



2026-27 Student/Parent Handbook

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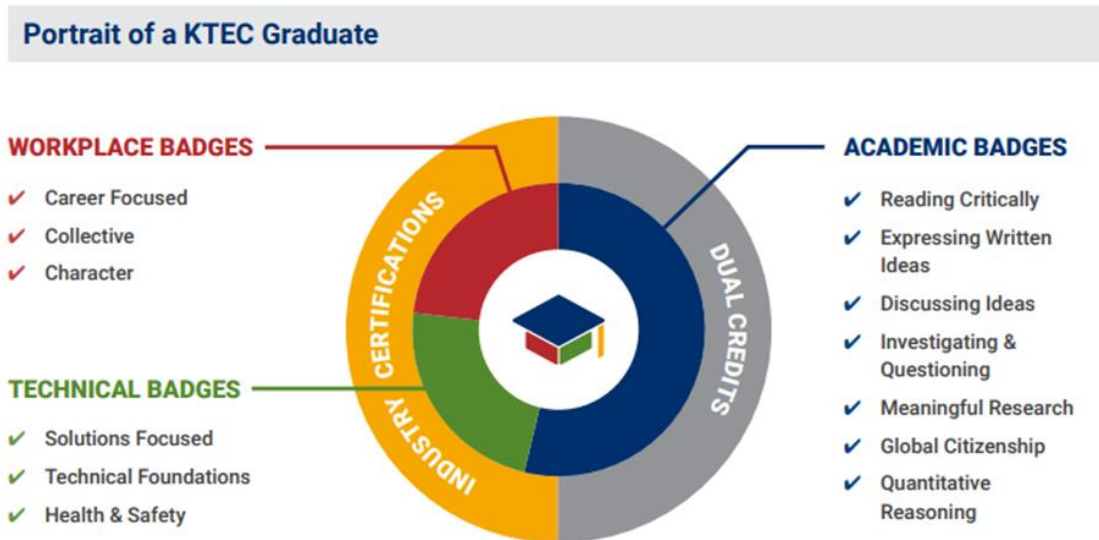
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WHAT SETS US APART?



At KTEC Schools of Innovation, we recognize that the careers of tomorrow are still taking shape. That’s why we begin preparing students as early as 4-year-old kindergarten with the skills and mindsets needed to thrive in a rapidly evolving world.

From 4K through 12th grade, our students engage in interdisciplinary, project-based learning that emphasizes Industry 4.0, the Internet of Things (IoT), and other emerging technologies. Our curriculum is grounded in industry-identified foundational skills, ensuring students develop the critical thinking, collaboration, and adaptability needed for high-skill, high-demand careers.

Rather than limiting students to a single career path, we focus on building interconnected, transferable skills that grow with them. In early grades, students explore foundational concepts through hands-on learning and inquiry. As they progress, they deepen their understanding through real-world projects and competency-based assessments.

By the time they reach high school, KTEC students are equipped with industry awareness and foundational knowledge to move beyond isolated expertise and adapt to a wide range of career opportunities. This comprehensive, future-focused approach ensures our graduates are not only prepared for what’s next—but ready to lead it.

MISSION

KTEC Schools of Innovation is a 4K-12 independent charter school that engages students through partner driven, industry focused education preparing them to be technical workers and critical thinkers for high demand careers.

VISION

KTEC Schools of Innovation produces graduates that are qualified for high-skilled, high-demand careers.

GOVERNANCE BOARD POLICY AND MEMBERS

Please visit the KTEC Schools of Innovation website, www.ktecschools.org for more information and a full list of Governance Board approved policies. Any policy that has been passed by the KTEC Governance Board but not explicitly stated in this handbook stands fully in effect and is expected to be abided by. Students and parents are encouraged to review all policies and procedures and seek out clarification where needed. Governance Board members are listed below.

Paul Fegley – Board President

Laura Svatek – Board Vice President

Lisa Marshall – Board Secretary

Kathy Harmeyer – Board Member

Greg Chapman – Board Member

WISCONSIN'S PUPIL NONDISCRIMINATION LAWS

Under s. 118.13, except as provided in s. 120.13 (37m), no pupil may be excluded from a public school, or from any school activities or programs, or be denied any benefits or treated in a different manner because of:

- sex
- race
- religion
- national origin (including a student whose primary language is not English)
- ancestry
- creed
- pregnancy/parental status
- marital status
- sexual orientation
- Disability (physical, mental, emotional, learning, or other)

SEXUAL HARASSMENT AND TITLE IX

Every effort is made to ensure equal treatment of all individuals who access KTEC, including students, families, and staff members. If a concern exists with respect to sexually harassment, harassment, discriminatory, or bullying conduct, please follow the formal or informal procedures listed in Governance Board Policy 5027, [Sexual Harassment and Title IX](#).

STUDENT OR PARENT/GUARDIAN COMPLAINT PROCESS

The Board recognizes that students or their parents/guardians may have legitimate concerns and complaints. In addition, the Board believes that the inculcation of respect for established procedures is an important part of the educational process. Accordingly, individual and group complaints shall be recognized, and appropriate appeal procedures shall be provided.

For the purposes of this policy, a complaint shall be one that arises from actions that directly affect the student's participation in an approved educational program.

The student or their parents/guardians should first make the complaint known to the staff member most closely involved or, if none is identifiable, a counselor/school social worker; and both should attempt to resolve the issue informally and directly. For complaints that move beyond the first step, the parent or student shall prepare a written statement of his/her complaint which shall be set forth:

1. Specific nature of the complaint and a brief statement of relevant facts.
2. Manner and extent to which the student believes s/he has been adversely affected.
3. Relief sought by the student.
4. Reasons the student feels entitled to the relief sought.

The complaint may then be submitted, in turn, to:

1. The building Principal
2. The Governance Board

Each level will be given thirty (30) school days (maximum allowed at each level) for hearing of the complaint and preparation of a written response. At each level, the student or their parents/guardians shall be afforded the opportunity to be heard personally by the school authority. A written final resolution/decision of the complaint will be provided within ninety (90) days.

Please note, that student and/or parent complaints involving discipline, the assigned discipline by school administration will stand and "stay put" pending the completion of the complaint process. Upon which, the assigned consequence will stand, be amended, or expunged from the student's record.

EMERGENCY CLOSING OR DELAYED OPENINGS OF SCHOOL

In the event school is to be canceled or the opening delayed because of inclement weather, power outage, or other unforeseen event information will be available on the school website, www.ktecschools.org, and social media accounts.

EVACUATIONS DRILLS

Evacuation drills will be conducted periodically. Signs are posted in each room to indicate the proper direction to the nearest exit as well as the standard response protocol

For the safety of all:

- When appropriate, follow the Run-Hide-Fight and standard response protocol as trained.
- When students hear the alarm or announcement over the PA system it is imperative that they listen to the message and respond accordingly.
- Students should not talk; they should move quickly.
- If the designated exit is blocked, turn around and use the closest open exit.
- When reaching the outside of the building, stay with your class and move to your assigned spot until directed to return to the building by a KTEC staff member.
- Students will return to the building after the all-clear signal is given and when directed to do so by a KTEC staff member.
- Students who exit the building from an exit different than their class must report to the person in charge of attendance in that area.

Being proactive is important in the prevention of any potential threats, students will be trained to participate in the Speak Up, Speak Out program.

PARENT/GUARDIAN ACCESS

At KTEC, all student information from grades 4K through 12 is housed in Skyward, including attendance, discipline records, and general academic information. Parents and guardians are encouraged to regularly log in to Skyward to stay informed about their child's progress. A link to Skyward can be found on the KTEC website: www.ktecschools.org.

For middle and high school students only, Headrush is used as an online platform to monitor competency progress and track student work. Parents and students can access the most up-to-date information on competencies through Headrush. An overview and instructions for using Headrush are available on the KTEC website via the link above.

If you need help accessing either system or have forgotten your login credentials, please contact the main office for assistance.

MEDIA RELEASE

From time-to-time photographs, slides, or video tapes are taken on school property by school personnel or by media photographers. These may be individual pictures, small groups, or whole class shots. During registration, you have the option to choose not to allow images for media release. If you want to restrict any use of such visuals, please take notice during registration.

VISITORS

All visitors must report to the front desk of the main office upon entering the building and obtain a visitors' pass. Visitor passes must always be displayed while in the building. Guests may only visit the location for which they have signed in. Guests found in any other area will be escorted out of the building.

Any guests requesting to visit a teacher must first gain approval from that teacher. The teacher must inform the front office and administration of the impending visit before the guest arrives. No one will be permitted to visit teachers during the regular school day without prior permission from that teacher and administrator to keep disruptions to the learning process at a minimum. Meetings with administrators and building support staff should be scheduled in advance to the greatest extent possible so as not to disrupt daily operations.

CARE OF PROPERTY

Students are responsible for the care of their own property. While KTEC tries to provide a secure environment, the school bears no responsibility for the theft of student property. If a student damages or loses school property, the student and parent/guardian will be required to pay for the replacement or damage. If the damage was intentional, the student will be subject to discipline according to the student code of conduct.

STUDENT HEALTH AND SAFETY

MEDICATION MANAGEMENT

In compliance with Wisconsin state law any student regardless of age may carry and self-administer asthma rescue inhalers, epinephrine auto-injection systems, and diabetes management medication with the written consent on file at the school from both the parent/guardian and the licensed prescriber indicating that in their opinion the student is knowledgeable about the medication and is able to self-administer it. All other medications, prescription or over the counter, must be administered by school district personnel with proper documentation from the parent/guardian on file.

Medication administered by school district personnel is kept in a locked area at the school. If storage of self-administered medication is necessary, the location will be approved by the school's principal and the school nurse (RN) in collaboration with the student, parent/guardian, and any other appropriate school personnel.

School personnel may prohibit the self-administration of medication if it is their good faith belief that the medication is being improperly used, stored, or that the school's policy requirements are not being met. The parent/guardian will be promptly notified of this decision by the school's principal.

Administration of Non-Prescription Medication to Students by School District Personnel

In accordance with Wisconsin §118.29(1) a student's parent/guardian may make a written request for the administration of non-prescription medication at school. A non-prescription medication is defined by Statute as "any non-narcotic drug product which may be sold without a prescription order, and which is prepackaged for use by consumers and labeled in accordance with the requirements of State and Federal Law."

Wisconsin §118.29(1) states that non-prescription medication:

- Must be in the original, sealed manufacturer's package.
- The package must list the medication's ingredients, and the Food and Drug Administration (FDA) recommended dose.
- The package labeling must be legible. School personnel will only administer the recommended therapeutic dose of a non-prescription medication as found on the package label.

