEP6**: Students construct explanations and design solutions, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems. **Standard SCI.SEP8:** Students obtain, evaluate, and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.			

Engineering Design (ETS)

Standard SCI.ETS1: Students use science and engineering practices, crosscutting concepts, and an understanding of engineering design to make sense of phenomena and solve problems.

Standard SCI.ETS2: Students use science and engineering practices, crosscutting concepts, and an understanding of links among engineering, technology, science, and society to make sense of phenomena and solve problems.

Standard SCI.ETS3: Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.

Engineering (ENG)

Standard: TE.ENG.5 Students will gain knowledge and applications of various engineering disciplines.

HAND TOOLS (WI standards for Technology and Engineering)

Content Area:AC/Architecture and Construction

Standard AC1: Students will be able to select and use architecture and construction technologies.

AC1.c Demonstrate the safe and appropriate use of hand tools common to the residential and commercial construction industry.

AC1.c.1.e Identify and explain the use of simple hand tools such as hammers, screwdrivers, handsaws, etc.

AC1.c.2.e Identify where to obtain and store simple hand tools.

COURSE ADD PROPOSAL

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

Date Initiated: April 29, 2025

Administrator's Name: Jason Creel

Department and School: Technology and Engineering Education,--LakeView K-8 Academy

Course Name: Energy and the Environment

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

Credits: ? Credit *Check if honors:* ☐

Recommended Prerequisites (if any): None

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

This course is one of 11 courses being proposed to install a STEM curriculum through Specials and Encore education at LakeView K-8 Academy. Each course expands on the competencies and skills students gain through their K-8 school science, technology, engineering, and mathematics (STEM) courses yet is appropriate for students who do not have any prerequisite knowledge. The courses proposed will create three pathways of STEM education in the areas of Engineering/Manufacturing, Computer Science, and Biomedical Sciences.

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

In the Energy and the Environment Unit (EE), students are challenged to think big and look toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.

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.)

EARTH AND HUMAN ACTIVITY

- NGSS.MS-ESS3-3
    - 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- NGSS.MS-ESS3-4
    - 2.1, 2.3, 3.4: Construct an argument supported by evidence for how increases in human population and per capita consumption of natural resources impact Earth's systems.
- NGSS.MS-ESS3-5
    - 2.1, 3.7: Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over

the past century.

ENGINEERING DESIGN

- NGSS.MS-ETS1-1
    - B.3: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- NGSS.MS-ETS1-2
    - B.3, A1.4, 2.2, 2.3, 3.7: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- NGSS.MS-ETS1-3
    - 3.6, 3.7: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- NGSS.MS-ETS1-4
    - B.3, 3.6, 3.7: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

MATTER AND ITS INTERACTIONS

- NGSS.MS-PS1-3
    - 3.2: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. [Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.]
- NGSS.MS-PS1-4
    - 3.6, 3.7, 3.8: Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

ENERGY

- NGSS.MS-PS3-3
    - 3.7: Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
- NGSS.MS-PS3-4
    - 3.7: Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

SCIENCE AND ENGINEERING PRACTICES

- NGSS.P1: Asking Questions and Defining Problems
    - B.3: Asking questions and defining problems in 6-8 builds on K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.

- NGSS.P2: Developing and Using Models
    - B.3, 2.2, 2.3, 3.7: Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.
- NGSS.P3: Planning and Carrying Out Investigations
    - 3.6: Planning and carrying out investigations in 6-8 builds on K-5 experiences and progresses to include investigations that use multiple variables and provide evidence to support explanations or solutions.

ANALYZING AND INTERPRETING DATA

- NGSS.P4
    - 1.3, 3.6, 3.7: Analyzing and Interpreting Data
    - 3.7: Analyze and interpret data to provide evidence for phenomena.
    - 3.6: Analyze and interpret data to determine similarities and differences in findings.

CONSTRUCTING EXPLANATIONS AND DESIGNING SOLUTIONS

- NGSS.P6
    - 1.1, 1.2/1.2, 1.3, A1.4, P1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8: Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.
    - 3.6, 3.7: Apply scientific reasoning to show why the data or evidence is adequate for the explanation or conclusion.

OBTAINING, EVALUATING, AND COMMUNICATION INFORMATION

- NGSS.P8
    - B.3, 1.1, 1.2/1.2, 1.3, A1.4, P1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8: Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Appendix B Attachment J

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: $0

C. Supplementary: $0

D. Facilities/Space: $0

E. Professional Learning: $0

Course Name: *Energy and the Environment*			
	Quarter		
Unit/Topic	The use and production of energy is important in everyone's life. It is also important to consider ways to reduce our impact on the environment when using energy to heat our buildings, to power modes of transportation, or to operate electrical appliances. The development of alternative energy systems is a recent innovation where energy is generated from inexhaustible energy sources like wind, solar, geothermal, and hydropower, and renewable energy sources like biomass. These systems have the advantage of generating power with virtually zero carbon emissions. In this	Many events across the globe over the last several years have reinforced the need to restructure both our use of energy and the source of our energy on a global basis. Stop and consider the effects on energy that these events have caused: population growth, economic growth in China and India, conflicts in the Middle East, global climate change, and natural disasters. We must implement innovative solutions to promote energy security and alternatives to fossil fuels. While meeting the increasing demand for energy, we also need to consider minimizing the environmental	Energy saved is energy gained for another day. Saving energy will cut down on pollution and help our fossil fuels last longer, hopefully until renewable energy sources become more practical. Finding a way to do more with less is a benefit to everyone. Students can actively participate in energy conservation through a variety of measures including turning off lights when they leave a room, turning up the thermostat a few degrees on very hot days, turning down the thermostat on cold days, closing windows and doors during temperature extremes,

	lesson students will explore the challenge we face to economically harness, store, and deliver these sources of energy	impact. In this unit students will present an alternative solution for a global energy problem.	reducing water usage, and ensuring that plug-in chargers are unplugged when not in use. Students need to realize that each and every one of us does make a difference. The solution to energy problems will be solved by individuals. We are the ones who need to practice using resources wisely, pass beneficial laws, and quit polluting. In this unit students will learn to realize that individually they can impact energy usage trends.
Chapter(s) Covered	1.1 Energy Comes in Many Forms 1.2 Energy Crossroads 1.3 Using Energy Efficiently 1.4A Explore a Wind Turbine 1.5 Engineering Careers	2.1 Why are We Concerned? 2.2 Energy Expo 2.3 Energy for Our Future	3.1 Water Audit 3.2 Product Life Cycle 3.3 Made a Difference 3.4 Recycle City 3.5 Heat Transfer Pre-Assessment 3.6 Heat Transfer 3.7 Penguin Dwellings 3.8 Heat Transfer Post-Assessment
Schedule	Week 1-4	Week 5-7	Week 8-9

COURSE ADD PROPOSAL

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

Date Initiated: April 29, 2025

Administrator's Name: Jason Creel

Department and School: Technology and Engineering Education,--LakeView K-8 Academy

Course Name: Flight and Space

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

Credits: ? Credit *Check if honors:* ☐

Recommended Prerequisites (if any): None

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

This course is one of 11 courses being proposed to install a STEM curriculum through Specials and Encore education at LakeView K-8 Academy. Each course expands on the competencies and skills students gain through their K-8 school science, technology, engineering, and mathematics (STEM) courses yet is appropriate for students who do not have any prerequisite knowledge. The courses proposed will create three pathways of STEM education in the areas of Engineering/Manufacturing, Computer Science, and Biomedical Sciences.

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

The exciting world of aerospace comes alive through the Flight and Space (FS) unit. Students become engineers as they design, prototype, and test models to learn about the science of flight and what it takes to travel and live in space. They solve real-world aviation and space challenges and plan a mission to Mars.

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.)

EARTH'S PLACE IN THE UNIVERSE

- NGSS.MS-ETS1-2
    - 2.3: Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

ENGINEERING DESIGN

- NGSS.MS-ETS1-1
    - 1.7, 2.7: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

- NGSS.MS-ETS1-2
    - 1.7, 2.7: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- NGSS.MS-ETS1-3
    - 1.1, 1.3: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- NGSS.MS-ETS1-4
    - 1.1, 1.3: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

MOTION AND STABILITY: FORCES AND INTERACTIONS

- NGSS.MS-PS2-2
    - 1.3, 2.2, 2.3, 2.7, 3.1: Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
- NGSS.MS-PS2-4
    - Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
- NGSS.MS-PS2-1
    - 1.2, 1.3, 2.2, 2.3, 2.7, 3.1: Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

SCIENCE OF ENGINEERING PRACTICES

- NGSS.P1
    - 1.5: to determine relationships between independent and dependent variables and relationships in models.
    - 1.1: to clarify and/or refine a model, an explanation, or an engineering problem.

DEVELOPING AND USING MODELS

- NGSS.P2
    - 1.7, 2.7: Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.
    - 1.6: Develop and/or revise a model to show the relationships among variables, including those that are not observable but predict observable phenomena.
    - 1.5: Develop and/or use a model to predict and/or describe phenomena
    - 1.1: Develop and/or use a model to generate data to test ideas about phenomena in natural or designed systems, including those representing inputs and outputs, and those at unobservable scales.

PLANNING AND CARRYING OUT INVESTIGATIONS

- NGSS.P3

- 1.1: Conduct an investigation and/or evaluate and/or revise the experimental design to produce data to serve as the basis for evidence that meet the goals of the investigation.
- 1.1: Collect data about the performance of a proposed object, tool, process or system under a range of conditions.

ANALYZING AND INTERPRETING DATA

- NGSS.P4
  - 1.1, 1.3, 1.5, 1.6: Analyzing and interpreting data
  - 1.5: Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships.
  - 1.1, 1.6: Analyze and interpret data to provide evidence for phenomena.

USING MATHEMATICS AND COMPUTATIONAL THINKING

- NGSS.P5
  - 1.3: Mathematical and computational thinking in 6-8 builds on K-5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments.

CONSTRUCTING EXPLANATIONS AND DESIGNING SOLUTIONS

- NGSS.P6
  - 1.7, 2.7, 3.1: Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.
  - 1.1: Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system.
- NGSS.P7
  - 1.1: Construct, use, and/or present an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
  - 1.1: Make an oral or written argument that supports or refutes the advertised performance of a device, process, or system based on empirical evidence concerning whether or not the technology meets relevant criteria and constraints.

OBTAINING, EVALUATING, AND COMMUNICATING INFORMATION

- NGSS.P8
  - 1.3, 1.4: Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods.
  - 1.6: Integrate qualitative and/or quantitative scientific and/or technical information in written text with that contained in media and visual displays to clarify claims and findings.
  - 1.1: Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Appendix B Attachment L

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

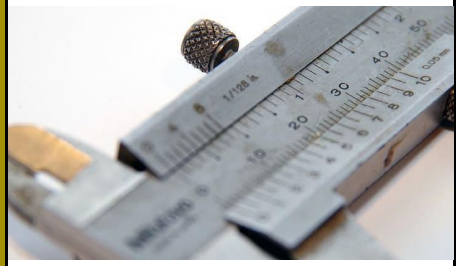
B. Textbooks/Kits: $0

C. Supplementary: $0

D. Facilities/Space: $0

E. Professional Learning: $0

Kenosha Unified SCHOOL DISTRICT

Course Name: *Flight and Space*			
	Quarter		
Unit/Topic	 **Unit 1–Flight** Students discover the science of flight and use aerodynamic concepts to explain how aircraft fly. Students receive an introduction to the engineering design process, investigate the effect of different airfoils on flight, use maps for navigation, and explore flight crew scheduling criteria. In the end-of-lesson project, students	**Unit 2–Space** In this lesson students investigate how scientists and engineers play a vital role in space travel, space discovery, and living in space. They explore launch, orbit, landing, maintaining health in space, and maintaining a stable living environment for astronauts. In the end-of-lesson project, students follow the engineering design process to design, build, and test an improved prototype of a system of their choosing.	**Unit 3–Destination: Mars** Students work in teams to design and model different aspects required to complete a mission to Mars. Students collaborate to complete the problems and present their findings. The mission includes planning the astronaut crew, rocket specifications, crew daily activity schedules, Mars landing site, and Mars landing vehicle.

	design and build a prototype of an aircraft and create a flight plan based on an assigned challenge scenario. Challenge scenarios relate to crew scheduling, maintenance problems, or route changes.		
Chapter(s) Covered	1.1–Science of Flight 1.2–Aerodynamic Concepts 1.3–Engineering Design Process 1.4–Effects of Airfoils on Flight 1.5–Maps for Navigation 1.5–Flight Crew Scheduling Criteria	2.1–Space Travel 2.2–Space Discovery 2.3–Living in Space 2.4–Explore Launch 2.5–Orbit 2.6–Landing 2.7–Maintain Health in Space 2.8–Maintaining a Stable Living Environment for Astronauts	3.1–Mission to Mars 3.2–Mars Landing Site 3.3–Mars Landing Vehicle
Schedule	Week 1-4	Week 5-7	Week 8-9

COURSE ADD PROPOSAL

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

Date Initiated: April 29, 2025

Administrator's Name: Jason Creel

Department and School: Technology and Engineering Education,--LakeView K-8 Academy

Course Name: Energy and the Environment

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

Credits: ? Credit *Check if honors:* ☐

Recommended Prerequisites (if any): None

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

This course is one of 11 courses being proposed to install a STEM curriculum through Specials and Encore education at LakeView K-8 Academy. Each course expands on the competencies and skills students gain through their K-8 school science, technology, engineering, and mathematics (STEM) courses yet is appropriate for students who do not have any prerequisite knowledge. The courses proposed will create three pathways of STEM education in the areas of Engineering/Manufacturing, Computer Science, and Biomedical Sciences.