A written request from the parent/guardian and a licensed prescriber using the Prescriber's Medication Request form is required if:

- The dose of the non-prescription medication is other than the recommended therapeutic dose found on the package label.
- The non-prescription medication is to be given in combination with other non-prescription medications. Administration of substances which are not FDA approved (example: natural products, food supplements and essential oils), must be requested in writing by the student's parent/guardian and a licensed prescriber using the Prescriber's Medication Request form. These requests will be reviewed by the Supervisor of Health Services. If there is not an FDA approved indication for use the request will be denied.

Food and Beverages in Classrooms

To maintain a safe, clean, and productive learning environment, food is not permitted in classrooms unless specifically approved by a teacher or provided as part of a scheduled snack time or school activity. Food and drinks can damage computers, technology equipment, instructional materials, and other school property, and may create safety and sanitation concerns. Students are expected to consume meals and snacks only in designated areas and at designated times.

Energy Drinks Prohibited: Students are not permitted to possess, consume, distribute, or sell energy drinks while on school property, at school-sponsored events, or during school activities. Energy drinks may be confiscated, and disciplinary consequences may be assigned in accordance with the Student Code of Conduct.

Alcohol and Drug-Free Environment

To promote a safe and healthy learning environment, students are prohibited from possessing, using, being under the influence of, distributing, selling, or attempting to sell alcohol, illegal drugs, controlled substances, drug paraphernalia, or look-alike substances on school property, at school-sponsored activities, or while under school supervision. Violations of this policy will be addressed in accordance with the Student Code of Conduct and may result in disciplinary action. The school reserves the right to contact law enforcement when appropriate or as required by law.

ATTENDANCE

Wisconsin law requires all children between the ages of six (6) and 18 to attend school full-time. A child who has turned 18 must attend until the end of the term, quarter, or semester following his or her 18th birthday.

Excused Absences

Parents/guardians have the right to excuse a child from school for up to ten (10) days per year. However, it is the responsibility of parents/guardians to notify the school as soon as possible when your child is absent. Attendance reporting can be done by the parent/guardian in person at the attendance office, by phone call, email to the administrative assistant, or a handwritten note sent to the attendance office.

The following are valid reasons for your child missing school and are considered excusable absences:

- Personal or family illness – a medical note may be requested after three (3) days absence. Death of a family member or relative or funeral attendance.
- Required legal appearances or temporary incarceration – the parent/guardian or court must notify the school of the reason for the absence and the exact dates of appearance or incarceration.
- Designated religious holidays.
- Health care provider appointments – effort should be made to schedule these appointments outside of school hours.
- Family emergencies
- Driver's examination
- Approved governance board-sponsored activities.

When a student returns from an absence, she/he/they must present a written excuse within three (3) school days of her/his/their return to school, or the absence shall be considered unexcused or unlawful. A written excuse from an approved service provider will also be required of any student who has been absent for three (3) consecutive school days.

Unexcused Absences

The following will result in an unexcused absence:

1. Non-notification: An absence is considered unexcused if a student misses one (1) class periods and the school does not receive notification from a parent or guardian within 24 hours of the student's absence.
2. Unauthorized Activities: Absences for reasons not authorized by the school or do not fall under the categories of excused absences above.
3. Repeated absences beyond the allowed ten (10) excused days, unless documentation from an approved service provider is made available to the school.

Tardies

KTEC believes that being on time for school is a critical factor of student attendance. Students are expected to be in class at the start of the school day, which begins at 7:45 AM. A five (5) minute warning bell will ring at 7:40 AM alerting students to head to their first class. Parent(s)/guardian(s) are expected to report to the school's main office if their student(s) will be tardy for school. Repeated and/or unexcused tardiness will be reported to the student's parent/guardian and will be handled in the same manner as unexcused absences/truancy below.

The KTEC administration will determine whether the reason for tardiness is valid. The following are not considered valid excuses for being tardy to school:

- Oversleeping
- Motor vehicle problems
- Car problems
- Taking siblings to school
- Getting breakfast/coffee

Truancy

Truancy is defined as a pattern of unexcused absences from all or part of a school day. This also includes unverified absences where a student leaves the school grounds during school hours without proper authorization. If no acceptable excuse is provided to the school, it will be assumed that the student is truant. KTEC will notify the parent or guardian of a student who is classified as truant.

Habitual and Chronic Truancy

“Habitual truancy” is defined as five (5) or more unexcused absences within a semester without an acceptable excuse.

- “Chronic truancy” is defined as ten (10) or more unexcused absences within a semester without an acceptable excuse.

KTEC, in collaboration with the student’s parent/guardian will develop a plan for students exhibiting signs of habitual or chronic truancy. This may include counseling, attendance contracts, or referrals to external support services. If the agreed upon intervention plan does not result in improved attendance, action including referral to the Kenosha County Juvenile Court and/or City of Kenosha or Village of Pleasant Prairie Municipal Courts may be considered. School officials will document any attempt to meet with the student and their parent/guardian regarding the student’s attendance.

Parent/Guardian Notification

Parents/guardians will be notified of unexcused absences of a student who is habitually/chronically truant in the following manner.

1. First notice will be sent to the parent/guardian via email informing them their student is at risk of truancy. This notice will be sent when the student has reached three (3) days of unexcused absences/truancies.
2. Second notice will be sent to the parent/guardian via email and first-class mail informing them their student is habitually truant. This notice will be sent when the student has reached five (5) days of unexcused absences/truancies.
 - a. A request for the parent/guardian to meet with school staff will be included in the notice.
 1. A meeting will be held to inform parents/guardians of the attendance laws and procedures. A plan will be developed and implemented to improve the student’s attendance.
3. When the student has reached ten (10) days of unexcused absences/truancies, a third notice will be sent to the parent/guardian via email and first-class mail notifying the parent/guardian the student is chronically truant. The notice will inform the parent/guardian that if student attendance does not improve, action including referral to local law enforcement and/or Kenosha County Juvenile Court may be considered.

Early Excusal

Students needing to leave school early for any reason must have permission from parent/guardian. Parents/guardians may provide permission for their students to leave school early with a walking or driving pass. Walking passes will only be granted for one of the accepted absence reasons listed above or with administrator approval. KTEC is a closed campus. Administration has the right to deny students a walking/driving pass to go out to lunch, run errands, or take care of other needs that require the student to leave school.

Permission can be granted by the parent/guardian in person at the attendance office, by phone call, email to the administrative assistant only, or a handwritten note delivered to the attendance office the morning of the dismissal. Without proper notification, students will be marked “truant” on school attendance records

Leaving School

Dismissal of classes will be at the final bell of the day at 3:15 PM unless otherwise noted. Students not engaged in any supervised school activity must leave the school premises by 3:25 PM. On days with early dismissals, all students must leave the building within 10 minutes of the dismissal time. Failure to comply with this rule may result in disciplinary action for insubordination and/or legal action for trespassing.

Disciplinary Actions for Unexcused Absences

This includes students outside of their classroom (during instructional periods) without a staff issued pass or students in a classroom that is not listed on their schedule for that time or during a passing period.

- 1st offense: Warning; student sent back to class
- 2nd offense: Parent notification; 30-minute lunch detention assigned
- 3rd offense: Parent meeting; 0.50 day in-school suspension
- > 4th offense: Progressive discipline

Any unexcused absence/truancy considered a safety issue is punishable on the first offense with a truancy citation. Additional disciplinary actions may be taken by the administration.

Please review KTEC Governance Board Policy 5002 for the complete school attendance policy.

HIGH SCHOOL ONLY

Closed Campus

KTEC is a CLOSED CAMPUS. Students must remain on campus for the entire school day including lunch and study hall. Students enrolled in courses at one of Gateway Technical College's campuses will be permitted to leave KTEC within a responsible amount of time to arrive safely at Gateway for their course. Students who do not have a scheduled KTEC class or are on release may only be on campus with prior approval. Loitering in the parking lot or remaining on school grounds without a valid reason is not permitted and may result in disciplinary action.

Driving/Parking Agreement

Any use of a motorized or self-propelled vehicle on KTEC High School property is subject to a signed agreement by the student and their parent/guardian. The student assumes the responsibility for his/her vehicle while on campus. Any vehicle used in a reckless manner, in a manner that is viewed by administration as a threat to the health or safety of the KTEC community, or viewed as a disruption to the education environment, will result in discipline under the student code of conduct and/or referral to law enforcement. The school does not assume any liability for student vehicles parked in the lot or for damage incurred by removal.

Students wishing to obtain a parking permit should contact the main office to sign the required agreement and make payment. Parking permits cost \$50 per school year or \$30 per semester. By signing, the student agrees to follow all rules and accepts full responsibility for their vehicle while on campus.

Student Visitors

It is a rare privilege to bring a guest student to school. Under no circumstances will student visitors be accepted without the consent of the school administrator. Prior arrangements must be made at least 72 hours in advance and documented through the Visiting Student Permission Form. Visiting students must be 18 years of age or younger and enrolled in another high school. A copy of the guest's school-issued or government-issued ID must be presented with this form upon entry to KTEC on the visit day. Visitor badges must be displayed throughout the entirety of the visit. All school rules apply to students and their guests during the visit. Guests are bound by the same code of conduct, policies, and procedures as KTEC students while on KTEC premises.

Work Permits

- Work permits are required for students under the age of 16 to hold a job.
- These permits may be obtained at the following location: Workforce Development Center or online.
- There is a fee, which you must bring along with your application and legal proof of birth (birth or baptismal certificate).
- Be aware that any student with a felony will be ineligible for many types of hospital and public service employment, as well as military service.
- Students who are 14 and 15 years of age may not work more than 18 hours per week when school is in session.
Students 16 and 17 years of age may not work more than 26 hours per week when school is in session.

STUDENTS WITH DISABILITIES

Individuals with Disabilities Education Act (IDEA)

KTEC is required to locate, identify, and evaluate all children with disabilities, regardless of the severity of their disabilities. KTEC completes screening to locate all children with suspected disabilities and who have not graduated from high school. A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to report the child to KTEC. Before referring to the child, the person making the referral must inform the child's parent that the referral will be made. The referral must be in writing and include the reason why the person believes the child is a child with a disability.

KTEC will provide a free, appropriate public education to all eligible students through age twenty-one in compliance with the Individuals with Disabilities Education Act (34 CFR Part 300, Vol. 71 Federal Register, No. 156 (August 14, 2006), Subchapter V of Chapter 115, Wis. Stats., and PI 11, Wis. Admin. Code. Special education students will be programmed into general education classes to the greatest extent possible. They will be expected to conform with the same policies, rules, and regulations as other students, except as determined by the student's Individual Education Program (IEP). Students with disabilities may be suspended or considered for expulsion only in accordance with state and federal laws and regulations, as well as established KTEC procedures.

KTEC adopts the Wisconsin Department of Public Instruction (DPI) Special Education Model Forms and Policies and Procedures Manual as the official policy in all practices and procedures relating to the education of children with disabilities at KTEC. The Governance Board further assures that all KTEC employees shall comply with the procedures and responsibilities laid forth within the manual as updated periodically by the Wisconsin DPI.

Section 504/ADA

Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990, as amended ("ADA"), and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. KTEC does not discriminate against qualified individuals with disabilities in admission or access to, or participation in, or treatment in its programs or activities.

A "qualified individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities.

KTEC will provide qualified individuals with disabilities under Section 504/ADA a free appropriate public education with accommodations and/or related aids and services to ensure the individuals have access to KTEC's programs, activities, and benefits in the same manner as individuals without disabilities.

For further information about how KTEC educates and supports students with disabilities, please contact the school's special education and student services coordinator.

BEHAVIOR EXPECTATIONS, INTERVENTION, AND DISCIPLINE

Discipline in school is defined as a process that uses teaching, modeling, and appropriate consequences to change unacceptable behavior to ensure a safe, orderly, and productive learning environment. Every student has the right to learn and be safe and no one has the right to interrupt learning or make others feel unsafe.

Continuum of Supports

A continuum of proactive and responsive support has been built to match students' behavioral needs. These supports are equitable, implemented through team measures, and aligned with behavioral processes and responses.

Tier 1, or universal level of support, includes universal instruction to all students of acceptable behaviors. Embedded in this instruction is explicit social-emotional learning and behavior support for students. Students are taught skills that correlate to three C3 Principles: Character (self-awareness, self-expression, self-management); Career (interpersonal communication problems); and Collective (cooperation, group participation, leadership). Tier 1 support is immediate and meant to redirect minor problematic behaviors that occur within the classroom. These supports may include physical, visual or verbal prompts to redirect behavior immediately; logical

consequences that take immediate effect; check-ins between the student and teacher; choice or opportunity to solve the problem; communication between home and school; etc.

At the Tier 2 level, select students are provided with additional instruction to reinforce the universal C3 Principles that designate appropriate school behavior. These additional supports are provided as explicit instruction and intervention. They may be provided by a wide array of school personnel including classroom teachers, the school counselor, ESPs, administrators, etc. Examples of intervention at this level may include student-teacher conferences with informal behavior plans, instruction of desired skills, mentoring, restorative practices, mediation, parent communication, counseling support, referral to administration, etc.

Finally, at the Tier 3 level, students with high behavioral needs may be referred for more intensive interventions and support. At this level, students will continue to receive universal instruction and Tier 2 practices, however, they may be referred for restorative learning opportunities, individualized instruction with administration or the school social worker or be referred for a formalized behavior plan. A student support team may conduct a Functional Behavior Assessment (FBA) to determine the skills the student is lacking, what expectations they are not meeting, and determine how those skills will be taught, supported, and positively reinforced.

While KTEC is committed to providing a wide range of behavioral interventions and support, this list is not all inclusive. Interventions will be tailored to each student's specific needs and will be determined by individual factors given the circumstances or situation. Support plans are designed to promote a more positive atmosphere and allow students to take control of their behavior. However, the continuum also provides a consequential step process to address negative student behaviors. **Students receiving informal or formal behavioral interventions or special education services are not excused from the Student Code of Conduct.** While students have the right to receive intervention, they are still bound to the progressive disciplinary procedures outlined in this handbook.

Responses for Violations of Behavior and Discipline Policies

When determining consequences, school staff and administration take the following into consideration:

- The severity of the incident.
- A student's previous violations and/or responses for the same or a related offense.
- Whether the offense interfered with the rights/privileges/responsibilities/property of others.
- Whether the offense posed a threat to the health or safety of themselves or others.
- Whether the student has an Individualized Education Plan (IEP), 504 Plan, or Behavioral Intervention Plan.
- The logical relationship between the offense and the response.
- The age-appropriateness of the consequence.
- Any specific responses articulated in Governance Board policy.

Behavior Response Chart

The KTEC Discipline Guidelines describe five levels of behavior, increasing in seriousness from a level 1 behavior to a level 5 behavior. This list is not all inclusive nor meant to exhaust all possible areas of misbehavior. If not specifically cited here, behavior that is disruptive to the school, malicious, destructive, or intentionally damages the reputation of students or staff members will be considered an offense. Events not covered below will be addressed by the school administration at their discretion. This Code of Conduct is subject to change at the discretion of school administration and aligned with KTEC Governance Board policy.

Aggression, disrespect, and profane language of any form directed towards staff will not be tolerated. Aggression toward staff is defined as words or actions delivered in a manner that is hostile, deemed intimidating or threatening, or violent behaviors or attitudes towards another. Students found to have behaved aggressively towards any staff member will be subject to Level 3 or higher responses and an administrative hearing will be held to address the situation and to determine next steps, which may include up to expulsion.

Scope of the Code of Conduct

This code of conduct pertains to all areas of the school environment or while on school-sponsored activities in the community (i.e., classrooms, hallway, bathrooms, cafeteria, offices, gym, outdoor school property, field trips, dances, extracurriculars, etc.).

While on field trips, the following apply:

- Students may not participate in a trip without a permission/medical form completed and signed by a parent/guardian.
- In the event a student becomes involved in unacceptable behavior while participating in a field trip or class trip, the student will be returned to KTEC and the expenses for the return trip will be borne by the student's parent/guardian.

Progressive Discipline

Consequences for student behavior will be implemented in a progressive manner, starting with lower-level responses before escalating to higher levels. Repetitive lower-level misbehavior may warrant more severe discipline and consequences. As per policy, the school administration reserves the right to determine the severity of the infraction and the corresponding consequence.

Investigation and Student Questioning

Please be aware that in investigating behavioral infractions, school administration may rely on video and audio footage obtained from the school's security systems. Parents and guardians have the right to request to view footage that specifically pertains to their student but is at the discretion of school administration and FERPA. School administration also has the right to question students during the school day or while the student is on campus, even if not during the school day. School staff members do not have to contact the parent/guardian for permission before questioning a student.

Discipline of Students with a Disability

The discipline of students with disabilities (i.e., special education eligible or Section 504/ADA qualified students or students in the referral process) is governed by federal and state special education law to guarantee access to a free and appropriate public education (FAPE), which KTEC will follow when disciplining students with disabilities. However, this does not exempt students with disabilities from the disciplinary procedures outlined in this handbook.

When a student with a disability is removed for disciplinary reasons, KTEC administration will follow the same due process procedures that are established for all students. Students with disabilities are subject to behavioral consequences and removal from their current placement for up to ten (10) school days (consecutive or otherwise that constitutes a series and pattern of removal), to the extent that such a removal would be applied to students without disabilities. Prior to a disciplinary action that would constitute a change of placement, KTEC will follow IDEA and Section 504 due process requirements to determine whether the behavior is related to the student's disability. If it is determined that the behavior has a direct and substantial relationship to the student's disability, the student will return to their current placement and be provided with additional behavioral support. If it is determined the behavior is not related to the student's documented disability, the student may receive the same behavioral consequences as a student without a disability, up to and including expulsion.

Levels of Behavior Response

Level 1	Uncooperative/Noncompliant Behavior (Minor): Level 1 behaviors are minor in nature and can be corrected by the classroom teacher by re-teaching the procedure that has been broken by the student. Level 1 behaviors are disruptive to the pace of class. They do not negatively impact the learning of most students in the classroom and corrections can be given without disturbing others. Level 1 responses may include, but are not limited to, verbal warnings, minor office referrals, student conferences, parent contact and/or meeting, referral to school counselor/SSW, re-teaching or modeling of desired behavior, restorative practices, written or oral reflections, confiscation of inappropriate items, etc.
Level 2	Disorderly Behavior (Minor): Level 2 behaviors are minor in nature, but inappropriate for the classroom setting. They can be corrected within the classroom by the classroom teacher without disruption to the learning environment. However, level 2 behaviors are more disruptive to the pace of class as they are more frequent and distracting. These behaviors leave a minor impact on other students and can contribute to an unsafe learning environment. Level 2 responses may include, but are not limited to, all level 1 responses, restitution, student behavior contract, suspension of privilege(s), referral to community counseling/services, etc.
Level 3	Disruptive Behavior (Minor/Major): Level 3 behaviors are behaviors that have gone beyond the minor violations of level 1 and 2 behaviors. Level 3 behaviors cause a distraction or disruption of learning to the entire class and may endanger the safety of the learning environment. Level 3 behaviors may be level 1 or 2 behaviors that are engaged in frequently despite frequent reinforcement or consequences. These behaviors require immediate action to correct the behavior. Responses to level 3 behaviors may result in the short-term removal of a student from the school depending on the severity, chronic nature of the behavior, and/or the safety concerns that the behavior presents. Intensive responses in level 3 may include, but are not limited to, all level 2 responses, lunch or after school detention, in-school suspension, short-term out-of-school suspension (no more than 3 school days), temporary removal from class, campus or community service, schedule changes, suspension from school-sponsored activities, etc.
Level 4	Aggressive or Harmful Behavior (Major): Level 4 behaviors are major behaviors that have a significant negative effect on the learning environment or the safety of the school, student, or others. They may also include a persistent pattern of level 3 behaviors that have continued to escalate over time. Response to Level 4 behaviors may include removing the student from the classroom or school environment. The duration of removal should be limited, as much as possible, while still addressing the behavior. Level 4 responses may include, but are not limited to, all level 3 responses, out-of-school suspension (up to 5 days per offense), counseling or drug treatment, referral to community law enforcement, etc.
Level 5	Dangerous or Violent Behavior (Major/Emergency): Level 5 behaviors are the most extreme behaviors that take place in a school. They often involve using force, causing harm or injury, involve violence, possession or use of a weapon, cause substantial risk, or include a pattern of persistent level 4 behavior. These behaviors require the immediate removal of a student. Responses to level 5 behaviors include, but are not limited to, all responses to level 4 behaviors, as well as the removal of a student from the school environment for an extended period because of the severity and potential for future harm. Further, level 5 responses may include, but are not limited to, all level 4 responses, long-term out-of-school suspension (5-15 days with notice of expulsion), a discipline review hearing with the KTEC Governance Board, recommendation for Alternative Placement, recommendation for expulsion, etc.