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

Today's students have grown up in an age of "green" choices. In the Green Architecture (GA) unit, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk® 123D® Design software.

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.)

ENGINEERING DESIGN

- NGSS.MS-ETS1-1
    - B.3, 3.3, 3.4: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- NGSS.MS-ETS1-2
    - B.3, 3.3, 3.4: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- NGSS.MS-ETS1-3

- 3.3, 3.4: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

- NGSS.MS-ETS1-4
  - B.3, 3.3, 3.4: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

SCIENCE AND ENGINEERING PRACTICES

- NGSS.P1: Asking Questions and Defining Problems
  - B.3: Asking questions and defining problems in 6-8 builds on K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.

- NGSS.P2: Developing and Using Models
  - B.3, 3.3, 3.4: Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.

ANALYZING AND INTERPRETING DATA

- NGSS.P4
  - 3.3, 3.4: Analyzing and interpreting data

USING MATHEMATICS AND COMPUTATIONAL THINKING

- NGSS.P5
  - 3.3: Use mathematical representations to describe and/or support scientific conclusions and design solutions.

CONSTRUCTING EXPLANATIONS AND DESIGNING SOLUTIONS

- NGSS.P6
  - 1.1, 1.2, 1.3, 1.34, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2a and 3.2b, 3.3, 3.4: Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.
  - 3.3, 3.4: Construct an explanation using models or representations.
  - 3.4: Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.

OBTAINING, EVALUATING, AND COMMUNICATING INFORMATION

- NGSS.P8
  - B.3, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 1.10, 1.11, 1.12, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2a and 3.2b, 3.3, 3.4: Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Appendix B Attachment K

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

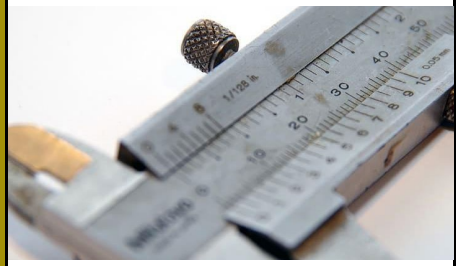
B. Textbooks/Kits: $0

C. Supplementary: $0

D. Facilities/Space: $0

E. Professional Learning: $0

Kenosha Unified SCHOOL DISTRICT

Course Name: *Green Architecture*			
	Quarter		
Unit/Topic	 **Unit 1–Architectural Basics** Architecture is the art and science of designing buildings. The basics of architectural design usually address feasibility and cost, as well as function and aesthetics. In this lesson students will learn how to use an architectural scale to accurately measure drawings and read architectural plans. They will learn about planning	**Unit 2–Introduction to Sustainable Architecture** As consumers we are often confronted with lifestyle decisions that could have an impact on our environment. Over the last several years, a lot of emphasis has been placed on going green. In addition to encouraging individuals to change their habits so that the results will be more environmentally friendly, there has also been a push to design buildings to be more green. Sustainable architecture seeks to minimize the negative environmental impact of buildings by	**Unit 3–Architectural Challenge** Autodesk® Revit® Architecture building design software works the way that architects and designers think, which allows the user to develop high-quality, accurate architectural designs. It allows the user to design with both parametric 3D modeling and 2D drafting elements. Built for Building Information Modeling (BIM), Autodesk® Revit® software helps capture and analyze concepts and maintain vision through design, documentation, and construction. In this lesson

	residential spaces, the different systems in a home, how to read the symbols found in architectural plans, and how to choose materials to remain within a given budget.	enhancing efficiency and moderation in the use of materials, energy, and development space. The goal of sustainability, or ecological design, is to ensure that our actions and decisions today do not inhibit the opportunities of future generations. In this lesson students will become aware of the global challenges of resource depletion and environmental degradation resulting from development and the positive effects of sustainable architecture.	students will build a wall for a wood framed shed and test insulation materials. They will use the Autodesk® Revit® software to design a sustainable home using shipping containers.
Chapter(s) Covered	1.1–What is Engineering? 1.2–Introduction to Engineering 1.3–STEM Investigation 1.4–What is Technology? 1.5 Engineering Careers 1.6-Design Process 1.7-Design Elements 1.8-Furniture Design Brief or Project	2.1–Architectural Measurement 2.2-Measure Your Classroom 2.3-Autodesk Revit Tutorial 2.4-Estimating Flooring Materials 2.5-Bedroom Floor Plan 2.6-Estimating Flooring Materials 2.7-Fundamentals of Construction 2.8-Floor Plan Examples 2.9-Saving the Earth Comic Example 2.10-Diamante Poem	3.1–Wood Frame Construction 3.2–Shipping Container 3.3-Tiny House

		2.11-Exterior Structure 2.12-Interior Finishes 2.13-Mechanical Systems 2.14-Site Planning and Design	
Number of Weeks	1-2	3-6	7-9

COURSE ADD PROPOSAL

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

Date Initiated: April 29, 2025

Administrator's Name: Jason Creel

Department and School: Technology and Engineering Education,--LakeView K-8 Academy

Course Name: Hand Tools Essentials and Safety

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

Credits: ? Credit *Check if honors:* ☐

Recommended Prerequisites (if any): None

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

This course is one of 11 courses being proposed to install a STEM curriculum through Specials and Encore education at LakeView K-8 Academy. Each course expands on the competencies and skills students gain through their K-8 school science, technology, engineering, and mathematics (STEM) courses yet is appropriate for students who do not have any prerequisite knowledge. The courses proposed will create three pathways of STEM education in the areas of Engineering/Manufacturing, Computer Science, and Biomedical Sciences.

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

Students learn the hand tool identification and safety protocols for oneself, others, and the lab environment. Students will practice various hand tools in their functions via lab activities, demonstrating their skill and comprehension with hands-on projects.

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.)

WI STATE STANDARDS - MANUFACTURING

- TE.MFG.2.A: Identify, select, and safely use tools, machines, products, and systems for specific tasks.
    - b.1:Discuss health safety in the workplace.
    - b.2: Recognize tools, machines, and materials.
    - b.3: Recognize the characteristics of length, volume, weight, area, and time.
    - i.1: Identify health and safety procedures in the workplace that keep workers safe.
    - i.2: Safely perform job-related tasks.
    - a.1: Audit workplace procedures to optimize safety and performance.

- a.3: Use appropriate tools, materials, and machines to repair a malfunctioning system.

WI STATE STANDARDS - ARCHITECTURE AND CONSTRUCTION

- TE.AC.2.A: Demonstrate the safe and appropriate use of all tools common to the construction industry.
  - b.1: Identify and explain the use of simple hand tools such as hammers, screwdrivers, handsaws, etc.
  - i.1: Demonstrate proficiency in the use of simple hand tools such as hammers, screwdrivers, handsaws, planes, sandpaper, nail sets, aviation snips, framing squares, utility knives, chalk lines, etc.
  - a.2: Identify and choose the correct tool or procedure for a given construction project or problem.
  - a.3: Demonstrate proficiency in the proper care of hand and power tools common to the construction industry.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Appendix B Attachment E

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: $0

C. Supplementary: $0

D. Facilities/Space: $0

E. Professional Learning: $0

Course Name: *Hand Tools Essentials*				
	Quarter			
Unit/Topic				
	Unit 1–Introduction to Safety Students learn the importance of safety for oneself, others, and the lab environment. Students learn the basics of safe tool use, identification of unsafe tool use, and determining the safety of a tool.	**Unit 2–Tool Identification** Students learn hand tools and their functions.	**Unit 3–Tool Safety & Usage** Students practice tool use via lab activities.	**Unit 4–Demonstration & Project** Students complete handmade projects requiring the use of the hand tools covered, demonstrating their knowledge of the use of hand tools.

Chapter(s) Covered	1.1–Introduction to Safety 1.1.a–Personal Protective Equipment 1.1.b–Lab Safety 1.2–Safe Tool Use 1.3–Unsafe Tool Use 1.4–Determine Safety of Hand Tool	2.1–Types of Hand Tools 2.1.a–Screwdrivers 2.1.b–Wrenches 2.1.c–Pliers and Cutters 2.1.d–Ratchets & Sockets 2.1.e–Hammers & Punches 2.2–Tool Lab Activities	3.1–Tool Use 3.1.a–Screwdrivers 3.1.b–Wrenches 3.1.c–Pliers and Cutters 3.1.d–Ratchets & Sockets 3.1.e–Hammers & Punches 3.2–Tool Lab Activities	4.1–Project Planning 4.2–Demonstration & Final Project
Schedule	Week 1-2	Week 3-4	Week 5-6	Week 7-9

COURSE ADD PROPOSAL

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

Date Initiated: April 29, 2025

Administrator's Name: Jason Creel

Department and School: Technology and Engineering Education,--LakeView K-8 Academy

Course Name: MS STEM Foundations

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

Credits: ? Credit *Check if honors:* ☐

Recommended Prerequisites (if any): None

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

This course is one of 11 courses being proposed to install a STEM curriculum through Specials and Encore education at LakeView K-8 Academy. Each course expands on the competencies and skills students gain through their K-8 school science, technology, engineering, and mathematics (STEM) courses yet is appropriate for students who do not have any prerequisite knowledge. The courses proposed will create three pathways of STEM education in the areas of Engineering/Manufacturing, Computer Science, and Biomedical Sciences.

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

MS STEM Foundations is designed to ensure that middle school students will be able to engage in project-based, hands-on Computer Science and Engineering learning experiences. The lessons are designed to explore content concepts of STEM through real world applications with each lesson encompassing a framework of engagement, explanation, and evaluation of learning.

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.)

Appendix B Attachment D

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Appendix B Attachment D

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: $0

D. Facilities/Space: $0

E. Professional Learning: $0

C. Supplementary: $0

Kenosha
Lakeview K-8 Academy

Coding and Engineering

Grade 6
2025-2026

LEGO® Education Brings STEAM Learning to Life

At LEGO® Education, our mission is to develop the builders of tomorrow. We believe STEAM Learning has become Prime for preparing even the youngest students for their future and for in-demand careers. LEGO® Education offers hands-on learning systems that make abstract concepts more tangible for young minds, enabling them to experience joy as they master STEAM subjects. This playful approach helps spark curiosity and lifelong learning.

Learning Promise

This curriculum is designed to ensure that middle school students will be able to engage in project-based, hands-on Computer Science learning experiences with lessons facilitated by teachers who are confident they are delivering an outstanding learning experience.

This program is designed to:

- Provide all middle school students with access to high-quality, computer science learning experiences.
- Encourage students to be actively engaged in hands-on learning activities that foster their creativity, critical thinking and problem-solving skills
- Enable teachers to confidently deliver project-based, computer science learning experiences.

Organization

The lessons in this document follow a learning progression that will enable you and your students to explore the power of learning through play in both unplugged and digital environments, but please don't feel that they must be followed lock step. Use your professional judgement to make adjustments to accommodate the learning styles and needs of your students.

Getting Started – Use these lessons the first time you use your LEGO® Education Learning Solutions. This will help you and your students become familiar with the software and intelligent hardware in the LEGO SPIKE Prime learning kits.

SPIKE™ Prime Lessons – These lessons follow a learning progression that increases in difficulty and complexity of both the model and the programming as you move through the unit. Follow the links to review a complete lesson plan, access video overviews, and review objectives and standards alignment.

Please leverage these plans when creating learning experiences for your students as they will provide the foundation you need to meet the needs of all your students.