Definitions of Prohibited Behaviors

While some behaviors fall on a broader continuum, others fall in more specified ranges. The table below provides examples of behaviors that may be associated with offenses that range from levels 1-5. <u>Please note that this list is not all inclusive but meant to provide examples as a guide. Behaviors not listed here may still be subject to disciplinary action.</u>		LEVEL 1 Uncooperative/ Noncompliant Behavior	LEVEL 2 Disorderly Behavior	LEVEL 3 Disruptive Behavior	LEVEL 4 Aggressive or Harmful Behavior	LEVEL 5 Dangerous or Violent Behavior
Offense		Levels 1-2 Examples		Levels 3-5 Examples		
Destruction of Property/Vandalism	Causing accidental or intentional damage, destruction, or defacement (including graffiti) to school/other's property.	• Writing on desk/table. • Breaking school supplies. • Unscrewing desk legs, chairs, or tables.		• Writing on walls or destroying paint on walls. • Intentionally breaking technology equipment, furniture, walls, bathroom toilets/stalls, etc. • Graffiti.		
Disrespect	Making intentional and harmful gestures, verbal, or written comments, including disrespectful language, or symbols to others. Being insubordinate: repeatedly or persistently disrespectful in defiance of authority.	• Non-compliance. • Acting out for peer attention ("class clown", goofing off, etc.). • Talking back to staff. • Non-compliance with expectations. • Temporary loss of focus, frustration, or anger.		• Non-compliance with expectations. • Hostile, offensive, or disrespectful responses. • Deliberately bothering or provoking peers. • Yelling, excessive use of criticism, blame, sarcasm, teasing, taunting, put-downs, etc. • Gesturing or posturing. • Persistent demands, arguing, adversarial speech, "lawyering up", or having to have the last word.		
Disruption	Engaging in behavior that distracts the learning environment or school activities including behavior that originates off campus and/or affects the safety of others.	• Being unprepared for class. • Occasionally interrupting instruction (talking with peers, yelling, screaming, etc.). • Out-of-seat behavior. • Playing/goofing around • Distracting movement/noise. • Possession of food, drinks, or other inappropriate items that may or may not cause classroom distraction or disruption.		• Interrupting others, blurting out comments. • Persistent acts that attract attention to oneself. • Out-of-control emotional outbursts or rage that jeopardize safety/order. • Inability to work silently/independently without bothering others. • Refusal to move seats within the classroom.		
Dress Code Violation	Wearing attire that is not permissible per the dress code.	• Failure to comply with board-approved dress code.		• Repeatedly failing to comply with dress code. • Refusal to change into appropriate clothing.		
Fighting/Physical Attack	Any intentional physical contact or confrontation between individuals that is mutually aggressive in nature and may intimidate, harm, or provoke another individual. * <u>Self-defense</u> an action taken to block an attack by another person or to shield oneself from being hit by another person. Responsive action, such as hitting a person back, is not self-defense.	Endangering behaviors such as: • Minor bumps or moments of tension that do not cause injury/significant disruption. • Minor pushing or pulling. • Roughhousing or horseplay: Physical play that may be inappropriate - lacks aggression or intent to hurt.		• Disruptive physical altercations, aggressive attacks, or violent actions directed at another person or student, may cause harm or pose a danger; or substantially disrupts the orderly operation of a school or workplace. • Repeated rough housing/physical contact with another person after several corrections or other physical conduct that threatens harm. • Throwing items at another student, or across the classroom with intent to injury or destroy.		
Technology Violation	Any unauthorized use of computers or other technology, internet, network; accessing inappropriate websites; misuse of account credentials; disrupting the normal operation of a technology system.	• Using school technology for unapproved or inappropriate matters.		• Behavior not in compliance with The Acceptable Technology Use Agreement and/or Handbook. • Making/distributing any recording/image of other students or physical contact. • Any violation of the School's Yondr policy.		
Abusive Language	Verbal messages or gestures that are crude, offensive, insulting, or irreverent.	• Disrespectful words/put downs (stupid, dummy, name calling). • Occasional swearing.		• Using racial slurs or other discriminatory words. • Disrespectful language directed at an adult (implicit or explicit). • Continuous profane language.		
Tardy/Tuant	Failing to attend a class/sign into a designated area, after school arrival, without excused reason.	• Student is more than 5 minutes late to the beginning of a class.		• Student skips class without permission. • Student comes to school, then leaves school grounds without permission. • Being in an unassigned classroom w/o approval.		

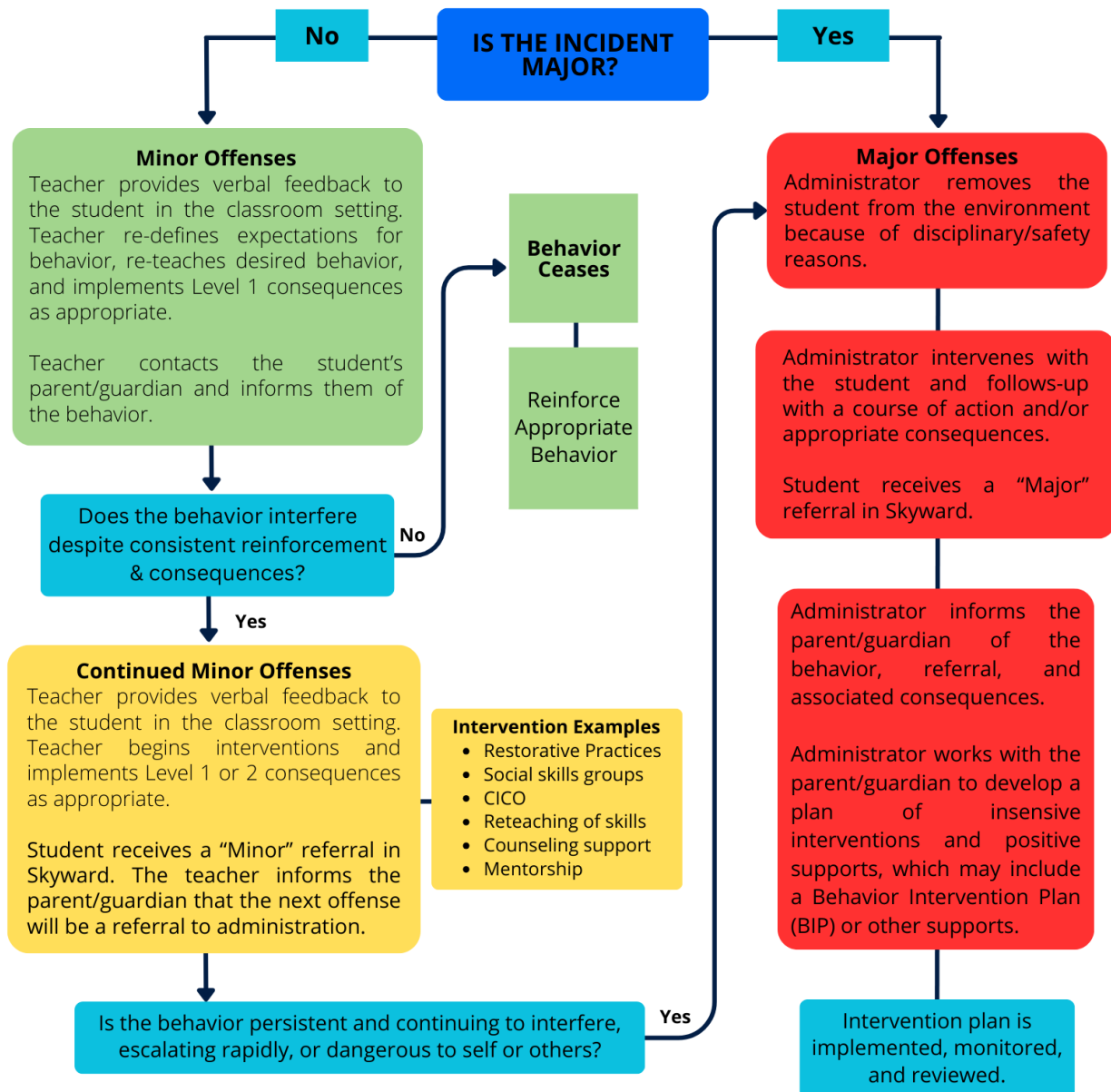
The following behaviors fall on a smaller continuum. These behaviors are automatically subject to behavior responses under levels 4-5. Please note that this list is not all inclusive but meant to provide examples as a guide. Behaviors not listed here may still be subject to disciplinary action.		LEVEL 4 Aggressive or Harmful Behavior	LEVEL 5 Dangerous or Violent Behavior
Offense Examples			
Alcohol Violation	Possession or use of any alcoholic substance, including possession with intent to sell, deliver, or distribute at school or at any school-sponsored function. This includes any alcoholic substances or paraphernalia, as well as attending school or any school-sponsored function under the influence of alcohol or alcoholic substances.		
Arson/Fire Violation	Attempting to, aiding in, or setting fire to (or in) a school building or to other school property. This includes any use or possession of materials, combustible products, or devices that pose fire hazard or safety risk to students or staff.		
Assault and/or Battery on Student or Staff	An assault may be communicated in a behavioral, oral, written, or electronic manner and includes: - Any intentional act of aggression upon another person that gives a reasonable fear of physical harm. It can involve one-sided aggressive attempts to harm another individual. - Unwanted physical contact with another person without that person's consent, even in a "joking" manner. Does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. - Discriminatory and/or unwelcome behavior of a sexual nature, including but not limited to, sexual discrimination, sexual harassment, and sexual violence. Sexual misconduct can be committed by a person of any gender identity and can occur between people of the same or different gender, identity, or expression. Assault may or may not include serious bodily injury - causing an injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of bodily function, organ, or mental faculty.		
Bullying, Harassment, and Intimidation	<u>Bullying</u> – Repeated, intentional behavior that targets someone using a real or perceived power imbalance (physical, social, emotional, or academic). It's meant to harm, exclude, or control. Also includes bullying through digital devices like phones or computers. Includes harmful or embarrassing messages, posts, or content shared online or through apps. <u>Harassment</u> – Includes actual or perceived negative actions that offend, ridicule, or demean another person regarding race, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability, disability, or political opinion. <u>Intimidation</u> – Any communication or action, either implicit or explicit, that is directed against another person(s) including students and staff that threatens or induces a sense of fear and/or inferiority. Retaliation may be considered intimidation.		
Discrimination	Any action or failure to act based on an individual's actual or perceived protected status that creates a hostile, intimidating, or offensive environment; or significantly interferes with their ability to work, learn, or access educational or employment opportunities.		
Drug or Tobacco Violation	Possession, use, sale, or distribution of any illegal drugs, controlled substances (including look-alikes and paraphernalia), or intoxicants on school grounds or at school events. This includes being under the influence. Also includes tobacco, nicotine products, e-cigarettes, and related devices—with or without nicotine, THC, or marijuana. Students who attend school or any school-sponsored function under the influence of any type of illegal drug or tobacco product will be in violation of this offense.		
Explosives and/or Weapons Violation (Firearms, Other Guns, Other Weapons)	Possession, use, sale, or threat involving any weapon, explosive, or dangerous object—real or fake—on school property, buses, or at school events. Includes firearms, knives, fireworks, pepper spray, and any item used or intended to cause harm or fear. Weapons are prohibited on school property, school buses, vehicles on school property and at school-sponsored functions. This further includes the following: making a bomb threat; possessing, displaying, or selling any weapon or explosive; using any weapon to threaten or to attempt to inflict injury upon school personnel, students, or others; threat of harm with real or pretend (finger guns, fake, drawing, etc.) weapons; use of anything as a weapon; and possession or use of fireworks, a smoke bomb, munitions, pepper spray/gas, MACE, tear gas, stink bomb, or any inherently dangerous substance/ object, or any illegal device, product, or material that is not specifically covered elsewhere.		
Extortion	Using threats, fear, or force to obtain property or favors from another person, including staff, during school or school activities.		
Failure to Serve Consequences	Failure to serve detention, suspension, or other assigned consequences.		
False Alarms or Threats	Initiating a warning of a fire or other emergency without valid cause, discharging a fire extinguisher without cause, or making a bomb threat or threatening a school.		
Instigation/Incitement	Encouraging, directing, or assisting others—through words or actions—to engage in prohibited behavior. This includes causing or contributing to the behavior or sharing its intent. Students who instigate may face the same disciplinary consequences as those who directly commit the offense.		
Sexual Activity Public Displays of Affection	Behavior of a sexual nature including public displays (which go beyond the standards for behavior in public places), consensual sexual activity, possession of pornographic materials.		
Theft	Taking or obtaining the property of another without permission or knowledge of the owner.		
Threat	Threatening language (verbal/written/electronic; implicit or explicit) or physical gestures directed toward another student(s) or staff member(s). Includes: coercing, threatening, planning, or instigating an act of violence, injury/harm to others.		
Trespassing Violation	Being on school property or at a school-sponsored event without permission, including after receiving legal notice to stay off school grounds. This includes entering school property during an out-of-school suspension or outside of school hours without administrative approval.		

Disciplinary Responses

Disciplinary referrals will be used to monitor, track, and document behavior. Referrals are classified as either “Minor” or “Major”. “Minor” referrals are used for documentation purposes and correlate to Level 1 or Level 2 behaviors, while “Major” referrals correlate to Levels 4 or 5. However, repeated, continued, or escalated behaviors that result in “Minor” referrals may become “Major” referrals with associated consequences. Emergency discipline incidents are behaviors that require an immediate response from administration, staff, and community support. These incidents are classified as Level 5 on the discipline response chart. Examples include, but are not limited to, fighting, weapons, drugs or alcohol, intruders, and bomb threats.

Please note that incidents classified as Level 3 may be categorized as either Minor or Major, depending on the specific situation and behavior.

Behavior Flowchart



EXPECTATIONS FOR STUDENT DRESS AND APPEARANCE

KTEC philosophy is rooted in preparing students to be professional in aspects of their lives including professional dress. Students whose appearance interferes with the educational process by posing as a potential safety hazard to themselves or others or by being interpreted by school personnel to be offensive in message that is implied or to the parts of the body that are revealed, will be expected to change clothing. If a parent or guardian is unable to provide the student with new clothing, options from the school's clothing donations will be provided to the student. If the expectations are not met or a student refuse to comply with the set expectations, parents will be notified of insubordinate behavior, and other consequences may be applied.

Guidelines for school-appropriate dress and personal appearance are:

- Clothing/accessories that are suggestive, have a double meaning/innuendo, or suggest inappropriate ideas are unacceptable.
- Any apparel, color, or accessory, that implicitly or explicitly represents gang membership, advocates drug or alcohol use, violence, or racially or sexually offensive messages are not to be worn at school.

Tops and Bottoms

- May not be see-through.
- Must fit appropriately.
- Must always cover all private body parts.
- Must always cover undergarments.
- No skin may show between bottoms and tops when seated or standing – student midriffs are not permitted to show.
- Dresses, leggings, skirts, skorts, shorts, and pants should always be at least mid-thigh in length and over all private body parts.
- Bottoms must be at the waist and appropriately fastened with belts when needed.
- Tops must have straps and backs.

Footwear and Accessories

- Shoes must always be worn. No house slippers or shoes with cleats are allowed.
- Physical Education: Students are required to wear athletic tennis shoes with non-marking soles for all physical education classes. Students who do not have appropriate athletic shoes will not be permitted to participate in PE activities and may be assigned an alternate activity.
- Blankets are not permitted.
- Attire that may damage school property or cause injury to others (such as chains or studded items) may not be worn.
- Backpacks and purses must be placed inside lockers at the beginning of the day and may be retrieved at the end of the day.
- Head coverings, hoods, or hats are not to be worn while inside the school building unless for religious reasons.
- Sunglasses are not to be worn while inside the school building along with other accessories that are distracting to the learning environment.

Career and Technical Education (CTE) Lab Safety Attire

Students enrolled in Career and Technical Education (CTE) courses, including **Building Trades, Welding, Robotics, Transportation, and other laboratory-based programs**, must follow additional dress and safety requirements when participating in lab activities. These requirements are designed to protect students and promote a safe learning environment.

- Closed-toe shoes must be worn at all times in lab areas. Sandals, slides, open-toed shoes, and other similar footwear are not permitted.
- Hooded sweatshirts, jackets, or other clothing with drawstrings may not be worn in lab settings due to safety hazards around machinery and equipment.
- Loose-fitting clothing that may become caught in tools, machinery, or equipment is prohibited.
- Long hair must be tied back and secured when working in lab environments.
- Jewelry or accessories that may create a safety hazard, including dangling necklaces, large earrings, or loose bracelets, may not be worn during lab activities.

- Additional dress code requirements may be implemented at the discretion of the instructor. Required clothing and personal protective equipment (PPE), including safety glasses, welding gear, gloves, hearing protection, or other safety equipment, must be worn as directed by the instructor.

The school shares responsibilities of student dress code and appearance with parents/legal guardians and the individual student in health, safety and cleanliness of person and apparel. If there is a question as to whether any student's apparel or appearance is appropriate, school officials will determine appropriateness and work with the student and parent/guardian to remedy the concern.

School staff retain the right to discuss dress code violations with students at any point of the school day.

LOCKERS

- Middle school and high school students will be assigned locks and lockers at the beginning of the school year.
- Lockers will be inspected for any damage at the beginning and end of the school year. Students will be charged at the rate of \$40.00 per hour plus the cost of materials for the removal of graffiti or to fix damage.
- Students are not permitted to change lockers without permission or use other lockers.
- Students should not exchange locker combinations with anyone.
- THE SCHOOL IS NOT RESPONSIBLE FOR PROPERTY STOLEN FROM LOCKERS.
- All lockers are the property of KTEC, and students are given the temporary privilege to use a locker but have no expectation of privacy therein.
- Lockers may not be used as a depository for any object which is prohibited by law, or which poses a threat to the health, safety, or welfare of the occupants of the school building. Please refer to Student Searches for more information regarding lockers.

UTILIZATION OF TECHNOLOGY

Accepted rules of network etiquette, and federal and state law, the following uses of technologies are prohibited:

- Use of technology for defamatory, abusive, obscene, profane, sexually oriented, threatening, offensive and/or illegal materials. Including, but not limited to: Bullying/Cyberbullying, hate mail, discriminatory remarks, offensive or inflammatory communication, and/or access to obscene or pornographic material or child pornography, or any material that is harmful to minors or determined inappropriate for minors in accordance with Governance Board policy.
- Use of technology for commercial gain or profit is prohibited. Any commercial endorsement placed on or linked to the district web site shall require the written approval of the principal.
- Transferring copyrighted materials to or from any district technology equipment without consent.
- Impersonating another user, anonymity, and pseudonyms or disrupting the work of other users.

Students illegally accessing, altering, damaging, or destroying any technology equipment, computer network, computer software, or system information within a school system or an external system will be referred to the Kenosha Police Department for investigation and possible prosecution. Such violations in the case of students may result in suspension and/or expulsion.

- Sharing individually assigned accounts and passwords is prohibited. Passwords are designed to protect and any attempt to circumvent system security to gain unauthorized access to technology resources is expressly prohibited.
- Student and staff photographs and names that are made available in district-sponsored media are permitted to be displayed on the district website or on any other commercial sites with specific written approval of the principal and parent/guardian.
- Students shall not download, load, or use any unauthorized games, programs, files, or other electronic information from the Wide Area Network/Internet unrelated to their specific course of study without prior approval of their instructor.

Actions Resulting from Misuse

Inappropriate or irresponsible use of technology will result in the following actions:

1. In cases where a law or copyright has been violated, a referral shall be made to appropriate law enforcement officials. Such violations in the case of students may result in suspension and/or expulsion.
2. Student infractions which are not deemed illegal will result in appropriate school discipline being imposed and/or reviewed by the building principal. May result in removal of computer/technology, supervised usage, password monitoring, etc.

The user shall be responsible for damages to the equipment, systems, and software resulting from deliberate or willful acts. Costs accrued for the damage to technology equipment will be charged to the student's account. Charges will also be incurred to the student's account for lost or missing equipment.

Vandalism will result in cancellation of access privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, Internet, or other networks; this includes but is not limited to uploading or creating computer viruses.

Internet Access

Internet access shall be governed by the same rules and regulations set forth in this policy relating to the utilization of technology. Students may have the opportunity to access internet services at the direction of a staff member. Internet access is a privilege, not a right, and may be removed if any portion of this policy is violated or if the privilege is abused in any other way.

Students enrolled in Start College Now courses at Gateway Technical College may check out a computer from Gateway on a first-come, first-served basis. These devices must be picked up directly from Gateway, may only be used at home or on Gateway's campus, and are not permitted for use during the KTEC school day as they are not compatible with the KTEC network.

Safety

- To the greatest extent possible, users of the network will be protected from harassment and unwanted or unsolicited communication. Any network user who receives threatening or unwelcome communications shall report such immediately to a teacher or administrator. Network users shall not reveal personal information to other users on the network, including chat rooms, e-mail, Internet, etc.

CELL PHONES/ELECTRONIC DEVICES

KTEC Schools of Innovation is committed to maintaining a focused, safe, and engaging learning environment. In accordance with Wisconsin Act 42, which requires public school districts to adopt policies prohibiting student use of personal wireless communication devices during instructional time, KTEC utilizes the Yondr program to ensure compliance with state law while minimizing distractions to learning.

Phones, earbuds (i.e. AirPods, headphones, etc.), smart watches, and other electronic devices are not to be used during the school day. Once a student enters the building, all personal electronic devices are to be placed inside their Yondr Pouch. The Yondr Program employs a simple, lockable pouch that stores the student's cell phone and other small electronic devices. Students will close and secure their Pouch, keeping possession of it throughout the day. When leaving school, students tap their Pouch against an unlocking device that is stationed in every classroom.

In an emergency, parents/guardians are to contact the attendance office to speak with their student. Under certain circumstances, students may be allowed to temporarily access their phone with administrative permission. Should a student receive permission, they will be able to step outside the phone-free zone and tap their phone on an unlocking device.

At the beginning of the school year, every student in grades 6-12 as well as students K-5 who own a cell phone will be assigned a personal Yondr Pouch, which is considered school property. Students are required to bring their Pouch with them to school every day and keep it in good working condition.