Extension Activities – These activities are included at the end of this document. Consider using these activities at the end of a unit. These extensions will inspire you and your students to move beyond our inspiration lessons to ideate and iterate your own models and programs.

The Power of Iteration

Build, Rebuild, Iterate. There is more than one way to build any model. Students may experience these builds more than once during your program. When repeating a build, reflect on what was learned in previous building experiences and how learnings can be used to improve and possibly address new goals or questions that arise.

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Organization of the Lesson

The lessons linked in this document follow the 5Es Inquiry Based Framework. This model progresses through 5 different stages of the learning process – Engage, Explore, Explain, Elaborate, Evaluate. Here are some suggestions for using this framework when delivering instruction and the corresponding ISTE standards.

- **Beginning of Class - Activate Prior Knowledge (Engage)** - Launch class by having students share/discuss their learning experience from the previous class session.
    - Where did you leave off? What obstacles did you encounter? In what ways did you overcome those challenges? What is the learning goal for today?
        - *ISTE 1.1a*: Empowered Learner: Students articulate and set personal learning goals, develop strategies, leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
- **During Class – Collaboration and Communication (Explain)** - Ask students to share with one another their models and their programming for these models. Have them display their code to the class and then talk through the code, explaining what they expected to or observed happen and even demonstrating this using their model if possible.
    - What did you expect to happen with this program? Did your model perform as expected? What did you have to modify or change to improve the program or model?
        - *ISTE 1.6c:* Creative Communicator: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
- **End of Class** - **Reflection (Evaluate) -** Have students end the class each day by sharing with their partner/group/teachers the learning progress, accomplishments, and next steps.
    - What did you accomplish today? How did you collaborate with your partner? What could you do to improve your collaboration in the next class?
        - *ISTE 1.7c:* Global Collaborator: Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Cross-Curricular Integration

While the Extension Activities provide some cross-curricular integration ideas, the sky is the limit on using these materials in all areas of your classroom. Here are a few ideas to seed your brilliance:

Foster Collaboration and Integration – Plan with colleagues in other departments to integrate these learning experiences into a comprehensive Project Unit that explores multiple content areas through hands-on learning and computer science.

Engage Curiosity – Use an experience at the beginning of a unit of study to inspire curiosity about the subject.

Explore Content Concepts – Use an experience to help students get hands on to explore the real-world application of science, technology, engineering, art, and mathematics.

Elaborate Understanding – Use an experience as a unit capstone or a culminating project, allowing students to transfer learning from multiple different content areas to demonstrate understanding and progress with skills and concepts.

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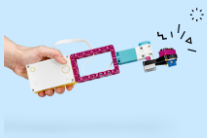
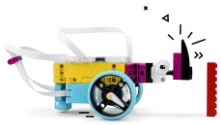
Unit 1: Supplementary Lessons (7-8 days)

Time	Lesson Title and Lesson Summary	Computer Science Concepts	WI Academic Standards for Computer Science
35-45 Min	**Getting Started Tutorials** Explore and learn to program the intelligent hardware. • Introduction • The Heart Program • Challenge 1: Explore using the Bricks • Build an Expression of Joy	Hardware Software Motors Sensors	**CS.CS1.a:** Identify hardware and software components.
35-45 Min	Explore and learn to program the intelligent hardware. • Challenge 2: Explore the Light Matrix • Challenge 3: Explore the Motor • Challenge 6: Explore the Force Sensor • Debrief and Evaluation	Hub Inputs Outputs Sensors Motors	**CS.CS1.a:** Identify hardware and software components.
35-45 Min	Pass the Brick  Practice teamwork techniques by working through four engaging challenges.	Events Sequencing Motors Tilt Sensor Force Sensor	**CS.AP2.a.12.h** Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast). **CS.AP3.a.3.m** Provide proper attribution when code is borrowed or built upon. **CS.AP5.a.5.m** Solicit and integrate peer feedback as appropriate to develop or refine a program.
35-45 Min	Ideas the LEGO Way  Use LEGO bricks as a unique way to generate creative ideas.	Brainstorming Documentation Events Sequencing	**CS.AP5.a.5.m** Solicit and integrate peer feedback as appropriate to develop or refine a program.
35-45 Min	What is this?  Define, customize, and communicate the use of a new “thing.”	Events Sequencing Motors Loops	**CS.AP3.a.3.m** Provide proper attribution when code is borrowed or built upon. **CS.AP3.b.7.m** Modify existing code to change its functionality and discuss the variety of ways in which to do this. **CS.AP5.a.5.m** Solicit and integrate peer feedback as appropriate to develop or refine a program.
45-90 Min	Going the Distance  Program a Rhino to start and stop before it hits something.	Events Sequencing Motors Conditionals Force Sensor	**CS.AP2.a.12.h** Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast). **CS.AP3.a.3.m** Provide proper attribution when code is borrowed or built upon.

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			CS.AP3.b.7.m Modify existing code to change its functionality and discuss the variety of ways in which to do this. **CS.AP6.a.3.m** Use testing and debugging methods to ensure program correctness and completeness.
35-45 Min	Goal!  Collaborate to build a fun tabletop challenge and score as many goals as possible.	Events Sequencing Motors Control Structures	**CS.AP5.a.5.m** Solicit and integrate peer feedback as appropriate to develop or refine a program. **CS.AP5.a.6.h** Design and develop a software artifact working in a team.
Extension Activities			

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Unit 2: Invention Squad (9-12 days)

Time	Lesson Title and Lesson Summary	Computer Science Concepts	WI Academic Standards for Computer Science
50 Min	**Getting Started Tutorials** Explore and learn to program the intelligent hardware. • Challenge 4: Explore the Color Sensor • Challenge 5: Explore the Distance Sensor • Challenge 7: Explore the Gyro Sensor • Debrief and Evaluation	Hub Inputs Outputs Sensors Motors	**CS.CS1.a:** Identify hardware and software components.
35-45 Min	Help!  Define a problem by observing a scenario.	Events Sequencing Variables Conditionals Color Sensor	**CS.AP1.a.6.m** Decompose (break down) a computational problem into parts and create solutions for one or more parts. **CS.AP2.a.9.m** Create variables that represent different types of data and manipulate their values. **CS.AP2.a.12.h** Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).
45-90 Min	Hopper Race  Design multiple prototypes to find the most effective way to move a robot without using wheels.	Events Sequencing Prototype	**CS.AP3.a.3.m** Provide proper attribution when code is borrowed or built upon. **CS.AP3.b.7.m** Modify existing code to change its functionality and discuss the variety of ways in which to do this. **CS.AP6.b.2.m** Apply a rubric to determine if and how well a program meets objectives.
45-90 Min	Super Cleanup  Test the efficiency of two different solutions to determine the best design to meet specific criteria.	Events Sequencing Force Sensor	**CS.AP2.a.12.h** Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast). **CS.AP3.a.3.m** Provide proper attribution when code is borrowed or built upon. **CS.AP3.b.7.m** Modify existing code to change its functionality and discuss the variety of ways in which to do this. **CS.AP6.b.2.m** Apply a rubric to determine if and how well a program meets objectives.
45-90 Min	Broken  Figure out why something isn't working.	Troubleshooting Pseudocode Events Sequencing Conditionals	**CS.AP3.c.1.m** Interpret the flow of execution of algorithms and predict their outcomes. [Clarification Algorithms can be expressed using natural language, flow and control diagrams, comments within code, and pseudocode]. **CS.AP6.a.3.m** Use testing and debugging methods to ensure program correctness and completeness.

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45 Min	Design for You  Exercise creativity, explore the design engineering process, and invent a desktop helper.	Brainstorming Prototype	**CS.AP6.b.2.m** Apply a rubric to determine if and how well a program meets objectives.
120+ Min	Design for Someone  Use the complete design process to solve a real-world problem linked to prostheses.	Brainstorming Events Sequencing Conditionals	**CS.AP2.a.12.h** Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast). **CS.AP3.a.3.m** Provide proper attribution when code is borrowed or built upon. **CS.AP3.b.7.m** Modify existing code to change its functionality and discuss the variety of ways in which to do this. **CS.AP5.a.5.m** Solicit and integrate peer feedback as appropriate to develop or refine a program. **CS.AP6.a.3.m** Use testing and debugging methods to ensure program correctness and completeness.
Extension Activities			

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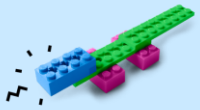
Unit 3: Kickstart a Business (11-16 days)

Time	Lesson Title and Lesson Summary	Computer Science Concepts	IL Computer Science Standards
35-45 Min	Back to Back  Not all code is on a computer. Write pseudocode that tells how to build a LEGO® model!	Algorithm Bug Decomposition Pseudocode	**CS.AP1.a.6.m** Decompose (break down) a computational problem into parts and create solutions for one or more parts. **CS.AP3.c.1.m** Interpret the flow of execution of algorithms and predict their outcomes. [Clarification Algorithms can be expressed using natural language, flow and control diagrams, comments within code, and pseudocode].
45-90 Min	Place Your Order  Follow a user guide video to replicate the actions of a "quality check" robot.	Pseudocode Decomposition Events Sequencing Variables Count Loops	**CS.AP1.a.6.m** Decompose (break down) a computational problem into parts and create solutions for one or more parts. **CS.AP1.a.7.m.** Identify how subproblems could be recombined to create something new (e.g., break down the individual parts that would be needed to program a certain type of game and then show how the parts could be reused in other types of games). **CS.AP2.a.9.m** Create variables that represent different types of data and manipulate their values. **CS.AP2.a.12.h** Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast). **CS.AP3.c.1.m** Interpret the flow of execution of algorithms and predict their outcomes. [Clarification Algorithms can be expressed using natural language, flow and control diagrams, comments within code, and pseudocode]. **CS.DA1.a.3.m.** Represent data using different encoding schemes (e.g., binary, Unicode, Morse code, shorthand, student-created codes).
45-90 Min	Out of Order  Find and fix mistakes in a program to make a Delivery Cart work as intended.	Debugging Events Sequencing Conditionals	**CS.AP2.a.12.h** Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast). **CS.AP3.a.3.m** Provide proper attribution when code is borrowed or built upon. **CS.AP3.b.7.m** Modify existing code to change its functionality and discuss the variety of ways in which to do this. **CS.AP6.a.3.m** Use testing and debugging methods to ensure program correctness and completeness. **CS.CS2.a.3.m.** Use a systematic process to identify the source of a problem within individual and connected devices (e.g., follow a troubleshooting flow diagram, make changes to software to see if hardware will

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			work, restart device, check connections, swap in working components). **ITL.EL2.a.3.m.** Navigate a variety of digital tools to choose, use and troubleshoot technologies to create new knowledge. **ITL.EL3.a.3.m.** Transfer and apply skills to begin troubleshooting and exploring emerging technologies.
45-90 Min	Track Your Packages  Remix programming stacks to use an X-Y tracking device to follow a path on a piece of paper.	Events Sequencing Conditionals Functions	**CS.AP2.a.6.m** Develop programs, both independently and collaboratively, which include sequencing with nested loops and multiple branches [Clarification: At this level, students may use block-based and/or text-based languages] **CS.AP3.a.3.m** Provide proper attribution when code is borrowed or built upon. **CS.AP3.b.7.m** Modify existing code to change its functionality and discuss the variety of ways in which to do this. **CS.AP4.a.3.m** Define and use functions/ procedures that hide the complexity of a task and can be reused to solve similar tasks. [Clarification Students use and modify, but do not necessarily create, functions or procedures with parameters].
90-120 Min	Keep it Safe!  Figure out why something isn't working.	Troubleshooting Events Sequencing Conditionals	**CS.AP3.c.1.m** Interpret the flow of execution of algorithms and predict their outcomes. [Clarification Algorithms can be expressed using natural language, flow and control diagrams, comments within code, and pseudocode]. **CS.AP6.a.3.m** Use testing and debugging methods to ensure program correctness and completeness.
90-120 Min	Keep it Really Safe!  Use compound conditions to reinforce the encryption pattern on a safe-deposit box.	Motors Events Sequencing While Loops Conditionals Variables Functions	**CS.AP2.a.6.m** Develop programs, both independently and collaboratively, which include sequencing with nested loops and multiple branches [Clarification: At this level, students may use block-based and/or text-based languages] **CS.AP2.a.12.h** Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast). **CS.AP4.a.3.m** Define and use functions/ procedures that hide the complexity of a task and can be reused to solve similar tasks. [Clarification Students use and modify, but do not necessarily create, functions or procedures with parameters]. **CS.IC3.a.3.m.** Describe ethical issues that relate to computing devices and networks (e.g., equity of access, security, hacking, intellectual property, copyright, Creative Commons licensing, and plagiarism). **CS.NI1.a.4.m.** Analyze and summarize security risks associated with weak passwords, lack of encryption, insecure transactions, and persistence of data.