Daily Process

Upon **ARRIVAL**, students will:

1. Turn their phone and any other electronic device(s) off.
2. Place their device(s) inside their pouch and secure it in front of school staff.
3. Store their pouch in their locker for the day.

At **DISMISSAL**, students will:

1. Use the unlocking device stationed in their classroom to open their pouch.
2. Place their pouch in their locker.

*Students arriving late or leaving early will pouch/unpouch their phones in the main attendance office.

Violations

- 1st offense:
 - The student's phone will be confiscated and placed in the office.
 - The student's parent/guardian will be notified and will be required to pick up the cell phone.
- 2nd offense:
 - The student's phone will be confiscated and placed in the office.
 - The student will receive 1.0 day of in-school suspension.
 - The student's parent/guardian will be notified and will be required to pick up the cell phone.
- 3rd offense:
 - The student's phone will be confiscated and placed in the office.
 - The student will receive 1.0 day of out-of-school suspension.
 - The student's parent/guardian will be notified and will be required to pick up the cell phone.
- 4th offense:
 - The student's phone will be confiscated and placed in the office.
 - The student will receive 2.0 days of out-of-school suspension.
 - The student's parent/guardian will be notified and will be required to pick up the cell phone.
 - A mandatory parent/guardian meeting will be scheduled to review the student's actions, the school policy, and determine steps moving forward.

Following the 4th offense, progressive discipline will be issued which may include additional days of suspension up to and including expulsion.

Forgotten Pouches

If a student forgets to bring their Yondr Pouch to school, the following consequences will apply:

- 1st–2nd offenses:
 - The student's phone will be confiscated and placed in the office.
 - The student's parent/guardian will be notified.
- 3rd offense:
 - The student's phone will be confiscated and placed in the office.
 - The student's parent/guardian will be notified and will be required to pick up the cell phone.
- 4th offense:
 - The student's phone will be confiscated and placed in the office.
 - The student will receive 0.5 receive day of in-school suspension.
 - The student's parent/guardian will be notified and will be required to pick up the cell phone.

Following the 4th offense, progressive discipline will be issued which may include in-school suspension, out-of-school suspension, and up to and including expulsion.

Lost, Damaged, or Stolen Pouches

Consequences will be consistent with damaging school property. Students will be responsible for the cost of purchasing a new Yondr pouch and a fee of \$30 will be applied.

Examples of damage: deep scratches on the globe and on the green ring around it; intentional pen, pencil, marker, etc. marks on the inside or outside of the pouch; bent pin; pin and button not fully recessing, due to pin damage, etc.

Pouch Expectations

- Phones, earbuds, and smart watches should be TURNED OFF before being put in the pouch for the school day.
- Do NOT pull, pry, or damage the Pouch in any way.
- Pouches will be randomly checked throughout the school year by the Administration.
- Your pouch ***is your responsibility at all times.***

The school reserves the right to confiscate any electronic device from students who violate technology policies. Any staff member is authorized to confiscate a cell phone, smart watch, earbuds, or any other electronic device deemed to violate technology policies.

The Yondr program serves as the school's method of implementing and enforcing Wisconsin's student device restrictions and reflects KTEC's commitment to maximizing instructional time and supporting student success.

STUDENT SEARCHES

Personal Searches

- In the interest of safety and providing a weapon and drug-free school environment, a student and/or belongings may be searched. Personal searches will always be conducted by two (2) KTEC staff members in a private location.
- Students may be asked to open/empty their book bags, backpacks, pockets, remove shoes and/or jackets, sweatshirts, etc.

Locker Searches

Lockers are school property loaned to the student for the student's convenience. Students should not share their assigned locker or combination with anyone. Neither the school nor the district is responsible for lost or stolen items.

- Building administrators may search a student's locker without warning in the interest of the health and safety of all students.
- Students should have no expectation of privacy.
- The school administration may conduct unannounced safety inspections for drugs and weapons throughout the school year. This may include the use of local law enforcement and drug dogs.

Vehicles

Student vehicles that are parked on school property are also subject to search by the school administration and/or law enforcement.

Search of Electronic Devices

The Principal and/or designee may search the contents of audio, video and photographic recording devices belonging to or in the possession of a student when the audio, video or photographic device is on school property or at a school sponsored event and when there is reasonable grounds to suspect that a search will lead to evidence that a student has violated or is violating either the law or school rules or policies.

- Audio, video, and photographic devices include but are not limited to audio recorders, cameras, video cameras, laptop computers, tablets, and cell phones.

Devices may be held by the school for return to the parent(s)/guardian(s) of the student, or retained for disciplinary proceedings, or turned over to law enforcement officials. The adult student or parent/guardian of a minor student shall be notified of devices turned over to law enforcement officials.

GRADING

Elementary and middle school students are assessed on a standards-based learning approach. Standards-based learning is an approach that focuses on what students know and can do in relation to clearly defined academic standards. Instead of receiving traditional letter grades based on averages, students are assessed on their progress toward mastering specific skills and concepts.

Key Features of Standards-Based Learning:

- Clear Learning Goals: Students know exactly what they're expected to learn.
- Ongoing Feedback: Teachers provide regular, specific feedback to help students improve.
- Multiple Opportunities to Show Learning: Students can demonstrate understanding in different ways and at different times.
- Focus on Growth: Emphasis is placed on learning and progress, not just final outcomes.

In high school, students transition to competency-based learning, which builds on the foundation of standards-based learning. Competencies are defined as specific groups of skills and knowledge that students must demonstrate to show they are proficient in a particular area. While standards-based learning focuses on mastering academic standards, competency-based learning expands this by emphasizing real-world skills and application of knowledge across subjects.

By the time students reach high school, they are already familiar with:

- Setting learning goals
- Reflecting on their progress
- Using feedback to improve
- Demonstrating learning in multiple ways

This makes the transition to high school's more advanced, skill-driven learning model smoother and more meaningful—preparing them not just for graduation, but for life beyond school.

Each semester, high school students enroll in content-area courses where they work on developing and demonstrating their understanding of targeted skills within the subject matter. Students have the opportunity to choose which competencies they will focus on each semester, ensuring that all required competencies are completed by the time they graduate.

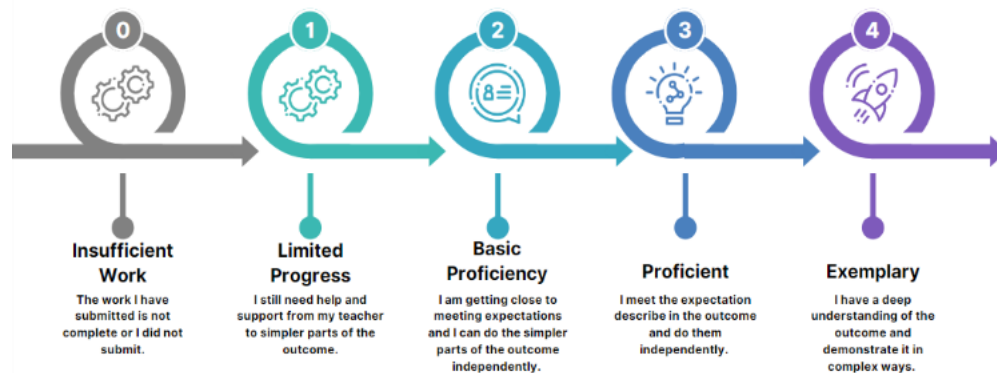
Throughout their four years of high school, students will collect and organize evidence of their learning in Headrush, a platform used to track progress and showcase proficiency. At the end of each semester, students will complete a final skill component assessment for each course, which is used to evaluate their proficiency in the selected competencies.

Learning Targets

Across elementary, middle, and high school, teachers use learning targets that integrate both skills (competencies) and content (Wisconsin Academic Standards) in every lesson. In elementary and middle school, these targets help students build foundational knowledge and skills aligned to grade-level standards. As students progress into high school, the focus expands. Students are expected to show they can apply what they've learned in real-world, cross-disciplinary ways.

Grading Scale

Both standards-based learning (used in elementary and middle school) and competency-based learning (used in high school) at KTEC use the same grading scale to assess student progress. KTEC has implemented a 4-point proficiency grading scale ranging from 1 (Limited Progress) to 4 (Exemplary). This shift in both assessment and instruction allows teachers to adjust learning experiences, group students flexibly, and provide targeted practice at varying levels of complexity. Teachers use skill-based evidence to guide instruction and ensure that all students are appropriately challenged and supported in progressing on the 4-point scale. Our goal is to help students become motivated, curious learners who develop skills that extend beyond the classroom.



In elementary and middle school, this scale is used to assess progress toward academic standards—what students should know and be able to do at each grade level. In high school, the same scale is used to assess competencies, which are broader skill sets, linked to standards, that prepare students for college, careers, and life.

Because the scale is consistent across grade levels, students become familiar with what it means to grow from developing a skill to mastering it—making the transition to high school's competency-based model smoother and more meaningful.

Teacher-assigned tasks, also known as evidence, are assignments that allow students to demonstrate their skill level in a subject. This includes class discussions, tests, projects, research papers, performance assessments, and other authentic learning experiences. Teachers may also use observation as part of the evidence-gathering process.

There are two main types of evidence used to assess student learning:

1. Formative Evidence
 - Purpose: To provide timely feedback and support skill development.
 - Examples: Practice assignments, draft work, in-class activities.
 - Tracking: Skill components are attached to formative evidence in Headrush.
 - Use: Helps students improve before checkpoint assessments.
2. Checkpoint (Summative) Evidence
 - Purpose: To assess overall proficiency.
 - Frequency: At least three per quarter.
 - Scope: Each checkpoint evaluates all skill components tied to a specific competency.
 - Use in Grading: Teachers use checkpoint evidence, along with other tasks, to determine final Skill Component Scores.

Throughout each course, teachers provide feedback on formative tasks to help students prepare for checkpoint assessments. At the end of the semester or term, teachers evaluate a body of evidence to assign a final score for each skill component.

- Each skill is scored separately when multiple skills are assessed in one task.
- At the high school level, a score of 3 (Proficient) or higher is required to earn credit for a skill component.

Credits

At the high school level, students also must earn course credits. To earn credit in a content-area class, students complete and submit assignments as directed by the teacher to serve as evidence of learning.

Each quarter of a content course is worth 0.50 credits, which are awarded if the student earns a score of 3 (Proficient) or higher on the Work Completion Competency in the final assessment at the end of the semester.

Students will take a variety of content courses across different content areas to fulfill graduation credit requirements. Work Completion Competency is assessed within each individual content course, rather than cumulatively over each year of high school.

GPA Calculation

GPA will be calculated as a running average of Skill Component scores, reflecting a student's current performance at any given time over their four years of high school.

Graduation Requirements

1. High school students need to meet 100% of competencies across four years of high school*. A score of 3 (Proficient) or higher in each skill component of a competency is required.
2. Students must earn 26 credits to graduate. An outline of credits needed is below.
3. Civics Requirement – A passing score on the Wisconsin Civics test is required to graduate.

Content Area	Number of Credits
English	3
Science	3
Social Studies	2
Math	3
Government and Economics	1
Physical Education and Health	2
Technical Foundations	2
Digital Art and Design	1
Pathway or General Electives	5
C3**	4
Total	26

*Students entering KTEC in 12th grade will only need to meet credit requirements for graduation. Competencies will be assessed to determine KTEC GPA.

**Students are responsible for earning one credit per year of attendance.

Academic Integrity

KTEC is committed to fostering a culture of academic integrity and ethical scholarship. Students are expected to demonstrate honest academic behavior. Procedures for addressing academic dishonesty are listed below.

Academic dishonesty includes, but is not limited to:

- Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- Plagiarism: Representing the words or ideas of another as one's own without proper acknowledgment.
- Fabrication: Falsifying or inventing information or data in an academic assignment.
- Facilitating Dishonesty: Helping or attempting to help another student commit an act of academic dishonesty.
- Unauthorized Collaboration: Working with others without the instructor's permission.
- Misuse of AI Tools: Submitting work generated or significantly assisted by AI without proper citation or authorization.

Procedures for Addressing Violations

1. First Offense:
 - Student will meet with the teacher and administrator. A Skyward referral will be submitted.
 - Assignment must be redone.
2. Subsequent Offenses:
 - Repeated acts of academic dishonesty, regardless of the course, may result in an automatic failure of the course.
 - A parent/guardian conference will be required.

Note: Academic dishonesty falls under the KTEC Behavior Code of Conduct and is subject to discipline levels 1-5 as outlined in the Student/Parent Handbook. The school reserves the right to consider additional disciplinary actions, up to and including expulsion.

Any form of academic dishonesty in a Gateway Technical College class will be subject to processes as outlined in the instructor's syllabus. Subsequence offenses will follow the processes outlined in Gateway's Student Code of Conduct. KTEC has no authority in determining the course of action and/or consequences of Gateway courses.

Wisconsin Act 20 Promotion Review Process

In accordance with Wisconsin Act 20, a student's reading proficiency must be considered when determining promotion from grade 3 to grade 4. For any student who has not completed their Personal Reading Plan (PRP) by the end of third grade, KTEC Schools of Innovation will conduct a promotion review process that includes the student's parent(s)/guardian(s) and school staff familiar with the student's reading progress and interventions.

A team of individuals will engage in the determination process, which shall include, but is not limited to, the student's parent(s)/guardian(s) and school representatives who have knowledge of the reading instruction and interventions provided to the student, as well as how the student responded to both instruction and interventions. School representatives may include, but are not limited to, the teacher of record, a school administrator, a staff member who has provided additional reading support and conducted progress monitoring, and a student services professional with knowledge of the social and emotional implications of grade retention.

The team will consider all available data demonstrating the student's response to reading instruction and intervention, as well as data demonstrating the student's progress toward meeting Personal Reading Plan goals. This data may include, but is not limited to, the most recent and previous universal reading screener results, diagnostic reading assessment data, progress-monitoring data, classroom performance data, and observations related to the student's academic, social, emotional, and behavioral functioning.

School representatives will determine whether any statutory good-cause exception applies, including whether the student has an Individualized Education Program (IEP) or is an English learner with a language acquisition plan. The team will review the student's progress toward the goals identified in those plans and communicate that information to the parent(s)/guardian(s).

Representatives from KTEC Schools of Innovation will consider alternatives to retention available to the student and communicate those alternatives to the student's parent(s)/guardian(s). If promoted to fourth grade, students who have not completed their Personal Reading Plan may continue to receive reading interventions, progress monitoring, and other supports as determined appropriate by the school.

Based on the holistic evaluation described above, the team will make one of the following determinations:

- **Promotion with Supports:** The team determines that promotion to fourth grade, with continued reading supports and interventions as appropriate, is more beneficial than retention in third grade. The student is promoted.
- **Promotion When Reading Deficiency Was Not the Primary Cause:** The team determines that the student's failure to complete the Personal Reading Plan was not primarily due to a lack of reading proficiency. The student is promoted.
- **Retention by Mutual Agreement:** The parent(s)/guardian(s) and school representatives agree that retention in third grade, with appropriate supports and interventions, is in the student's best interest. Written parental consent is required.
- **Promotion When Parent Does Not Consent to Retention:** If school representatives recommend retention but the parent(s)/guardian(s) do not provide written consent for retention, the student will be promoted to fourth grade as required by Wisconsin law.

COURSE CATALOG 26-27

To ensure continuity of industry recognized skill development, KTEC has a prescriptive progression of courses to ensure students obtain the appropriate and necessary skills and certifications. First- and second-year students will have a schedule generated based on our course progression and to maximize dual credit and certification opportunity. The opportunity for student choice based on schedule availability will begin in Junior and Senior year in student's chosen pathway at the discretion of administration and teaching staff.

At KTEC, we believe every student should have the opportunity to earn free college credit while completing their high school education. Through our partnership with Gateway Technical College (GTC), students can earn dual credit in several ways, including:

- Transcribed Credit
- Start College Now
- Contract for Service
- High School Academies

These options allow students to earn both high school and college credit simultaneously. Starred (*) courses listed below are offered through our partnership with GTC. While enrolled in these courses, students are considered both KTEC and Gateway students, and as such, Gateway's grading policies and student handbook will be followed for those courses. To receive both Gateway and KTEC credit, students must meet the grading requirements outlined in both the Gateway and KTEC syllabi. For courses with prerequisites, a grade of C or higher is required to earn credit and advance to the next level.

If a student fails a Gateway dual credit course offered through the KTEC course catalog:

1. They will be given one additional opportunity to retake the course.
2. If the student fails the course a second time, they will be offered a comparable e-learning course to earn high school credit only.
3. If a parent or guardian wishes for the student to attempt the dual credit course a third time, they may do so at their own expense. The cost will be based on KTEC's agreed-upon rate with Gateway, approximately **\$190** per credit.
4. Students may also choose to retake the course during the summer at Gateway's standard tuition rate, which they will be responsible for paying. If passed, the credit will count toward graduation requirements.

Additional classes that are not offered in the KTEC course catalogue will need administrative approval to receive high school credit.

English

Writing Principles* - KTEC: 0.50 Credit | Gateway Technical College: 1.0 Credit

Prerequisite: None | NC3 Certifications: None

This course reviews and strengthens the fundamentals of English grammar with an emphasis on practical communication skills needed for college, careers, and the workplace. Real-world applications and career-connected activities help students build the communication skills necessary for success in technical, academic, and professional settings. Students will take this course concurrently with Speaking Principles to develop both written and oral communication skills essential for the workplace and post-secondary success.

Speaking Principles* - KTEC: 0.50 Credit | Gateway Technical College: 1.0 Credit

Prerequisite: None | NC3 Certifications: None

This course develops verbal and nonverbal communication skills through informative, demonstrative, persuasive, and impromptu presentations. Students will practice effective speaking, listening, and presentation techniques to prepare for success in college, careers, and the workplace. Students will take this course concurrently with Writing Principles to strengthen both oral and written communication skills.

Introduction to College Writing* – KTEC: 1.0 Credit | Gateway Technical College: 3.0 Credit

Prerequisite: Writing Principles and Speaking Principles or appropriate Accuplacer score | **NC3 Certifications:** None

Introduces basic principles of composition, including organization, development, unity, and coherence in paragraphs and multi-paragraph documents.

English Composition* – KTEC: 1.0 Credit | Gateway Technical College: 3.0 Credit

Prerequisite: Introduction to College Writing | **NC3 Certifications:** None

This course is designed for learners to develop knowledge and skills in all aspects of the writing process. Planning, organizing, writing, editing, and revising are applied through a variety of activities. Students will analyze audience and purpose, use elements of research, and format documents using standard guidelines. Individuals will develop critical reading skills through analysis of various written documents. This course is a dual enrollment course with Gateway Technical College and students can earn both GTC and KTEC credit.

Speech* - KTEC: 1.0 Credit | Gateway Technical College: 3.0 Credit

Prerequisite: English Composition | NC3 Certifications: None

This course develops effective public speaking and presentation skills for both small and large groups. Students will learn topic selection, audience analysis, organization, research, delivery techniques, active listening, and the use of evidence to support ideas. Emphasis is placed on communicating clearly and confidently in academic, professional, and real-world settings.

Math

Math for the Trades – KTEC: 1.0 Credit (Renaming course)

Prerequisite: None | **NC3 Certifications:** Trane Data Analytics

Math for the Trades equips students with the mathematical skills needed for success in technical programs and skilled trades careers. The course emphasizes practical applications of whole numbers, fractions, decimals, percentages, measurement, and foundational algebra concepts. Students will use mathematics to solve real-world problems commonly encountered in technical fields while also developing skills in **data analytics**, including collecting, interpreting, and using data to support decision-making. This course reinforces the quantitative reasoning and problem-solving skills needed for success in technical coursework, industry training, and hands-on technical applications.

This course directly supports and reinforces the mathematical competencies needed for success in Tech 1 coursework and hands-on training.

Applied Math* – KTEC: 1.0 Credit | Gateway Technical College: 2.0 Credit

Prerequisite: None | **NC3 Certifications:** None

This course reviews the four basic mathematical operations on whole numbers, fractions and decimals. Basic algebra and trigonometry as related to technical fields are also covered. Geometric principles along with calculations of linear, area and volume measurements are applied. Students will interpret and sketch graphs, cover the metric system, work with methods to solve technical conversion problems and be exposed to an introduction of statistics.

Math Reasoning*– KTEC: 1.0 Credit | Gateway Technical College: 3.0 Credit

Prerequisite: Applied Math | **NC3 Certifications:** None

Mathematical Reasoning introduces students to essential mathematical concepts and problem-solving strategies used in real-world contexts. The course emphasizes logical thinking, quantitative analysis, and the application of mathematical reasoning in areas such as finance, statistics, and everyday decision-making. It is designed to build confidence and competence in math for students pursuing a variety of academic and career pathways.

Elementary Algebra with Applications*– KTEC: 1.0 Credit | Gateway Technical College: 3.0 Credit

Prerequisite: Applied Math & Math Reasoning | **NC3 Certifications:** None

This course develops algebraic problem-solving skills through real-world and technical applications. Topics include linear equations, exponents, polynomials, rational expressions, roots, and radicals. Students will build the mathematical foundation needed for technical programs, skilled trades, and advanced mathematics courses.

Science

Physical Science I – KTEC: 1.0 Credit

Prerequisite: None | **NC3 Certifications:** Mechatronics and Introduction to Electricity

The content of Physical Science draws upon the principles of several scientific specialties, earth science, physical science, biology, chemistry, and physics, and organizes the material around thematic units. Common themes covered include systems, models, energy, patterns, change, and constancy. This course uses appropriate aspects from each specialty to investigate applications of the theme. Units of study will include electricity, bionics, , motion, and electronic systems.