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			CS.NI1.a.5.m. Understand security issues with general computer use. **CS.NI1.b.2.m** Explain the principles of information security (confidentiality, integrity, availability) and authentication techniques. **ITL.DC1.a.7.m.** Demonstrate safe digital actions and understand information shared digitally is public and can be searched, copied, and potentially seen by public audiences. **ITL.DC1.b.7.m.** Develop strategies to manage secure passwords.
120+ Min	Automate It!  Create and program an automated helper that can identify and ship the correct package based on color.	Troubleshooting Pseudocode Events Count Loops Conditionals Variables Functions	**CS.AP2.a.9.m** Create variables that represent different types of data and manipulate their values. **CS.AP2.a.12.h** Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast). **CS.AP4.a.3.m** Define and use functions/ procedures that hide the complexity of a task and can be reused to solve similar tasks. [Clarification Students use and modify, but do not necessarily create, functions or procedures with parameters]. **CS.CS1.a.5.m** Justify the suitability of hardware and software chosen to accomplish a task (e.g., comparison of the features of a tablet vs. desktop, selecting which sensors and platform to use in building a robot or developing a mobile app).
Extension Activities			

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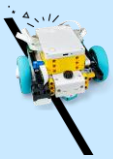
Unit 4: Competition Ready (8-11 days)

Time	Lesson Title and Lesson Summary	Computer Science Concepts	IL Computer Science Standards
45-90 Min	Training Camp 1  Build a Practice Driving Base and make precise and controlled movements.	Pseudocode Events Sequencing Count Loops Conditionals Motors Gyro Sensor	**CS.AP2.a.12.h** Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast). **CS.AP3.a.3.m** Provide proper attribution when code is borrowed or built upon. **CS.AP3.b.7.m** Modify existing code to change its functionality and discuss the variety of ways in which to do this. **CS.CS1.a.5.m** Justify the suitability of hardware and software chosen to accomplish a task (e.g., comparison of the features of a tablet vs. desktop, selecting which sensors and platform to use in building a robot or developing a mobile app).
45-90 Min	Training Camp 2  Use sensors to control motors and interact with objects on the competition field.	Events Sequencing Count Loops Conditionals Variables Motors Distance Sensor	**CS.AP1.a.6.m** Decompose (break down) a computational problem into parts and create solutions for one or more parts. **CS.AP2.a.6.m** Develop programs, both independently and collaboratively, which include sequencing with nested loops and multiple branches [Clarification: At this level, students may use block-based and/or text-based languages] **CS.AP2.a.9.m** Create variables that represent different types of data and manipulate their values. **CS.AP2.a.12.h** Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast). **CS.AP3.c.1.m.** Interpret the flow of execution of algorithms and predict their outcomes. [Clarification: Algorithms can be expressed using natural language, flow and control diagrams, comments within code, and pseudocode.]
35-45 Min	Training Camp 3  Write programs using the Color Sensor to make the Driving Base autonomous.	Events Sequencing Forever Loops Conditionals Variables Functions Motors Color Sensor	**CS.AP2.a.6.m** Develop programs, both independently and collaboratively, which include sequencing with nested loops and multiple branches [Clarification: At this level, students may use block-based and/or text-based languages] **CS.AP2.a.9.m** Create variables that represent different types of data and manipulate their values. **CS.AP2.a.12.h** Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast). **CS.AP3.c.1.m.** Interpret the flow of execution of algorithms and predict their outcomes. [Clarification: Algorithms can be expressed using natural language, flow and control

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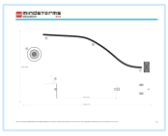
			diagrams, comments within code, and pseudocode.] **CS.AP4.a.3.m** Define and use functions/ procedures that hide the complexity of a task and can be reused to solve similar tasks. [Clarification Students use and modify, but do not necessarily create, functions or procedures with parameters].
90+ Min	Robot Challenge: Training Mat 1  Design and build extensions onto the Driving Base and program it to autonomously retrieve objects.	Events Sequencing Loops Conditionals Variables Motors Sensors	**CS.AP2.a.6.m** Develop programs, both independently and collaboratively, which include sequencing with nested loops and multiple branches [Clarification: At this level, students may use block-based and/or text-based languages] **CS.AP2.a.9.m** Create variables that represent different types of data and manipulate their values. **CS.AP2.a.12.h** Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).
90+ Min	Robot Challenge: Training Mat 2  Write a program that makes the driving base move autonomously and turn with precision.	Events Sequencing Loops Conditionals Variables Functions Motors/Sensors	**CS.AP1.a.6.m** Decompose (break down) a computational problem into parts and create solutions for one or more parts. **CS.AP2.a.6.m** Develop programs, both independently and collaboratively, which include sequencing with nested loops and multiple branches [Clarification: At this level, students may use block-based and/or text-based languages] **CS.AP2.a.12.h** Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).
90+ Min	Robot Challenge: Training Mat 3  Design and build extensions onto the Driving Base and program it to autonomously complete two tasks.	Events Sequencing Loops Conditionals Variables Functions Motors/Sensors	**CS.AP1.a.6.m** Decompose (break down) a computational problem into parts and create solutions for one or more parts. **CS.AP2.a.6.m** Develop programs, both independently and collaboratively, which include sequencing with nested loops and multiple branches [Clarification: At this level, students may use block-based and/or text-based languages] **CS.AP2.a.12.h** Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).
Extension Activities			

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Extension Activities (as time allows)

Build to Launch

Taking STEAM Learning to new heights! LEGO® Education partnered with NASA and the Artemis I team to bring students and teachers an out-of-this-world STEAM learning series. Build to Launch is an exploration of the technology, STEAM concepts and careers behind the Artemis I mission to the Moon. Join the LEGO® Space Team and their Artemis I team counterparts for an interactive digital learning adventure. Each episode students will find themselves in the shoes of NASA engineers, scientists, and of course astronauts. Through open ended lessons students will get hands-on and solve similar problems the Artemis I team faces as they build towards launch.

	Activity	Time	Objectives	IL Computer Science Standards
Module 1 Getting to Space Teacher Guide Student Lessons	Mini-Mission: Moving Objects	15 min	Ignite a discussion with students about moving objects	
	Mission: Operation Autopilot Career Connection: Maria, Flight Director	45-90 min	Design and build a prototype of an autonomous vehicle	**CS.AP3.b.7.m** Modify existing code to change its functionality and discuss the variety of ways in which to do this. **CS.CS4.a.1.m** Extend or modify existing programs to add simple features and behaviors using different forms of inputs and outputs (e.g., inputs such as sensors, mouse clicks, data sets; outputs such as text, graphics, sounds)
	Mission: STEAM Work is Teamwork Career Connection: Daniel, Program Manager	45-90 min	Plan and design a Space Launch System rocket to be built in sections	**CS.AP5.a.5.m** Solicit and integrate peer feedback as appropriate to develop or refine a program. **CS.AP3.b.7.m** Modify existing code to change its functionality and discuss the variety of ways in which to do this. **CS.CS4.a.1.m** Extend or modify existing programs to add simple features and behaviors using different forms of inputs and outputs (e.g., inputs such as sensors, mouse clicks, data sets; outputs such as text, graphics, sounds)
Module 2 Testing and Transport Teacher Guide Student Lessons	Mini-Mission: Testing	15 min	Ignite a discussion with students about testing	
	Mission: Building a Bullseye Career Connection: Avery, Engineer	45-90 min	Design and build a device to reach a target	**CS.AP6.a.3.m** Use testing and debugging methods to ensure program correctness and completeness. **CS.AP5.a.5.m** Solicit and integrate peer feedback as appropriate to develop or refine a program. **CS.CS4.a.1.m** Extend or modify existing programs to add simple features and behaviors using different forms of inputs and outputs (e.g., inputs such as sensors, mouse clicks, data sets; outputs such as text, graphics, sounds)

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	Mission: The Path to the Pad Career Connection: Zach, Ground Systems Technician	45-90 min	Design and build a transport vehicle	**CS.AP6.a.3.m** Use testing and debugging methods to ensure program correctness and completeness. **CS.CS4.a.1.m** Extend or modify existing programs to add simple features and behaviors using different forms of inputs and outputs (e.g., inputs such as sensors, mouse clicks, data sets; outputs such as text, graphics, sounds)
Module 3 Working in Space Teacher Guide Student Lessons	Mini-Mission: Working in Space	15 min	Ignite a discussion with students on what they think it is like to work in space	
	Mission: Staying Safe in Space Career Connection: Leo, Safety Officer	45-90 min	Design and build an alert system	**CS.AP6.a.3.m** Use testing and debugging methods to ensure program correctness and completeness. **CS.CS4.a.1.m** Extend or modify existing programs to add simple features and behaviors using different forms of inputs and outputs (e.g., inputs such as sensors, mouse clicks, data sets; outputs such as text, graphics, sounds)
	Mission: The Right Tool for the Job Career Connection: Sofie, Scientist	45-90 min	Design and build a tool that can be used in space	**CS.AP6.a.3.m** Use testing and debugging methods to ensure program correctness and completeness. **CS.CS4.a.1.m** Extend or modify existing programs to add simple features and behaviors using different forms of inputs and outputs (e.g., inputs such as sensors, mouse clicks, data sets; outputs such as text, graphics, sounds)

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Extension Activities (as time allows)

Tufts University Robotics Playground			
Tufts University has created a series of placemats to inspire engineering design and programming using the SPIKE Prime solution. Each placemat consists of 2 slides which present a challenge, some careers connected to the challenge, and suggestions on how to build and program a solution. The placemat also gives ideas on how students can iterate and elaborate on their solution. Use as time allows.			
	Activity	**Time**	**Objectives**
Getting Started with SPIKE Prime	Greetings Earthlings	30-45 min	Build a robot that greets people with a wave, a fist bump, a high five or some other welcoming movement!
	Puppet Show	30-45 min	Create a puppet that moves using SPIKE Prime.
	Garden	30-45 min	Show us what's in your garden – a blooming blossom, a vigorous vegetable, a robotic rake?
	Simple Car	30-45 min	Build a sturdy car using a few pieces as possible.
	Percussion Playtime	30-45 min	Create a percussion instrument for a band.
	Space Exploration	30-45 min	Create a rocket ship, a tool for a space traveler, or even an alien being!
	Proverbial SPIKE Prime	30-45 min	Choose a familiar or favorite proverb from another part of the world and make it come to life using SPIKE Prime.
	Clean Sweep	30-45 min	Create a sweeper to clear the floor of LEGO bricks or other small LEGO elements.
	Ball Thrower	30-45 min	Design a machine to throw a small plastic ball as far as possible.
Dr. E's SPIKE Prime Class	Getting to Know You	15 min	Think about who ***you*** are and what represents ***you*** – and then build it! *Note: Use the Default Program (Heart Program)*
	Silly Walks	30-45 min	Build a robot that moves forward – without using wheels! *Note: Use the Default Program (Heart Program)*
	Biomimicry	90-120+ min	Create a bio-inspired robot that mimics structure-function designs found in nature
	Top Spinner	30-45 min	Build a top – and spin it! *Note: Use the Default Program (Heart Program)*
	Spirograph Drawing Machine	45-90 min	Create geometric artistic designs with rotating motors
Clean up our Oceans	Trash Pusher	30-45 min	Build a robot that can push trash to a safe disposal zone.
	Trash Pick Up	30-45 min	Build a robot that can pick up trash and place it in a container for disposal.
	Trash Identifier	30-45 min	Design a robot that can identify what is trash and what is not – and then dispose of the trash only.
	Team Trash Pick Up	30-45 min	Pair up with a partner or group and create a two-robot system that picks up and disposes of trash.
	Trash Removal Boat	30-45 min	Create a boat for your trash collection/disposal robot so that it can help clean up trash floating in the water.

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COURSE ADD PROPOSAL

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

Date Initiated: April 29, 2025

Administrator's Name: Jason Creel

Department and School: Technology and Engineering Education,--LakeView K-8 Academy

Course Name: Magic of Electrons

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

Credits: ? Credit *Check if honors:* ☐

Recommended Prerequisites (if any): None

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

This course is one of 11 courses being proposed to install a STEM curriculum through Specials and Encore education at LakeView K-8 Academy. Each course expands on the competencies and skills students gain through their K-8 school science, technology, engineering, and mathematics (STEM) courses yet is appropriate for students who do not have any prerequisite knowledge. The courses proposed will create three pathways of STEM education in the areas of Engineering/Manufacturing, Computer Science, and Biomedical Sciences.

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

Through hands-on projects, students explore electricity, the behavior and parts of atoms, and sensing devices in the Magic of Electrons (ME) unit. They learn knowledge and skills in basic circuitry design and examine the impact of electricity on the world around them.

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.)

SCIENCE AND ENGINEERING PRACTICES

- NGSS.P1: Asking questions and defining problems.
    - 1.6, 2.4, 3.1: Asking questions and defining problems in 6-8 builds on K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.
    - 1.1, 1.3, 1.6: to clarify and/or refine a model, an explanation, or an engineering problem.
    - 1.1, 1.3, 1.6, 2.4, 3.1: Define a design program that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.
- NGSS.P2: Developing and using models.

- 1.1, 1.6, 2.4, 3.1: Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.
- 1.3, 1.4, 1.5, 1.6: Develop and/or use a model to predict and/or describe phenomena.

- NGSS.P6: Constructing Explanation and Designing Solutions
  - 1.2, 1.3, 1.4, 1.5: Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.
  - 1.6, 2.5, 2.6: Construct an explanation using models or representations.
  - 1.2, 1.3, 1.4, 2.4, 2.5, 2.6, 3.3, 3.4: Apply scientific ideas, principles, and/or evidence to construct, revise and/or use an explanation for realworld phenomena, examples, or events.
  - 1.2, 1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 2.6: Apply scientific reasoning to show why the data or evidence is adequate for the explanation or conclusion.
  - 1.6, 2.5, 2.6, 3.3, 3.4: Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system.
  - 1.6, 3.4: Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.
  - 3.4: Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and retesting.

- NGSS.P7
  - 1.6, 3.4: Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.

OBTAINING, EVALUATING, AND COMMUNICATING INFORMATION

- NGSS.P8
  - B.3: Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods.
  - 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2: Critically read scientific texts adapted for classroom use to determine the central ideas and/or obtain scientific and/or technical information to describe patterns in and/or evidence about the natural and designed world(s).

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Appendix B Attachment H

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: $0

C. Supplementary: $0

D. Facilities/Space: $0

E. Professional Learning: $0

Course Name: *Magic of Electrons*			
	Quarter		
Unit/Topic	This lesson is an introduction to basic electricity. It is assumed that students have no prior exposure to the concepts addressed. The power provided through electricity is a part of their everyday lives, but they may or may not have considered where it comes from, why it works, or how it is produced and transmitted. Few students could imagine life without it. They might consider something like a camping trip to be life without electricity. Upon further investigation, though, they would discover the role of electricity in preparing for the trip and in the materials they might pack.	This lesson is an overview and introduction to basic electronics and circuits with a focus on some of the most basic devices and their functions. Students will be introduced to electrical circuit diagrams and asked to create them. In this lesson students will observe how the electron flow merges with technology through electronic circuits. Almost any device that uses electricity can be broken down into basic electronic circuits and the electronic devices in those circuits.	This lesson introduces students to the digital world of cell phones, computers, MP3 devices, and many other modern conveniences that rely on binary numbers, the 0s and 1s of the digital realm, to function. This is an exciting field for students to consider because it is ever-changing. An understanding of the components and their functions opens the door for limitless creative ideas to design improved devices that can entertain or save lives.

Chapter(s) Covered	1.1 Atomic Structure and Electricity 1.2 Conductivity 1.3 Static and Current Electricity 1.4 Electomagnets 1.5 DC MotorConstruction 1.6 Generators 1.7 Electricity: The Invisible River of Energy	2.1 Circuit Design 2.2 Switches, Diodes, and Light Emitting Diodes 2.3 Resistance 2.4 Ohm's Law 2.5 Capacitors 2.6 Transistors	3.1 Digital Number Systems 3.2 Logic Gates 3.3 Transistors to Gates 3.4 Logic Problems
Schedule	Week 1-4	Week 5-7	Week 8-9

COURSE ADD PROPOSAL

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

Date Initiated: April 29, 2025

Administrator's Name: Jason Creel

Department and School: Technology and Engineering Education,--LakeView K-8 Academy

Course Name: Medical Detectives

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

Credits: ? Credit *Check if honors:* ☐

Recommended Prerequisites (if any): None

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

This course is one of 11 courses being proposed to install a STEM curriculum through Specials and Encore education at LakeView K-8 Academy. Each course expands on the competencies and skills students gain through their K-8 school science, technology, engineering, and mathematics (STEM) courses yet is appropriate for students who do not have any prerequisite knowledge. The courses proposed will create three pathways of STEM education in the areas of Engineering/Manufacturing, Computer Science, and Biomedical Sciences.

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

In the Medical Detectives unit, students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, dissect a sheep brain, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction.

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.)

FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

- NGSS.MT-LS1-2: Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

SCIENCE AND ENGINEERING PRACTICES

- NGSS.P1: Asking questions and defining problems.
    - 1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.5, 3.2: that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.
    - 1.3, 1.4, 1.5, 2.3, 2.5, 3.2: to identify and/or clarify evidence and/or the premise(s) of an argument.

- 1.2, 1.4, 3.2: to determine relationships between independent and dependent variables and relationships in models.
- 1.2, 1.4, 3.2: to clarify and/or refine a model, an explanation, or an engineering problem
- 1.1, 1.2: that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, fram a hypothesis based on observations and scientific principles.

DEVELOPING AND USING MODELS

- NGSS.P2
  - 2.2: evaluate limitations of a model for a proposed object or tool
  - 2.1, 2.2: Develop and/or use a model to predict and/or describe phenomena.
  - 2.1, 2.2: Develop a model to describe unobservable mechanisms.

PLANNING AND CARRYING OUT INVESTIGATIONS

- NGSS.P3
  - 1.2, 1.3: Conduct an investigation and/or evaluate and/or revise the experimental design to produce data to serve as the basis for evidence that meet the goals of the investigation.
  - 1.2, 1.3, 1.5, 2.5, 3.2: Evaluate the accuracy of various methods for collecting data.
  - 1.2, 1.3, 1.5, 2.5, 3.2: Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.

ANALYZING AND INTERPRETING DATA

- NGSS.P4
  - 1.2, 1.3, 1.4, 1.5, 2.3, 2.5, 3.1, 3.2: Analyzing and interpreting data.
  - 1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 2.5, 3.1, 3.2: Analyze and interpret data to provide evidence for phenomena.
  - 1.3, 1.4, 1.5, 2.3, 2.5, 3.2: Analyze and interpret data to determine similarities and differences in findings.

USING MATHEMATICS AND COMPUTATIONAL THINKING

- NGSS.P5
  - 3.1, 3.2: Apply mathematical concepts and/or processes (e.g., ratio, rate, percent, basic operations, simple algebra) to scientific and engineering questions and problems.

CONSTRUCTING EXPLANATIONS AND DESIGNING SOLUTIONS

- NGSS.P6
  - 1.2, 1.4, 2.3, 2.5, 3.1, 3.2: Construct an explanation that includes qualitative or quantitative relationships between variables that predict(s) and/or describe(s) phenomena.
  - 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 3.2: Construct an explanation using models or representations.
  - 1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 2.5, 3.2: Apply scientific reasoning to show why the data or evidence is adequate for the explanation or conclusion.

- NGSS.P7
    - 1.5, 2.5, 3.2: Construct, use, and/or present an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.

OBTAINING, EVALUATING, AND COMMUNICATING INFORMATION

- NGSS.P8
    - 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2: Critically read scientific texts adapted for classroom use to determine the central ideas and/or obtain scientific and/or technical information to describe patterns in and/or evidence about the natural and designed world(s).
    - 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2: Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.

SCIENTIFIC INVESTIGATIONS USE A VARIETY OF METHODS

- NGSS.P8
    - 1.2, 1.4, 1.5, 2.5, 3.2: Science investigations use a variety of methods and tools to make measurements and observations.
    - 1.2, 1.3, 1.5, 2.5, 3.2: Science depends on evaluating proposed explanations.

SCIENTIFIC KNOWLEDGE IS BASED ON EMPIRICAL EVIDENCE

- NGSS.P8
    - 1.2, 1.4: Science disciplines share common rules of obtaining and evaluating empirical evidence.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Appendix B Attachment B

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

A. Teaching Staff: $0

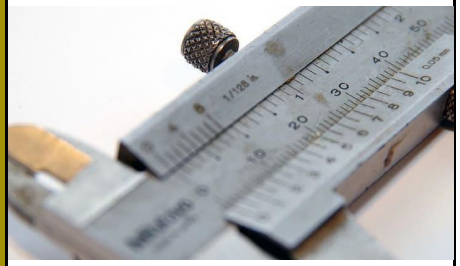
B. Textbooks/Kits: $0

C. Supplementary: $0

D. Facilities/Space: $0

E. Professional Learning: $0

Kenosha Unified SCHOOL DISTRICT

Course Name: *Medical Detectives*			
	Semester		
Unit/Topic	 **Unit 1–Disease Detectives** Students discover how healthcare professionals act as medical detectives to identify, treat, and prevent illness in their patients. Students collect and interpret vital signs to evaluate patient health, explore different infectious disease agents, and design and conduct experiments to test the effectiveness of antibiotics on	**Unit 2–Mysteries of the Human Body** This lesson introduces the human body as a collection of body systems, with a focus on the nervous system. Students investigate how the nervous system collects information from the outside world, moves this information through neurons, processes this information in the brain, and initiates the body's response accordingly. Students create neuron models and perform a sheep brain dissection. They use their knowledge to explore symptoms as they relate to specific nervous	**Unit 3–Outbreak!** A mysterious toxin is endangering the health of a community. Using their understanding of human body systems, students describe how the suspected toxin has impacted the health of the patient. Students analyze patient symptoms and perform lab analyses of patient samples to identify the culprit and determine how it's spreading. In the end-of-unit problem, students locate the source of the toxin using a map of the community, patient histories, and lab data, then present their findings to

	bacteria. In the end-of-lesson project, students collect and analyze medical data to diagnose a patient with a mystery illness. - *PLTW*	system dysfunction and analyze evidence to identify the cause of the dysfunction. In the end-of-lesson project, students create educational resources to help their patient understand the medical condition. - *PLTW*	help community leaders mitigate the situation. - *PLTW*
Chapter(s) Covered	1.1–Vital Signs 1.2–Exploring What's Vital 1.3–Disease Agents 1.4–Disease Diagnosis 1.5–Diagnostic Detectives	2.1–Secrets of the Nervous System 2.2–Smart Signals 2.3–Mysterious Miscommunications 2.4–The Control Center 2.5–Mystery Disease	3.1–Food Fiasco 3.2–Disease Detectives
Schedule	Week 1-4	Week 5-7	Week 8-9

COURSE ADD PROPOSAL

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

Date Initiated: April 29, 2025

Administrator's Name: Jason Creel

Department and School: Technology and Engineering Education,--LakeView K-8 Academy

Course Name: Science of Technology

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

Credits: ? Credit *Check if honors:* ☐

Recommended Prerequisites (if any): None

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

This course is one of 11 courses being proposed to install a STEM curriculum through Specials and Encore education at LakeView K-8 Academy. Each course expands on the competencies and skills students gain through their K-8 school science, technology, engineering, and mathematics (STEM) courses yet is appropriate for students who do not have any prerequisite knowledge. The courses proposed will create three pathways of STEM education in the areas of Engineering/Manufacturing, Computer Science, and Biomedical Sciences.

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

In the Science of Technology (ST) unit, students explore how science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nanomaterials. Students work in teams to identify design requirements, research the topic, and engage stakeholders.

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.)