Integrated Physical Science II – KTEC Credit: 1.0

Prerequisite: Physical Science I | **NC Certifications:** Festo Introduction to Process Engineering Festo Aerodynamics, and Festo Mechanisms

Physical Science II will build upon the foundations of Physical Science I. Students will learn a variety of introductory topics that include process engineering, mechanical systems, and aerodynamics.. Students will explore how forces, motion, energy, and materials interact within real-world mechanical and industrial systems. Through hands-on activities and problem-based learning, students will investigate the principles that drive manufacturing processes, machine operation, and aerodynamic design.

Physics – KTEC: 1.0 Credit

Prerequisite: None | **NC3 Certifications:** AC/DC

This is an introductory course in the fundamentals of physics. Emphasis is placed on developing a conceptual understanding of physics principles, practicing problem solving skills, and learning laboratory and research techniques. Mathematics is used to further reinforce physics applications and concepts and to enhance problem solving and reasoning skills.

Biology – KTEC: 1.0 Credit

Prerequisite: None | **NC3 Certifications:** None

This class is focused on the study of life with an emphasis on the flow of matter and energy in biological systems, describing structure/function relationships, and describing systems when they are stable or changing. This will allow students to relate biological systems to mechanical/electrical systems that students might encounter. Students will explore how biology is used as a template for mechanical systems.

Social Studies

Modern World History – KTEC: 1.0 Credit

Prerequisite: None | **NC3 Certifications:** None

Modern World History courses provide an overview of the history of human society in the past few centuries—from the Renaissance period, or later, to the contemporary period—exploring political, economic, social, religious, military, scientific, and cultural developments. This course will have an emphasis on the various industrial revolutions.

US History – KTEC: 1.0 Credit

Prerequisite: None | **NC3 Certifications:** None

U.S. History-Comprehensive courses provide students with an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.

Introduction to Psychology* - KTEC: 1.0 Credit | Gateway Technical College: 3.0 Credits

Prerequisite: Junior standing | **NC3 Certifications:** None

Introduction to Psychology explores foundational psychological theories, principles, and terminology. Students will examine key concepts such as human behavior, cognition, emotion, development, and social interaction. The course emphasizes critical thinking and the application of psychological principles to everyday life, providing a broad overview of the field and preparing students for further study in psychology or related disciplines.

US Government & Civics – KTEC: 1.0 Credit

Prerequisite: Junior standing | **NC3 Certifications:** None

U.S. Government/Civics provides students with a foundational understanding of the structure, functions, and principles of the American political system. The course covers the Constitution, branches of government, civil liberties, and the role of citizens in a democracy. Special emphasis is placed on Wisconsin state government, including its legislative, executive, and judicial branches, as well as local governance. As part of the course requirements, students must successfully pass the Wisconsin Civics Exam to demonstrate their understanding of key civic concepts.

Technical Education

Digital Art – KTEC: 1.0 Credit

Prerequisite: None | **NC3 Certifications:** Dremel 3D printing, Laser Cutting, and Tormach

This course provides students with the knowledge and ability to interpret the lines, symbols, and conventions of drafted blueprints. They generally emphasize interpreting, not producing, blueprints, although the courses may provide both types of experience and a wide variety of industrial and technological applications. Students will develop concepts and skills needed to communicate ideas across a broad range of industries. Mechanical, technical, and architectural drafting fundamentals will be taught utilizing Computer Aided Design & Drafting software. Teaching hands-on shop experience and exposure to *Modern Manufacturing* such as CNC Machining, Automation, and Robotics. Students learn about professionalism and the many career pathways in this broad field that is in high demand. Students will have the opportunity to gain industry certifications and collaborate in projects to ensure real world application.

Technical Foundations I – KTEC: 1.0 Credit

Prerequisite: None | **NC3 Certifications:** Starrett Precision Measurement 1-3, Snap-On Hand Tool Identification, e, and 3M Personal Protective Equipment

Technical Foundations I introduces students to the foundational skills used across a wide range of technical and skilled trades careers. Through hands-on learning, students develop proficiency in precision measurement, hand tool identification and usage, and personal protective equipment (PPE). Students will complete industry-recognized training in Starrett Precision Measurement Levels 1-3, Snap-on Hand Tool Identification, and 3M PPE, while developing technical accuracy, safe work habits, and a strong understanding of the tools and equipment commonly used in technical industries.

Technical Foundations II – KTEC: 1.0 Credit

Prerequisite: Technical Foundations I | **NC3 Certifications:** Starett Precision Measurement 4-6, Snap-On Torque Applications and Procedures – V2, 525 Multimeter,

Technical Foundations II builds on the skills developed in Technical Foundations I through hands-on training in precision measurement, torque applications, electrical testing, and robotics. Students will complete advanced modules in Precision Measurement, Torque Applications and Procedures, and the 525 Multimeter, while earning their OSHA 10 or OSHA 30 certification. Students will also apply technical and problem-solving skills through robotic rover activities. This course expands students' technical knowledge and workplace readiness while preparing them for a variety of advanced technical pathways and industry opportunities.

Technical Applications – KTEC: 1.0 Credit per course

Prerequisite: Technical Foundations II | **NC3 Certifications:** Project-based; certifications may vary based on project scope and community partnerships

Technical Applications courses provide students with opportunities to develop advanced technical skills through hands-on, pathway-specific learning experiences. Students may enroll in one or more Technical Applications courses aligned to their interests and career goals, including areas such as Welding, Robotics and Automation, Automotive Technology, Construction, Manufacturing, Engineering, and other technical pathways.

Through project-based learning, students apply technical knowledge to real-world challenges while developing skills in design, fabrication, troubleshooting, precision measurement, technical processes, and industry-standard practices. Emphasis is placed on problem-solving, collaboration, creativity, professionalism, and practical application, preparing students for industry certifications, post-secondary training, apprenticeships, and careers in high-demand technical fields.

Physical Education

Health & Personal Wellness – KTEC: 0.5 Credit

Prerequisite: None | **NC3 Certifications:** None

This course focuses on how physical, mental, social, psychological, and emotional wellness are related to food, food selection, and health. Topics typically include dietary needs across one's lifespan, stress management, special dietary issues, and eating disorders as well as societal and genetic health issues that are addressed through the prevention education component of the class. Other topics covered range from healthy food selection, label reading, and diet analysis to understanding additives, making wise food choices, and dealing with food allergies.

Physical Education – KTEC: 0.5 Credit

Prerequisite: None | **NC3 Certifications:** None

This course provides students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

Physical Education Limitations

If a student has limitations in participating in physical education, the student shall bring a physician's note to the school attendance office. A copy will be made and given by the student to the student's respective physical education teacher. The school administration will work with the student and family to create a health plan if needed to support the student and the accommodation needed.

Character, Collective, and Career Focused (C3)

C3 – KTEC: 1.0 Credit

Prerequisite: None | **NC3 Certifications:** None

This course is required each year a student is enrolled at KTEC. Each year students will focus on a theme and career readiness experiences built around the C3 Principles: Character, Collective, Career. Students will practice skills that will make them ready for the workforce and discover their passions. The following topics will be explored: knowing your purpose while finding belonging (9), Exploring your purpose to find well-being (10), planning your purpose with engagement (11), and doing your purpose as a leader (12). Students will also participate throughout the four years in the following career-based learning experiences: guest speakers, career fairs, tours, informational interviews, resume building, interview readiness, financial literacy, and work-based learning.

Character Development	Collective Work	Career-Focused
Mental/moral traits of an individual: Self-Awareness	Individuals acting as one group: Social-Awareness	Learning with the end in mind: Career-Awareness & Interest
Focus on: Creativity, Emotional Intelligence, Active Learning, Habit Building, Resiliency/Perseverance, Integrity Judgement/Decision Making	Focus on: Teamwork, Interpersonal Communication, Respect, Fluency of Ideas, Cognitive Flexibility, Leadership Skills, Negotiation	Focus on: Proficiency in Academic Skills, Technical Competencies, Financial Literacy, Originality, Employment, Professionalism, Learning Strategies

Alternative Programming

There may be occasions where it is necessary to provide students with alternative programming. This is done on an individual basis and requires approval from the school administration.

Gateway Elective Offerings

Gateway High School Academies/Start College Now

KTEC: 1.0 Credit per course | **Gateway Technical College:** Varies by course

Dual enrollment provides students with the opportunity to simultaneously earn college credit through a partnership with Gateway Technical College and high school credit at KTEC. Junior and senior year students have the opportunity to join one of Gateway's High School Academies or take courses via their Start College Now program. Students can earn a recognized industry credential, technical diploma, and/or credit hours towards an associate degree while earning their high school diploma. For more information, please visit the High School Academy [website](#).

Students and parents/guardians are required to sign, complete, and turn in the Gateway Technical College Dual Enrollment Agreement prior to beginning an Academy or Start College Now program.

It is the responsibility of the student and the parent/guardian to be knowledgeable about the program. Please review the information below. A signed contract must be on file each school year for students to participate in an Academy/Start College Now.

General Information

- All dual enrollment students must comply with the rules and regulations of Gateway Technical College, as outlined in the Gateway Student Handbook.
- Grades earned in dual enrollment courses become part of the student's official college academic record. These grades may impact future financial aid eligibility, transfer opportunities, and graduation progress.
- Under the Family Educational Rights and Privacy Act (FERPA), Gateway instructors cannot communicate directly with parents, guardians, or KTEC staff regarding student performance. Students are responsible for managing their own academic progress, grades, and transcript information.
- KTEC staff do not have access to Gateway's learning management system (Brightspace) or student accounts. As a result, KTEC staff cannot monitor student coursework or assignment submissions.
- Participation in dual enrollment is a privilege. Students must adhere to the KTEC Student Code of Conduct. Major or repeated behavioral infractions may result in the loss of dual enrollment privileges. In such cases, the student and family will be responsible for any tuition costs incurred.

Financial Responsibilities

- KTEC will cover tuition and textbook costs for all approved Gateway courses. **All other expenses**—including, but not limited to, required course materials (i.e., technology, PPE, uniform/clothing, key fobs, tools, equipment, etc.), and any other course-specific requirements—**are the responsibility of the student and their family.**
- Students and families are responsible for independently obtaining all other required materials to successfully complete the course.
- If a student drops a course after the course deadline or if they fail the course, they will be responsible for the cost of tuition and textbooks. The cost is approximately \$169 PER CREDIT (for a 3-credit course, this equates to a cost of approximately \$507). Non-payment may result in the student being barred from taking future Start College Now or Academies courses.

Transportation

Students may be required to attend classes or fulfill course requirements on a Gateway campus. Transportation to and from Gateway is the sole responsibility of the student and their families.