ENGINEERING DESIGN

- NGSS.MT-ETS1-1- B.3: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

- NGSS.MT-ETS1-2-B.3, 1.3: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- NGSS MT-ETS 1-3-3.5/3.7: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success
- NGSS MT- ETS 1-4-B.3: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

SCIENCE AND ENGINEERING PRACTICES

- NGSS.P1: Asking questions and defining problems.
    - B.3: Asking questions and defining problems in 6-8 builds on K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models.
    - 3.3, 3.4, 3.5, 3.7: that arise from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information.
- NGSS.P2: Developing and using models.
    - B.3: Modeling in 6-8 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design systems.
    - 1.3: Use and/or develop a model of simple systems with uncertain and less predictable factors
    - 1.3: Develop and/or use a model to predict
- NGSS.P4: Analyzing and interpreting data.
    - 1.1, 1.2, 3.3, 3.4, 3.5: Use mathematical representations to describe and/or support scientific conclusions and design solutions.
    - 3.4: Analyze and interpret data to determine similarities and differences in findings
    - 1.2: Analyze data to define an optimal operational range for a proposed object, tool, process or system that best meets criteria for success
- NGSS.P5: Using Mathematics and Computational Thinking
    - 2.2, 3.5: Use mathematical representations to describe and/or support scientific conclusions and design solutions.
- NGSS.P6: Constructing Explanations and Designing Solutions
    - 3.5: Construct an explanation using models or representations. .
    - 3.4, 3.5: Apply scientific ideas, principles, and/or evidence to construct, revise and/or use an explanation for real world phenomena, examples, or events
    - 3.3, 3.4, 3.5: Apply scientific reasoning to show why the data or evidence is adequate for the explanation or conclusion
    - 3.5, 3.7: Undertake a design project, engaging in the design cycle, to construct and/or implement a solution that meets specific design criteria and constraints.
    - 3.5, 3.7: Optimize performance of a design by prioritizing criteria, making tradeoffs, testing, revising, and retesting.
- NGSS.P7
    - 3.5, 3.7: Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.
- NGSS.P8: Obtaining, Evaluating, and Communicating Information
    - B.3 1.2, 1.3: Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods.

- 2.1, 2.2, 2.2a: Critically read scientific texts adapted for classroom use to determine the central ideas and/or obtain scientific and/or technical information to describe patterns in and/or evidence about the natural and designed world(s).

- 2.1,3.1: Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.

- 1.2, 1.3: Communicate scientific and/or technical information (e.g. about a proposed object, tool, process, system) in writing and/or through oral presentations.

Scope and Sequence: Outline the planned structure for the course, including a tentative timeline for instruction. (Attach additional documents as needed.)

Appendix B Attachment C

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.

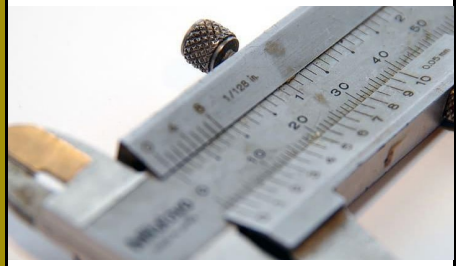
A. Teaching Staff: $0

B. Textbooks/Kits: $0

C. Supplementary: $0

D. Facilities/Space: $0

E. Professional Learning: $0

Course Name: *Science of Technology*			
	Quarter		
Unit/Topic	 **Unit 1–Applied Chemistry** Chemical engineering is the profession that combines chemistry and engineering concepts to help solve problems related to world hunger, pollution of our environment, creating new materials, or meeting demands for energy. Chemical Engineers are instrumental in the production of virtually all pharmaceuticals	**Unit 2–Nanotechnology** Nanotechnology is a multidisciplinary field of discovery. Scientists and engineers working in physics, chemistry, biology, information technology, metrology, and other fields are contributing to today's research breakthroughs. The worldwide workforce necessary to support the field of nanotechnology is estimated at 2 million by 2015. In this lesson students will be introduced to the many facets of nanotechnology, and they will explore	**Unit 3–Applied Physics** Throughout the ages humans have sought to make life easier through innovation and invention. At the beginning of civilization, hand tools were used exclusively. These hand tools were comprised of one or more of the six simple machines: lever, wheel and axle, pulley, screw, wedge, and inclined plane. Modern machines that are run by electricity have many of their moving parts based on these simple machines. This lesson will provide students with an understanding of machines and how they are used to

	as well as life-saving devices such as the artificial kidney or angioplasty catheters. They are working on ways to recycle plastics, reduce pollution, and develop new sources of environmentally clean energy. Chemical engineers have the background knowledge of chemistry coupled with an understanding of chemical processing that allows them to tackle most any chemical problem, from waste minimization, to environmental remediation, to pollution prevention, to cleanup of stack gases, to purification of drinking water. Most major chemical companies hire chemical engineers to fill their technical positions in environmental engineering. In this unit students will explore the chemistry behind making ice cream, creating adhesives, and cleaning up an oil spill. - *PLTW*	nanomaterials and their application.- *PLTW*	create motion. This understanding will prepare students to analyze and improve the mechanisms society uses today. - *PLTW*
Chapter(s) Covered	1.1–Let's Make Ice Cream 1.1.a–Let's Make Yogurt	2.1–Nanotechnology: Fact or Myth	3.1–Simple Machines 3.2–Simple Machines

	1.2–Gluing it All Together 1.3–Oil Spill Cleanup	2.2–How Small is a Billionth 2.2.a–Build a Buckyball 2.3–Exploring Nanoproducts 2.4–Testing Nanofabric 2.5–Amazing Nanotechnology	Scavenger Hunt 3.3–Simple Machines Exploration 3.4–Energy 3.5–Roller Coaster Mania & Challenge Design 3.6–Safety Guidelines (per state) 3.7–Product Creation 3.7.a–Amusement Park Ride 3.7.b–Rube Goldberg Device
Schedule	Week 1-2	Week 3-6	Week 7-9

KENOSHA UNIFIED SCHOOL DISTRICT

April 29, 2025

Update on Policy 5330 - Assignment of Students to Schools

Each public school district in Wisconsin identifies a resident boundary location, and all of its rights for a free education for those residing within that boundary and subsequent legal options. Each local School Board has the authority to then map out boundary areas for each school level (EL, MS, HS). This policy was last updated in 2008, and was in need of a revision to address the recent rightsizing process and updating of elementary and middle school boundary areas to reflect the remaining boundary schools. Other updates pertain to the parent and administrative process and registration timeline. These revisions should help all local parents and guardians understand both their rights and options for enrollment opportunities within Kenosha Unified.

Administrative Recommendation:

Administration recommends that the Board of Education review and approve the listed revisions for KUSD Policy and Rule 5330 - Assignment of Students to Schools as a first reading at the April 29, 2025, regular School Board meeting and a second reading at the May 27, 2025, regular School Board meeting.

Dr. Jeffrey Weiss Superintendent of Schools	Wendy Tindall Chief Academic Officer
Kris Keckler Chief Information Officer	William Haithcock Chief of School Leadership

POLICY 5330
ASSIGNMENT OF STUDENTS TO SCHOOLS

Students whose legal residence is within an individual school boundary must enroll in the building designated for that attendance area **and respective grade level**, ~~except as otherwise specifically provided~~ **unless enrolled in a district choice school or program per enrollment protocols**.

Students who reside within an attendance area established for a specific school shall have ~~priority for~~ enrollment **rights** at that school. These are designated "resident" students **in relation to their assigned boundary school**.

~~No student may be required to attend more than two different schools during each K-2, 3-5, 6-8, and 9-12 educational division due to attendance area boundary changes. Parents/guardians retain the right to comply with an attendance area boundary change if they feel their child(ren) will not be adversely affected by attending a third school.~~

Requests for transfers of students to schools, other than the school to which they are assigned, may be initiated by either the parent/guardian or ~~the principal of the sending school~~**administration**. **These requests will be communicated by schools and processed through the Office of School Leadership.**

~~Preference will be given to transfers that have a positive affect on the socioeconomic balance within 20% of the District average.~~

LEGAL REF.: Wisconsin Statutes
Sections 120.12(2) School Board duties - general supervision
120.13 School Board [power to do all things reasonable for cause of education]
PI 23, Wisconsin Administrative Code [Student safe school transfer options]
McKinney-Vento Homeless Assistance Act [School placement options for homeless children and youth]
No Child Left Behind Act of 2001 [Transfer options for students in schools in need of improvement]

CROSS REF.: 3511 Transportation
5220 Non Resident Student (Excluding Open Enrollment)
5230 Out-of-Home Care
~~5250 Admission of Emancipated Minors~~
5280 Education of Homeless Children and Youth (EHCY)
5320 School Attendance Areas

ADMINISTRATIVE REGULATION: None

AFFIRMED: August 13, 1991

REVISED: October 25, 1994
February 13, 1995

February 11, 1997
January 27, 1998
February 11, 2003
November 25, 2003
February 24, 2004
November 28, 2006
May 27, 2008
May 27, 2025

RULE 5330
ASSIGNMENT OF STUDENTS TO SCHOOLS

1. ~~4K - Kindergarten~~**Annual** Enrollment **Procedures**
   a. ~~The School District will annually conduct kindergarten registration on a specified spring date(s). Building principals will be responsible for periodic update of projected enrollment following this initial enrollment period. Kindergarten transfers will be accepted by the building principal until May 1 of each year. Parents/guardians will be notified of the transfer decision prior to June 1.~~
   ~~b. Approval of a school transfer request involving a kindergarten student will be given preference based on socioeconomic balance, space available, and staffing considerations within the receiving school.~~ **The District will utilize an online registration platform integrated with the student information system. Parents and guardians are required to submit their online student registration application each year for all students, before the start of the upcoming school year. The window for submission will be communicated and open by mid-February for the upcoming school year. All applications will be processed and any submitted change in resident address will be verified through approved resident artifacts. The criteria and resources for resident verification can be found on the KUSD website section for registration.**

2. School Transfer Requests ~~–~~ **All** Grades ~~1-12~~
   a. General Requirements
      (1) Requests for a student transfer to a school, other than that to which the student is assigned, may be initiated by either the parent/guardian or ~~the principal of the sending school~~**administration**.
      (2) Transfer requests at the middle school and high school level based on athletic reasons or participation will not be granted. Students who obtain a transfer after attending one or more days of school, or one or more athletic practices at the school the student is leaving, is ineligible for participation in the athletic program at the school transferred to for the remainder of that year.
      (3) Athletes who transfer from any school into a member school after the fourth consecutive semester following entry into grade 9 shall be ineligible for practice and competition for one calendar year, unless the transfer is ~~made necessary by a total~~**the result of a** ~~change~~**verified change** in residence by **the** parent(s) **which demonstrates the new residence is assigned to that school's boundary area**. The calendar year will be determined from a student's last day of attendance at athletic practice.
      (4) Students who are granted transfers must provide their own transportation unless otherwise provided by law (e.g., student is eligible for transportation services via the IEP process) or Board policy. ~~In addition, students whose parents are unable to provide transportation for them will be permitted to attend school in their attendance area.~~ Transportation will be provided based on the District's transportation policies.
      ~~(5) Students are eligible to receive only one transfer per year.~~
      (5~~6~~) ~~All repeat~~ **Existing** transfers are subject to review on an annual basis prior to June 1st of each year by the principal. **Poor attendance would be a factor in this decision.**
   b. Parent Initiated **Transfer (PIT)** Requests
      (1) **Annually, t**~~T~~he District ~~will~~ **may** approve school transfer requests initiated by **emancipated** students and/or their parents/guardians as required by law. Students and their parents/guardians will be notified of school transfer opportunities that may be available to

them consistent with legal requirements.

(2) Other parent initiated school transfer requests will be processed and prioritized as follows:

(a) Except as otherwise provided, parent initiated requests for student transfers from one school to another within the District will be accepted from ~~January~~ **March** 1 through ~~January~~ **March** 21 for the following school year. No applications submitted after ~~January 21~~**March 21** will be considered.

~~(a)~~**(b) At all grade levels, space availability is determined using District Policy 6432 Class Size and allocated staffing for the following school year. Classroom projections within two students of this policy limit is considered full.**

~~(b)~~**(c) Existing PIT enrollments** ~~Prior year students enrolled will have first priority~~**will not be required to submit new applications**. **By default, any existing approved PIT transfers will be expected to continue at that assigned school, unless an administrative change is processed.**

~~(c)~~**(d)** ~~Transfers that positively affect each school's economic balance will have second priority. Socioeconomic percentages will be determined annually through the Office of Educational Accountability. Space availability will be determined by the receiving principal. At the elementary level, space availability is determined using District policy on class size. Classroom enrollment within two students of the optimum class size is considered full.~~

~~(d)~~**(e)** Transfer request~~(s)~~**s** for sibling~~(s)~~**s** of ~~prior year enrolled~~**existing** students will have ~~third~~ priority**.**

~~(e)~~**(f)** If transfer requests outnumber seats available, a lottery will be held.

~~(f)~~**(g)** Students who move **to a new district residency and obtain a new boundary school at any time after the school year has begun**~~after January 21~~ will be given the opportunity to complete the**ir** current school year **at the prior resident boundary school. If the student is enrolled in grades 4 or 7 or 11, they will be given the option to remain for that school year and the following school year. If a student has moved to a newly confirmed boundary school and is any other grade level than grades 4 or 7 or 11, they must complete a parent initiated transfer request during the March 1 - March 21 window if they wish to remain. That request will be processed in accordance with the priorities above.** ~~and next school year under this policy and rule or enroll in the new attendance area school.~~

(h) All parent initiated requests will first require the approval of the sending principal. If the sending principal approves the transfer, it is then forwarded to the receiving principal for his/her approval. The receiving principal return**s** the form to the sending school. A letter will be sent to the parent(s)/guardian/caregiver informing them of the decision prior to ~~February~~ **May** 1**,** of each year.

(i) Students are eligible to receive only one non-resident boundary parent initiated transfer per school year.

~~(g)~~(j) KUSD community families who are not currently enrolled in Kenosha Unified School District, may complete a parent initiated transfer request, however, accepted non-KUSD families must complete KUSD enrollment—including providing proof of address documentation--no later than June 1 to maintain their acceptance.

c. **Administrative**~~Principal~~ Initiated Transfer

(1) Principal initiated requests will be based on **allowable** documented student needs. **Principals within the District have the ability to process a student transfer based on mutual approval and documentation of the need for the transfer. The final transfer order will be documented within the student information system.**

(2) ~~Federal/state programs requiring a school transfer will be processed by the Executive Directors of School Leadership with principal input.~~**Nothing in the PIT process noted above will preclude the Office of School Leadership of the authority to process an administrative transfer, as long as there is a record of the transfer and documented reason thereof.**

Consideration for rescinding any student transfer will include a review of the origination request and documented rationale.

KUSD students who are enrolled in any school that is not their assigned boundary school always retain the right to enroll in their boundary school, and any request to enroll in their assigned boundary school shall be granted at any point during the school year.

KENOSHA UNIFIED SCHOOL DISTRICT

April 29, 2025

Update on Policy 6456 - Graduation Requirements

In 2023, the Wisconsin legislature passed Act 60, which enacted the following requirement for high school graduation:

> "At least 0.5 credit of personal financial literacy that includes financial mindset, education and employment, money management, saving and investing, credit and debt, and risk management and insurance."

This requirement first applies to students graduating from high school beginning in 2028. The current Policy has an existing Consumer Education .5 credit requirement, but will transition from a curriculum component to the Act 60 personal Financial Literacy with the current freshman cohort.

A few other revisions appear as to provide updated and current processing items related to graduation completion scenarios.

Administrative Recommendation:

Administration recommends that the Board of Education review and approve the listed revisions for KUSD Policy and Rule 6456 - Graduation Requirements as a first reading at the April 29, 2025, regular School Board meeting and a second reading at the May 27, 2025, regular School Board meeting.

Dr. Jeffrey Weiss Superintendent of Schools	Wendy Tindall Chief Academic Officer
Kris Keckler Chief Information Officer	William Haithcock Chief of School Leadership

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, and successfully pass the state required civics exam with a score of 65% or higher,

OR

A student may receive a **school specific** diploma by successfully completing an approved Individual Education Plan (IEP), Limited Language Plan (LLP) **or students identified with limited or interrupted formal education (SLIFE) situations**, and/or Section 504 Plan that specifically defines any graduation requirement modifications **approved by administration**. **All plans will be recorded within the student information system.**

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. High School students may be allowed to have non-academic release time based on schedule needs and approved requests. 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 high school student in grades 9 and 10 will be scheduled in no less than six (6.0) credits. High school students in grades 11 and 12 shall be scheduled in no less than five (5.0) credits, unless enrolled in an alternative program. Students are eligible for early graduation when they have completed all of the requirements for receipt of a diploma.

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 reside~~s~~ 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 has satisfied the conditions outlined in this paragraph prior to death.

LEGAL REF.: Wisconsin Statues

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]
	118.55	[Early College Credit Program]
	120.13	[School Board Powers]
	120.13(37)	[Awarding high school diplomas to veterans]
	PI 18	[Wisconsin Administrative Code [High school graduation standards]

CROSS REF.: 5110.1, Student Equal Opportunity and Non-Discrimination in Education
5110.2, Non-Discrimination Guidelines Related to Students Who Are Transgender and Students Nonconforming to Gender Role Stereotypes
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
6435, Start College Now Program
6450, Early College Credit Program
6460, Testing /Assessment
Special Education Program and Procedure Manual

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
March 27, 2018
May 24, 2022
May 27, 2025

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/ **PERSONAL FINANCE**		0.5 credit*** **Beginning with 2028 graduates, this requirement will be aligned to Wisconsin Act 60.**
ELECTIVES		8.0 credits
CIVICS EXAM		Successfully pass the state required civics exam with a score of 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.

* 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 to attend an institution of higher education are encouraged to take a behavioral science course.

Note: Economics can be applied towards satisfying the consumer education requirement.
**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.
***Waived for students who successfully complete ½ credit Honors Economics, ½ credit Economics, 1.0 credit Advanced Placement Economics, or 1.0 credit Marketing. **This waiver expires with 2027 graduates.**

1. The District will provide access to honors, advanced placement, and post-secondary courses in accordance with state law requirements.

2. 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.

3. 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 years 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 assessment or ACT Aspire/ACT Plus Writing Equivalent or scoring at a level 3.0 or higher on the WorkKeys writing assessment/approved equivalent.
    d. Complete consumer education/economics**, personal finance starting with 2028 graduates**, health, government and politics, or approved comparable courses.
    e. Complete the minimum 10 hours of community service.
    f. 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.
    g. Students will be required to assume any associated costs for the administration and scoring of District adopted standardized assessments.

4. 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.

5. 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.

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.

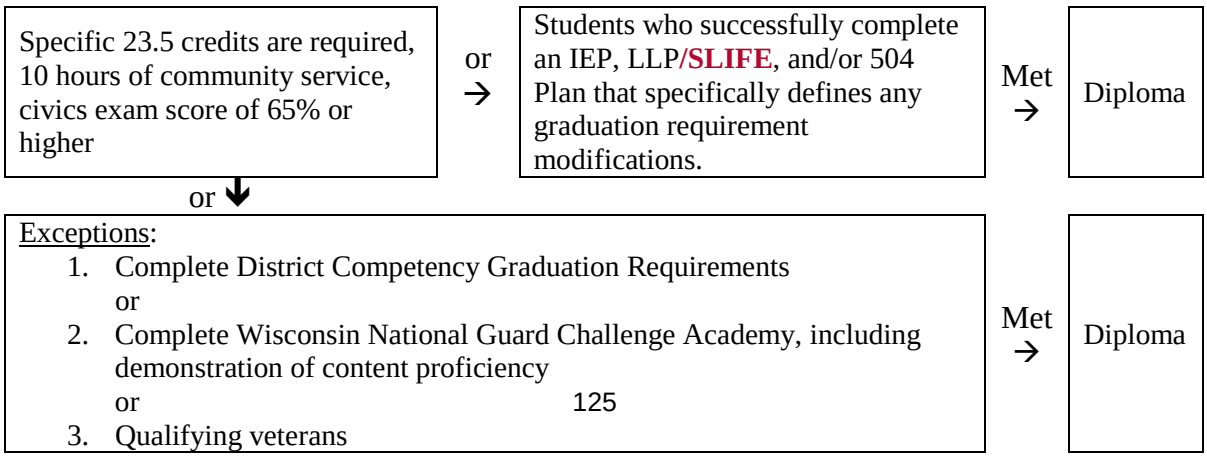
~~6. Accelerated/alternative high school credit attainment is an option for high school students aged 16 and above who may earn high school credit based upon satisfactory completion of individual portions of a District or state-approved criterion referenced test at 85 percent mastery or on norm referenced 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. **If approved, early graduation would be conditional on successful completion of all graduation requirements.**

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 Statues.~~

D. A student may receive a **school specific** 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. **This provision would also apply to students with limited or interrupted formal education (SLIFE) situations through a developed graduation plan with detailed modifications approved by administration.**

GRADUATION FLOWCHART



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KENOSHA UNIFIED SCHOOL DISTRICT

April 29, 2025

Update on Policy 6457 - Student Awards and Scholarships

In February 2024, the Wisconsin legislature created the “guaranteed admissions” program. As it pertains to Wisconsin school districts and students attending a public high school, the program guarantees admission to the University of Wisconsin (UW) institution of the applicant’s choice based on achieving either (1) a specified class rank based on grade point average (GPA); or (2) a specified status within the National Merit Scholarship Program. Under this new program, the UW must admit an applicant from a public high school to the UW institution of the applicant’s choice if the applicant is ranked in the top 10 percent of the applicant’s high school class. As a special exception, an applicant to the University of Wisconsin-Madison is guaranteed admission only if the applicant is ranked in the top 5 percent of the applicant's high school class. Each public high school that includes grades 11 and 12 must “prepare a class ranking of pupils enrolled in the high school as of the class’s completion of grade 11,” provided that there are at least 15 pupils in the class.

Policy 6457 - Student Awards and Scholarships has proposed revisions to now include this award for respective students and the process in which the student data will be calculated and shared.

Administrative Recommendation:

Administration recommends that the Board of Education review and approve the listed revisions for KUSD Policy and Rule 6457 - Student Awards and Scholarships as a first reading at the April 29, 2025, regular School Board meeting and a second reading at the May 27, 2025, regular School Board meeting.

Dr. Jeffrey Weiss Superintendent of Schools	Wendy Tindall Chief Academic Officer
Kris Keckler Chief Information Officer	William Haithcock Chief of School Leadership

POLICY 6457
STUDENT AWARDS AND SCHOLARSHIPS

Students in the district shall be informed annually of available scholarships and awards. Literature concerning available scholarships and awards shall be available through the guidance office and/or posted in the appropriate school building **and/or online**.

The district shall adhere to the regulations related to the Wisconsin Guarantee Program through the University of Wisconsin system. Students at each high school with at least 15 students in their cohort class will be identified as either in the top 5% or top 10% of their cohort class at the end of their 11th grade year based on their weighted GPA.

The district will select nominees and alternates for the Wisconsin Academic Excellence Higher Education Scholarship and the Wisconsin Technical Excellence Higher Education Scholarship in accordance with established procedures for those awards.

The district shall not unlawfully discriminate in the acceptance or administration of awards, scholarships, or other aids, benefits, or services to students–including those from private agencies, organizations, or persons–on the basis of sex; sexual orientation; race; color; national origin; ancestry; religion; creed; pregnancy; marital or parental status; any physical, mental, emotional, or learning disability; or any other legally-protected status or classification. Discrimination complaints shall be processed in accordance with established procedures. Accordingly, any scholarship or award granted by, administered by, or advertised/promoted by the district shall be in compliance with the above-stated policy of nondiscrimination.

LEGAL REFERENCES

Wisconsin Statutes

Section 39.41	Academic Excellence Higher Education Scholarships
Section 39.415	Technical Excellence Higher Education Scholarship
Section 118.13	Pupil Discrimination Prohibited
Section 118.58 (3)	**Class Rankings**

Wisconsin Administrative Code

PI 9.03(1)(d)	Acceptance and administration of gifts, bequests, scholarships and other aids, benefits, or services to pupils from private agencies, organizations or persons
HEA 9	Wisconsin Academic Excellence Scholarship

Federal Law

Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and related civil rights laws

CROSS REFERENCES

Kenosha Unified School District School Board Policy 5110.2 Nondiscrimination Guidelines

Kenosha Unified School District School Board Policy 5120 Student Enrollment Reporting

Kenosha Unified School District School Board Policy 6456 Graduation Requirements

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: March 26, 2024
REVISED: May 27, 2025

RULE 6457
STUDENT AWARDS AND SCHOLARSHIPS

Wisconsin Guarantee Program (University of Wisconsin Initiative)

The Wisconsin Guarantee Program offers guaranteed admission to all Universities of Wisconsin (UW) universities for all who qualify. First-year applicants from Wisconsin high schools who are in the top 10% of their class at the end of 11th grade, or Wisconsin residents who are homeschooled and receive an ACT score in the national 90th percentile ranking or higher, or are a National Merit Scholarship finalist will be guaranteed to all UW universities except UW-Madison.

Additionally, first-year applicants from Wisconsin high schools who are in the top 5% of their class at the end of 11th grade, or Wisconsin residents who are homeschooled and receive an ACT score in the national 98th percentile ranking or higher or are a National Merit Scholarship finalist will be guaranteed admission to UW-Madison provided that they apply on or before the Early Action deadline.

Ranking and placement for this award will be based solely on the weighted GPA of each student, finalized at the end of the 11th grade year, which would include the summer school session. Once summer grades are finalized, the calculations will be run and submitted to the UW portal for processing. GPA calculations include enough decimal places to determine the number of students to identify the top 5% and top 10%. Final number of award recipients are rounded down to the nearest whole number of the cohort group. Notifications would come through the UW system.

Procedures for Awarding the Wisconsin Academic Excellence Scholarship

The senior(s) with the highest weighted grade point average (GPA) based on the five consecutive semesters of the student's Kenosha Unified School District high school experience shall be selected as the high school's nominee(s) to receive the Wisconsin Academic Excellence High Education Scholarship. Ties will be broken and alternates will be designated as further provided by law and in these procedures. A student who receives the Academic Excellence Scholarship is not eligible to receive a Wisconsin Technical Excellence Higher Education Scholarship, and vice versa. Scholarship recipients and alternates shall be selected annually based on the students' GPA as it is normally determined by the high school and as shown, to the same number of decimal places, on the student's official transcript as of the last day of the fall semester prior to the spring semester in which the scholarship is awarded.

The following are additional minimum eligibility requirements that the district has established for the Academic Excellence Scholarship:

1. A student has senior status for purposes of competing for the scholarship if:

   A. The student is in his/her fourth year of high school or an equivalent level program; and

   B. By no later than the end of the spring semester in which the scholarship is awarded, the student has completed or is expected to complete all of the district's high school graduation requirements. A student cannot compete for the scholarship in more than one school year.

~~B.~~

2. The student must be enrolled in the district's awarding high school as a full-time student (as identified in Kenosha Unified School District Policies 5120 and 6456) or participating in a district-approved foreign exchange program during the spring semester of his/her senior year, or he/she must have graduated from the high school early at the conclusion of the fall semester prior to the semester in which the scholarship is awarded.

3. The student must have been enrolled full-time in a Kenosha Unified High School for at least five consecutive semesters prior to the start of the spring semester in which the scholarship is awarded.

4. While enrolled in the awarding high school, the student must have earned a minimum of 21 graded credits, including health and physical education, that are included in the student's calculated GPA. Credits accrued through Start College Now or Early College Credit may be included in credit accumulation given that the student received high school credit for the course.

If a senior selected for the scholarship declines the scholarship in writing or is determined to be ineligible for the scholarship for any lawful reason, the district's scholarship recipient shall be selected from the list of alternate designees with the next highest GPAs in rank order, so long as any such allocation of the scholarship to an alternate is also permissible under the rules and procedures implemented by the Higher Educational Aids Board. Per state law no alternate may have less than a 3.800 GPA or its equivalent.

In the case of a tie for the senior with the highest GPA and/or in the case of a tie in determining the rank order of alternate designees, the school administrator, in consultation with other licensed high school staff as needed, shall determine the scholarship nominee and certify, in rank order, the school's alternates. The following procedure, approved by the high school faculty on February 15, will be implemented to break ties:

1. First tiebreaker: If a tie remains, the student who has taken and completed the greatest combined number of high school honors courses, advanced placement courses, and dual credit courses with a B or higher

2. Second tiebreaker: If a tie remains, the student with the highest GPA in the core academic subject areas of mathematics, science, English/composition, and social studies, using the highest grades the student has earned in each such subject for up to the minimum number of credits in each subject that is required for high school graduation

   For example, if the student has earned four credits in social studies courses but only three social studies credits are required for high school graduation, the student's lowest grade within that subject area will not be used in the tie-breaking calculation.

3. Third tiebreaker: The students' American College Test composite score from March of junior year

~~3.~~

If an ACT score is not available for all of the students who are tied, move to the fourth tiebreaker.

4. Fourth tiebreaker: If a tie remains, the student with the most high school credits earned by the end of the semester prior to the semester in which the scholarship is awarded

Procedures for Awarding the Wisconsin Technical Excellence Higher Education Scholarship

The number of seniors permitted by state law with a demonstrated exemplary level of proficiency in technical education subjects, as determined under these procedures, will be selected as the high school's designee(s) to receive the Wisconsin Technical Excellence Higher Education Scholarship. Any ties will be broken and alternates will be designated as further provided by law and in these procedures. A student who receives a Wisconsin Technical Excellence Higher Education Scholarship is not eligible to receive a Wisconsin Academic Excellence Higher Education Scholarship, and vice versa.

The district's designation of its scholar(s) and alternate(s) is not a final determination that the student has met or will meet all applicable requirements for receipt of the scholarship funds. If a senior selected for the scholarship declines the scholarship or is determined to be ineligible for the scholarship for any lawful reason, the Wisconsin Higher Educational Aids Board (HEAB) may award the district's scholarship to a designated alternate recipient.

DESIGNATING SCHOLARS AND ALTERNATES

An eligible candidate for a Wisconsin Technical Excellence Higher Education Scholarship is a high school senior meeting one or more of the following criteria:

1. Is a career and technical education concentrator, which is a high school student who has completed at least three high school career and technical education courses in a program area/s leading to a degree or diploma in the student's chosen pathway

   A student may be enrolled in (rather than have completed) the third course at the time of their nomination for technical education scholarship.

2. Has participated in a Youth Apprenticeship Program under the supervision of the Wisconsin Department of Workforce Development

3. Has participated in a Technical High School Diploma program as certified by the Wisconsin Department of Public Instruction

4. Has participated in a Career and Technical Training pathway as defined by the Wisconsin Department of Public Instruction

5. Has participated in a Skills Standards Program offered by the Wisconsin Department of Public Instruction

6. Has completed or is on track to complete an industry-recognized certification program approved by Wisconsin Statutes 115.367 (2)

7. Has participated in a Career and Technical Student Organization in Wisconsin: DECA; Future Business Leaders of America; Family, Career, and Community Leaders of America; National FFA Organization; HOSA or SkillsUSA

8. Has completed a technical training program for high school students offered by a University of Wisconsin System school, a Wisconsin Technical College System school, a tribal college in Wisconsin, or a private nonprofit college or university located in Wisconsin

The program must be offered by a Wisconsin college or university; programs held at these campuses but offered by others are not eligible.

The district shall identify its Wisconsin Technical Excellence Higher Education Scholarship designee(s) and alternate(s) using the following procedures:

1. Any high school senior who is eligible to compete for the scholarship shall declare his/her interest in being considered as a candidate by submitting, on a timely basis, a form or other means of notice as directed by the administration.

2. Members of the district's high school staff shall verify that each student who has submitted a timely declaration of interest meets the minimum eligibility requirements that are to be verified at the school level, including all such requirements established under these procedures or by the HEAB or the scholarship program's authorizing statute.

3. For purposes of ranking the qualified scholarship candidates and designating scholars and alternates, the district adopts the points-based ranking system established by the HEAB, under which students' GPAs in career and technical education courses serve as the initial tiebreaker if two or more relevant students have acquired the identical number of points.

4. The high school will designate and rank the alternate(s) for each designated scholar.

The school administrator, in consultation with other licensed high school staff as needed, shall be responsible for reviewing the relevant records and ranking and ordering the designated scholars and alternates, including applying tie-breaking procedures to the extent necessary.

The school administrator shall be responsible for ensuring that the district timely designates and notifies the HEAB of the district's scholars and alternates.

In order for a student to be a qualified local candidate for the Wisconsin Technical Excellence Higher Education Scholarship, a student must meet all of the following district-established requirements:

1. To compete for the scholarship, the student must meet all of the following minimum in-district school enrollment requirement(s):

   A. The student must have been enrolled in the district's awarding high school (or in a district-sponsored alternative high school program or pathway) for at least one complete semester prior to the start of the spring semester in which the district designates its scholars and alternates.

   B. While enrolled in the district as a full-time high school student, the student must have earned a minimum of 21 credits. Such credits must be completed and earned as of the date the district designates its scholars(s) and alternate(s).

   C. No student may compete for the scholarship in more than one school year. A student has senior status for purposes of competing for the Wisconsin Technical Excellence Higher Education Scholarship and may compete for the scholarship in a school year in which all of the following are true:

   D. By no later than February 15 of the school year in which the student wishes to compete for the scholarship, the student must have completed at least 21 credits toward the district's minimum high school graduation credit requirements.

   E. The student is in at least his/her fourth year of high school or an equivalent level program.

   F. By no later than the end of the spring semester/prior to the start of the next fall school term that follows the spring semester in which the high school designates its scholars and alternates, the student must have completed or be expected to complete all of the district's high school graduation requirements and be expected to graduate with his/her high school diploma.

   G. The student must be enrolled in the district's high school as a full-time student or participating in a district-approved alternative education program or foreign exchange program during the spring semester of the school year in which the student competes for the scholarship, or he/she must have been awarded his/her high school diploma by the district earlier in that same school year.

2. As an additional limitation for determining when a student may compete for the scholarship, a student who is in his/her fourth year of high school (or an equivalent level program) and who, as of the beginning of the school term, could reasonably schedule sufficient courses during the term to receive his/her diploma at the end of the term, must compete for the scholarship in his/her fourth year of high school unless the

3. school administrator concludes that there is good cause outside of the reasonable control of the student to waive this requirement.

AWARDING POINTS FOR CAREER AND TECHNICAL EDUCATION COURSES AND CAREER AND TECHNICAL STUDENT ORGANIZATION PARTICIPATION

Points associated with career and technical education courses will be awarded based upon a standard of each .5 high school credit earned toward high school graduation earning .5 of a point. Career and technical education courses that are in progress during the grading period in which the district designates its scholars and alternates shall be counted in the point total based on the high school credit expected to be earned. The district will use the definition of career and technical education courses identified by the HEAB.

For points earned for participation during high school in a career and technical student organization (CTSO) that is offered in the district, the burden is on the student to demonstrate for each participation point claimed that he/she actively and regularly participated in a qualifying CTSO for substantially all of the school year in question. "Substantially all of the school year" means at least ¾ of the full school term in grades 9, 10, and 11 and beginning prior to November and continuing through February in grade 12.

HIGH SCHOOL GRADING POLICY

The district has a written high school grading system that shall be applied to the process of designating scholars and alternates for a Wisconsin Technical Excellence Higher Education Scholarship. To the extent it is necessary to calculate a student's overall GPA or a student's career and technical education GPA, the unrounded GPA shall be applied, so far as practical, in the same manner as it is applied to calculate the student's cumulative grade point average as reported on the student's high school transcript (including to the same number of decimal places).

TIE-BREAKING PROCEDURES

If, following a comparison of tied students' GPAs in career and technical education courses, the school administrator, in consultation with other licensed high school staff as needed, determines that two or more relevant students remained tied, the following additional tie-breaking procedures, which were developed and approved by representatives of the high school faculty, shall be applied in the order listed as may be necessary:

1. First tiebreaker: The total number of:

   A. Technical college credits earned while the student has been in high school and
   B. Technical college credits that are in progress during the current semester

2. Second tiebreaker: The students' cumulative high school grade point average

3. Third tiebreaker: Each student's highest American College Test (ACT) score if an ACT score is available for all of the students who remain tied

4. Fourth tiebreaker: The student with the most high school credits earned by the end of the semester prior to the semester in which the scholarship is awarded

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Mental Health Awareness Month 2025

WHEREAS, organizations like Mental Health America, the National Alliance on Mental Illness, and many others observe May as Mental Health Month each year; and

WHEREAS, the mental health and well-being of people is a vital issue that affects not only quality of life, but also the health of our community and the families we serve; and

WHEREAS, mental health is the leading cause of disability worldwide; and

WHEREAS, according to the Centers for Disease Control, more than 20% of youth have a diagnosed mental health disorder in the U.S.; and

WHEREAS, preschool to 12th grade educational system is the best environment to nurture healthy social emotional skills; and

WHEREAS, suicide is the second leading cause of death among people ages 10–34 and the 9th leading cause of death overall in the U.S.; and

WHEREAS, it is critical to reduce the stigma of mental health illness now more than ever because it often prevents individuals from seeking much-needed supports and help; and

NOW, THEREFORE, BE IT RESOLVED that the Kenosha Unified School Board views mental health well-being as equally as important as physical well-being for students, staff and families and encourages everyone to use Mental Health Awareness Month to seek necessary supports, as well as calls upon our community to break down stigmas associated with mental illness.

_____
President, Board of Education

_____
Superintendent of Schools

_____
Secretary, Board of Education

Members of the Board:

_____ _____
_____ _____
_____ _____

Resolution 422
April 29, 2025

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